

# **Chair of the Board of Management Glasgow Clyde College**

## **Recruitment and Appointment Pack**

**2024**

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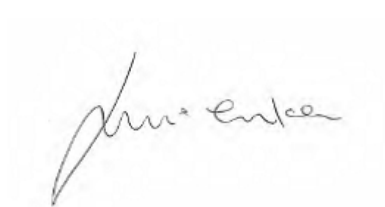
## 1. Regional Chair's Introduction

Thank you for your interest in the role of assigned college Chair of Glasgow Clyde College.

College learning can be life changing and the Glasgow college region puts learners at the heart of everything we do. College Chairs are instrumental in shaping their college's ambitions for the future, leading a committed and experienced Board who are collectively driven by the College's purpose and the values and priorities of the Glasgow college region.

The Chair of Glasgow Clyde College will provide active and effective leadership, direction, support and guidance to ensure that their Board of Management, and the Glasgow Colleges' Regional Board, fulfil their functions efficiently, in line with the aims, policies and strategic priorities of the Regional Board, Scottish Funding Council and Scottish Ministers.

This is an opportunity to be an ambassador for the College, Regional Board and sector at an important time, as we look to the future of education in Glasgow and work collaboratively to achieve the best outcomes for our learners, colleges and city.

A handwritten signature in black ink, appearing to read 'Janie McCusker', is centered on the page. The signature is fluid and cursive, with a large initial 'J'.

**Janie McCusker**

**GCRB Chair and Regional Chair for Glasgow**

## 2. Background Information

### 2.1 The College Sector in Scotland

Colleges are the powerhouses of Scotland's economy. Skilled graduates contribute billions to Scotland's economy each year, across hugely diverse industries, in every community.

Scotland's colleges offer a wide range of qualifications and courses at further and higher education levels across a diverse curriculum, to a very broad range of people and communities. The history of college provision in Scotland has been marked by an emphasis on providing vocational education and training, widening access to education, and supporting industry and individuals seeking to engage with the world of work.

Delivering 71 million hours of learning to over 236,000 students and a geographical coverage that extends from all the major towns and cities to remote rural areas, the sector is central to the Government's economic growth, education, employability and social inclusion agendas. The colleges have developed strong links with industry - meeting employers' needs and enhancing employability by supporting the development of new skills. Working in partnership with schools, universities and local authorities, colleges provide skills for work, improving employability, and also provide the most accessible route to higher education.

The sector in Scotland has seen significant change with a new regional approach now consisting of 13 regions, with colleges of greater scale and influence. In ten of these regions there is a single regional college<sup>1</sup>. The remaining three regions, Glasgow, Highlands and Islands, and Lanarkshire, have multiple colleges with a regional strategic body.

As the sector continues to evolve to meet changing and emerging challenges, the Scottish Funding Council is leading a review of Scotland's tertiary system, including colleges.

More information can be found here: <http://www.sfc.ac.uk/review/review.aspx>

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<sup>1</sup> Aberdeen and Aberdeenshire; Ayrshire; Borders; Dumfries & Galloway; Edinburgh; Fife; Forth Valley; Tayside; West; and West Lothian

## **2.2 Glasgow Colleges' Regional Board**

### **Establishment**

In May 2014 the [Glasgow Colleges' Regional Board \(GCRB\)](#) was established. GCRB is responsible for: ensuring that college provision across the Glasgow region is coherent and aligned to regional strategy, reflecting the needs of the regional economy and communities; the allocation of funding to colleges within the region to enable delivery of the regional strategy and priorities; and monitoring of college performance against the Regional Outcome Agreement (ROA).

### **Glasgow Region**

The Glasgow College Region encompasses the local authority areas of Glasgow City, East Renfrewshire and East Dunbartonshire. In August 2014 the three Glasgow colleges, City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College, each with their own Boards of Management, were assigned to the Regional Board. Each college offers a wide range of qualifications and courses at further and higher education levels across a diverse curriculum, including vocational education and training to a range of students from Glasgow, Scotland, the rest of the UK, and internationally.

### **Strategy for College Education in Glasgow**

In October 2017, the GCRB was proud to launch our first regional strategy for college learning and this was refreshed in 2023 with a new strategic plan to take into account the significant changes in the sector and society during that period.

Our collective ambition is to build Scotland's most inclusive, most responsive, and most effective regional college system. Our strategy was developed so that learners of today and tomorrow will be able to power our growing economy, reach their individual potential and make valuable contributions to their communities. A regional approach to college delivery in Glasgow offers a new way of thinking about how we collectively build from our strengths and organise our services to address Glasgow's long-standing economic and social issues.

The core focus of this regional strategy is on delivering on three overarching regional priorities:

1. Students from all backgrounds thrive through the right learning and support in the right place at the right time
2. The Glasgow college system is sustainable, responsive and coherent
3. Our system leads on delivering economic, social and environment recovery and transformation for the region

By harnessing the power of our collective voice, our shared regional skills and knowledge, and our combined regional resources and facilities, we aim to deliver learning which responds more effectively to the needs of our learners and stakeholders, and deliver a more significant impact on regional prosperity than any of the individual institutions could achieve on its own. Our regional approach is intended to benefit learners, educators and employers as a key part of our skills and training system. We seek to focus our work to match the potential of our learners with the needs

of our economy and its employers; coordinating, planning, monitoring and working for the benefit of Glasgow's learners and their communities.

**Link:** [GCRB Strategic Plan](#)

### **Outcome Agreement**

The Glasgow Colleges' Regional Board develops an annual Outcome Agreement for the region which sets out how the funding allocated by the Scottish Funding Council will be used to deliver a coherent regional curriculum which meets economic and social needs of the region.

Priority is given to curriculum activity which reflects:

**Fair access and transitions:** The colleges maintain a coherent, coordinated policy of fair access. Transitions ensure clear and appropriate access to education at all levels and on-going support for all students to achieve the best possible outcomes.

**Quality learning and teaching:** Overall approaches to the planning of learning and teaching are shared collaboratively at the cross-college level, while monitoring and nurturing the student voice. Learning and teaching is developed in partnership with industry to bring learning to life in meaningful, useful ways for all learners.

**Learning with impact – students are equipped and ready to take up appropriate employment in the future:** The Glasgow colleges work closely with employers and industry to deliver learning with real impact which supports provision. Industry-specific technical learning and training happens across a wide range of regional, national and international sectors.

**Student participation and engagement in their educational experience:** Glasgow's Student Associations actively engage in activity, including on-going development work directly with GCRB to ensure that they are engaged and informed participants in planning, student communication, and contributing to national and regional review.

**Equalities and inclusion:** Planned coherent interventions are put in place to mitigate adverse impact, including partner working with other agencies to provide tailored support to learners and additional support via the regional Programme of Action.

**Meeting future skills needs, including upskilling and reskilling:** Glasgow continues to contribute to a wider skills agenda, with staff members and contributors to Community Planning Partnerships and Council Strategy Groups, including for future planning, finance and education, environment, and sustainability action, and 'just transition' planning. The colleges continue to engage closely with industry partners to identify sector-specific opportunities and innovation.

**Responding to the climate emergency:** The region is delivering a consistent regional strategic approach to contribute to the city region's ambitious targets and development of a 'Green curriculum', identifying new opportunities to evolve the curriculum, and to support our learners and communities.

## 2.3 Glasgow Clyde College

### About the College

Glasgow Clyde College is one of the largest Further Education providers in Scotland with over 500 full-time and part-time courses to choose from, and is a multi-site college with campuses in Anniesland, Cardonald and Langside.

The College offers an amazing breadth of courses to prepare students for the future, whether that is going on to further study or the workplace. It has excellent links with employers to provide industry experience and partnerships with universities to help students to progress to study at degree level.

Glasgow Clyde College is a people-centred community, and an unrivalled student experience and sense of belonging is at the heart of everything the College does.

### Key facts





- 97% of higher education students went on to positive destinations (2% above the sector).
- 97% of students progressed to further study or employment.
- 88% of further education students went on to positive destinations (4% above the sector).
- 94% of students feel our digital learning platform (Canvas) supports their studies well.
- 94% of students are satisfied with their college experience (highest in Glasgow).
- 93% of students have developed skills for the workplace.
- 94% of students feel a sense of belonging at Glasgow Clyde College.
- £10.7m has been invested in funding and bursaries to support our students.
- Our satisfaction rates are consistently some of the highest for colleges in Scotland.
- Our HN courses have articulation routes with all Scottish Higher Education institutions.
- Glasgow Clyde College is the largest provider of ESOL in Scotland.
- 141 different nationalities attended Glasgow Clyde College in 2022/23.

*SOURCES: STUDENT SATISFACTION SURVEY 2023, EARLY IMPRESSIONS SURVEY 2023, COLLEGE LEAVERS DESTINATION SUMMARY 2021/22.*

### College Strategic Plan

The ambitious agenda detailed in the College's [strategic plan](#) aims to release the full potential of Glasgow Clyde College to cement its position as the partner of choice for employers, the employer of choice for our members of staff and the College of choice for our communities.

# OUR COLLEGE VALUES

 <p><b>People-centred</b></p> <p>We are unwavering in our expectation that we conduct ourselves in a manner which is open, respectful and with uppermost integrity. The needs and interests of our students, colleagues and stakeholders will be at the forefront of all decision-making.</p>	 <p><b>Pioneering</b></p> <p>We are restless in our desire to be innovative, ambitious, forward-thinking and courageous in the pursuit of creating an unrivalled inspirational learning experience and work environment.</p>	 <p><b>Principled</b></p> <p>We are determined to ensure that fairness, equality and inclusivity are embedded into the heart of the College and guide everything we do.</p>	 <p><b>Passionate</b></p> <p>We are relentless and tenacious in our ambition to inspire students and colleagues to achieve their potential, change their lives and support them to overcome the barriers to doing so.</p>
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Find out more information about the College's Mission, Vision and Values and people centred approach in the [Annual People Report](#) .



### 3. Outline of Post

#### 3.1 POST DESCRIPTION

A summary of the post of Assigned College Chair is provided below.

<b>POST:</b>	<b>Chair of the Board – Glasgow Clyde College</b>
<b>REMUNERATION:</b>	This post is currently not remunerated however the Scottish Government has announced its intention to introduce remuneration of Assigned College Chairs in the future.
<b>TIME COMMITMENT:</b>	Up to 2 days per week (at discretion of post holder)
<b>LOCATION:</b>	Glasgow College Region, principally Glasgow Clyde College
<b>REPORTING TO:</b>	Chair of the Glasgow Colleges' Regional Board
<b>RESPONSIBLE FOR:</b>	Board Governance
<b>TENURE:</b>	Up to 4 years

1. You will provide active and effective leadership, direction, support and guidance to ensure that both the College Board and the Regional Board fulfil their functions efficiently and in accordance with the aims, policies and strategic priorities of the Regional Board, Scottish Funding Council and Scottish Ministers.
2. As Chair of the College Board, you will fulfil the role of chair as set out in the Code of Good Governance for Scotland's Colleges.
3. You will ensure the efficient and effective conduct of College Board business, fostering a culture of collective responsibility that reflects the Nine Principles of Public Life in Scotland, and promoting an appropriate values-based culture within the College.
4. You will oversee the College Board's performance including the effectiveness of its performance monitoring and self-evaluation arrangements.
5. You will lead the College Board's collaboration in and commitment to the Glasgow regional college system, contributing to the development of regional strategy as a member of the Regional Board and, as College Chair, ensuring the alignment of the College's strategy to the regional strategy.
6. You will facilitate effective communications and the flow of information between the College Board and the Regional Board.
7. You will promote and adhere to the highest standards of governance, propriety and conduct in the business of the College Board and Regional Board, including complying with the respective Financial Memorandum and Code of Conduct, and the Code of Good Governance for Scotland's Colleges.

8. You will provide a role model for leadership and behaviours, reflecting the College's and the Regional Board's values.
9. You will be accountable for the delivery of the College Board's contribution to the delivery of the regional outcome agreement working with the other assigned colleges in Glasgow and, as a member of the Regional Board, you will be accountable for the delivery of the regional outcome agreement.
10. You will engage in relevant networks and serve as an ambassador for the College, the Regional Board and the sector.
11. You will provide constructive challenge to other board members and senior officials of the College or Regional Board, carefully scrutinising plans and underlying assumptions before decisions are taken.
12. Specific functions may vary but, unless otherwise agreed, you will work constructively with the other members of the Regional Board, the Regional Board's senior management, the other members of the College Board, the College's Principal and the College's senior management to:
  - (i) Agree the direction and aims of the College Board and the Regional Board, maintaining a strong collective sense of delivery, accountability, and challenge in the investment of considerable public funds.
  - (ii) Contribute to the fulfilment of the College Board's and Regional Board's duties, roles and responsibilities, including those as an employer, which will comprise:
    - Strategy development: setting both strategies and performance measures;
    - Ensuring fair work values are embedded in relevant planning and policy;
    - Ensuring that effective management arrangements and effective teams are in place at the highest level of the College and the Regional Board;
    - Delivery: overseeing the delivery of the effective performance of activities and ensuring achievement of aims;
    - Efficiency and effectiveness: ensuring that resources (staff, finance and premises) are used effectively and responsibly to support priorities and strategic objectives;
    - Financial management: monitoring budgets, expenditure and key financial targets, and ensuring that corrective action is taken where required;
    - Risk management and control: ensuring that appropriate systems for internal control are in place and that these systems are reviewed; and
    - Stakeholder relations: developing and maintaining effective relationships with partners.
13. Participate in the business of the College Board and Regional Board, including:
  - Preparing for and attending board meetings, including committees of the College Board;
  - Contributing to the making of decisions;
  - Chairing or participating in various reference groups, discussion forums, programme or project boards and public meetings.
  - Chairing College Board meetings effectively and to time, ensuring all board business is given due consideration and the voices of all members are heard.

### 3.2 PERSON SPECIFICATION AND ASSESSMENT CRITERIA

ASSESSMENT CRITERIA			
FACTOR	ESSENTIAL	DESIRABLE	MEANS OF ASSESSMENT
<b>(A) Strategy and board-level leadership</b>	<b>Leadership &amp; Strategy:</b>		
	1. A strong and decisive leader with board-level experience in a public, private, or third sector organisation.		Application and interview
	2. Evidence of having led a programme of change successfully in a large and/or complex organisation.		Application and interview
	<b>Analytical Skills:</b>		
	3. Evidence of overseeing performance in a large and/or complex organisation and ensuring that strategic objectives are met.		Application and interview
	<b>Challenge:</b>		
	4. Ability to scrutinise complex strategy, financial and risk reports, and provide an effective and constructive challenge function.		Application and interview
<b>Educational Context:</b>			
5. An understanding of and commitment to the future of tertiary education in Scotland.	Knowledge of the college sector and understanding of the diverse and complex communities the region and College serves.		Application and interview
<b>(B) Collaboration</b>	<b>Partnership Working:</b>		
	6. A collaborative and innovative leader and influencer who can work effectively in partnership with a diverse group of internal stakeholders (including staff and students) and external stakeholders to build effective networks, advance shared goals and support the delivery	Understanding and appreciation of the issues facing students and staff today including mental health and financial barriers.	

ASSESSMENT CRITERIA			
FACTOR	ESSENTIAL	DESIRABLE	MEANS OF ASSESSMENT
	of an outstanding student experience for all.		
	7. Ability to serve as an effective ambassador for the College, the region and the sector, able to articulate complex matters, inspire others and listen to all views.		Application and interview
<b>(C) Effective governance</b>	<b>Corporate Governance:</b>		
	8. Ability to demonstrate a strong understanding of corporate governance, collective responsibility, effective consultation, and accountability in a complex organisation or system of organisations.		Application and interview
	9. An understanding of a college board's functions and duties and the impact of its decision-making on students and staff, including fair work values.		Application and interview
	<b>Conduct/Values:</b>		
	10. A clear understanding of and commitment to the nine Principles of Public Life in Scotland and the principles of equality, diversity and inclusion.		Application and interview

## **4. The Key Principles of Board Membership**

### **4.1 Standards of Behaviour**

Individual Board members and boards must at all times conduct themselves in accordance with accepted standards of behaviour in public life. The Nolan principles have been widely adopted as the public sector governance behaviours standard. The Scottish Government has identified nine key principles underpinning public life in Scotland, which incorporate the seven Nolan Principles and introduce two further principles:

- Duty/Public Service
- Selflessness
- Integrity
- Objectivity
- Accountability and Stewardship
- Openness
- Honesty
- Leadership
- Respect

All Board members should exercise their responsibilities in the interest of GCRB and the College Board as a whole, when serving on each of those distinct bodies, rather than as a representative of any constituency, including staff and student members.

GCRB and the College Board each maintains a Register of Interests of members, available for public disclosure. The current Register of Interest can be found on GCRB's and the college's website.

### **4.2 Role of the Board – Glasgow Clyde College**

The role of the College Board is to:

- ensure the overall proper functioning of the College;
- provide strategic leadership, direction, support and guidance to the College;
- ensure provision of suitable and efficient Further Education to students;
- promote commitment to the College's core values, policies and procedures;
- establish strategic planning process to secure the College's future and to regularly review and adapt the same;
- proper spending of monies, including establish appropriate arrangements to ensure that public funds are properly safeguarded, used economically, efficiently and effectively; and used in accordance with the statutory or other obligations or purposes that govern their use;
- ensure that sound arrangements are in place to ensure the quality and standards of the College's work;
- ensure that robust systems are in place to monitor performance against targets;

- ensure that the College complies with its obligations under the Financial Memorandum with Fundable Bodies in the College Sector produced by the SFC (the “SFC Financial Memorandum”) and the Financial Memorandum between the College and the Regional Board (the “Regional Board Memorandum”) (together the “Financial Memoranda”);
- keep its property assets under review through an estates strategy;
- ensure there is an adequate IT strategy in place;
- ensure that there are adequate procedures in place to prevent fraud or bribery;
- ensure that there are adequate risk management policies and arrangements in place.

The Board currently has 4 meetings per year plus an annual development day. The usual time/day for Board meeting is Wednesdays at 4:30pm. The annual development day is an all day event usually held in Glasgow and followed by an optional dinner.

#### **4.3 Membership – Glasgow Clyde College**

The Board of Glasgow Clyde College is made up of the Chair, the Principal, elected members of teaching and non-teaching staff (currently 2 in total), nominated trade union members (2), nominated student members (2) and up to 12 ordinary (non-executive) members. Further information about the Board and current members can be found here: [Current Members](#).

#### **4.4 Board Committees – Glasgow Clyde College**

All Board members usually join one Committee and the Chair of the Board is expected to Chair the Nominations Committee. The Nominations Committee meets 2-3 times per year, usually virtually. If the Chair joins another Committee, meetings are held 3-4 times per year mainly virtually with one in-person meeting per year.

The Board’s current committees are as follows:

- **Audit Committee**
- **Remuneration Committee**
- **Nominations Committee**
- **Learning and Teaching Committee**
- **Finance and Resources Committee**
- **Organisational Development Committee**

Further information can be found here: [Glasgow Clyde College Agendas and Committees](#)

#### **4.5 Role of the Board - GCRB**

GCRB should be headed by an effective Board, which is unambiguously and collectively responsible for overseeing GCRB’s activities, determining its future direction and fostering an environment in which GCRB’s mission is achieved and the potential of all learners in the region is maximised. The Board must ensure compliance with the statutes, ordinances and provisions relating to GCRB and its framework of governance and, subject to these, take all final decisions on matters of fundamental concern to GCRB and be accountable for these.

The Board ensures effective management, financial controls, and sound governance practice, all of which supports the student experience in the region, within a framework of public accountability and transparency. The Board is responsible for the overall functioning and strategic direction of college education in the Glasgow region. It is responsible for ensuring the effective management of GCRB and for planning its future development. It has responsibility for all the affairs of GCRB. The Board is also responsible for ensuring delivery of targets in the Outcome Agreement.

As the Board is publicly accountable for the stewardship of public funds, the nature of the Board's role demands the highest standards of corporate governance. The Board ensures effective management, financial controls, and sound governance practice, all of which supports the student experience within a framework of public accountability and transparency.

The Board also has a role in promoting commitment to its core values, policies and procedures, and in providing strategic leadership and guidance to GCRB management. The Board has a duty to comply with the Financial Memorandum<sup>2</sup> with the Scottish Funding Council, ensuring appropriate and proper stewardship of funds, probity of spend, and delivery of value for money in the use of its resources.

The board meets approximately 5 times per year and meetings are currently held on Monday afternoons. Assigned College Chairs attend full meetings of the GCRB board. Currently, college chairs are not expected to attend GCRB committee meetings. Assigned College Chairs and Principals also meet with the GCRB Chair and Executive Director throughout the year through a series of informal meetings.

#### **4.6 Membership - GCRB**

The membership of the GCRB board is as follows: chair; assigned college chairs (3), elected members of teaching and non-teaching staff (2), nominated trade union members (2), nominated student members (2) and up to 12 ordinary (non-executive) members. Further information about the Board and current members can be found at [www.gcrb.ac.uk](http://www.gcrb.ac.uk)

#### **4.7 Board Committees - GCRB**

The Board's committees are involved in the full range of the Board's activities, and much of the Board's work is progressed at committee meetings. The Board currently has three committees for the following areas:

- Audit and Assurance
- Performance and Resources
- Nominations and Remuneration

Each committee meets at least four times a year (virtually). Further information about the Board's committees can be found here: <http://www.gcrb.ac.uk/meetings>

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<sup>2</sup> [http://www.sfc.ac.uk/guidance/Governance/FinancialMemorandum/financial\\_memorandum.aspx](http://www.sfc.ac.uk/guidance/Governance/FinancialMemorandum/financial_memorandum.aspx)

## 5. Guidance Notes for Applicants

*Please read these notes carefully before you complete the application form in this pack.*

### 5.1 Your Application

The information in your application is important in determining whether or not you will proceed through the assessment stages conducted by the selection panel. The stages include a sift of all applications received, shortlisting for interview, followed by the interview itself conducted by the Board's selection panel, supported by an independent person as required under ministerial guidance.

If successful, the panel will recommend you for appointment to the Glasgow Colleges' Regional Board (GCRB) who approve this appointment. You must, therefore, demonstrate clearly the evidence required at the first stage to show how you meet the relevant published criteria.

In the application form you are asked to provide a commentary which should demonstrate how your skills and experience match the published criteria for this appointment, as well as a separate short career history or CV (no more than 2 pages) detailing dates and brief descriptions of positions held. You are asked to complete the application electronically.

Please note that we accept applications in a number of different formats including audio, Braille and large print. We will give consideration to disability-related reasonable adjustments that an applicant might request to enable them to meet the person specification and participate fully in the selection process. If you require to submit your application in any another format, please contact **Wendy Odedina, Executive Assistant, GCRB**, by calling **07974277629** or by emailing [wendy.odedina@gcrb.ac.uk](mailto:wendy.odedina@gcrb.ac.uk)

Please also contact Wendy Odedina in the first instance, on the telephone number/email address above, if you have any questions about the application process or the role.

### 5.2 Completing Your Application

Applications should be submitted via email to: [wendy.odedina@gcrb.ac.uk](mailto:wendy.odedina@gcrb.ac.uk)

The closing date for applications is **Friday 26 April 2024. Please note late applications will not be accepted.**

The **Equal Opportunities Monitoring Form** is not seen by the selection panel and will not be used to assess your suitability for appointment. The remaining parts of your application form are made available to those involved in the short-list and selection for interview stages.

You are advised to review the role description and assessment criteria before completing the application form. You are asked to provide commentary which demonstrates that you have the essential skills and experience detailed in the assessment criteria.



You are also asked to provide a short (maximum 2-page) CV or career history detailing dates and descriptions of positions held. You should only put your **first initial and surname on your CV** (if any identifying information, other than first initial and surname, is included this will be redacted).

We would advise applicants to keep a copy of their initial application for reference.

### **5.3 Fit and Proper Person Tests**

The selection panel is required to obtain sufficient information and evidence to enable them to feel confident that the person they are appointing to the Board is a fit and proper person to take up the appointment. In the context of public appointments this is an individual who is suitable for appointment because they meet the requirements of the role, and because their past or present activities and/or behaviours do not render them unsuitable for a given appointment.

This is an on-going process with various checks built into the stages of the appointment round, designed to gather the appropriate information and evidence required. For this appointment round, the verifications in place for the fit and proper person tests are:

#### **Verification of relevant information provided by the applicant**

- Evaluation of the evidence provided by you in relation to the skills, knowledge and experience required for the role will be tested in the application and further probed at interview should you be invited.
- If applicants provide information in support of having the relevant competency which details roles or qualifications held which is material to the selection panel's decision making, this information may be checked as part of the final assessment.

#### **Ensuring that the individual's conduct to date has been compatible with the public appointment in question**

- Confirmation that you understand the work of the body and the nature of the appointment and that you are not aware of having committed any offence or performed any act incompatible with the position that you are applying for forms part of the declaration statement of the application form. By virtue of submitting the completed form you are declaring that the information provided is, to the best of your knowledge and belief, true and complete.
- If invited for interview, further assessment will be through seeking evidence on how you have practically demonstrated the principles of public life.

#### **Confirmation that the individual has no inappropriate or unmanageable conflicts of interest incompatible with their appointment**

- You should make the panel aware of any conflict of interest you may have in relation to your application for a position on the Board. If you are invited for interview, any potential conflict of interest can be discussed further.

### **Determining that the individual's appointment is not barred by reference to the constitution of the body concerned by way of, for example, criminal offences or other relevant matters**

- Information on disqualifications is provided in the application pack material and you are asked to review this prior to submitting your application. Confirmation that you are not disqualified on any grounds from being appointed to this Board forms part of the declaration statement of the application form. By virtue of submitting the completed form you are declaring that the information provided is, to the best of your knowledge and belief, true and complete.

### **Ensuring that the applicant agrees to be bound by the members' code of conduct for GCRB**

- You are referred to the GCRB members' Code of Conduct. This Code sets out the standards of behaviour expected of Board members and you should review this prior to submitting your application. You can access the Code at: <http://www.gcrb.ac.uk/reports-and-publications/governance-documents>
- Confirmation that you have read the members Code of Conduct, that you understand this Code, and that you agree to be bound by it in the event that you are appointed, forms part of the declaration statement of the application form. By virtue of submitting the completed form you are declaring that the information provided is, to the best of your knowledge and belief, true and complete.

### **Establishing that the individual is able to meet the time commitment required**

- The publicity for the role sets out the time commitment involved. If invited for interview, this will be fully explored with you to ensure that you can offer the appropriate assurance that you can undertake the commitment required.

## **5.4 How we will handle your application**

Following receipt of your completed application the Equal Opportunities Monitoring sections will be separated from the rest of the form.

Initially your completed application will be assessed against the advertised criteria for this appointment. The panel will invite to interview those applicants who most closely meet the criteria.

Applicants who are invited to interview will be advised of the selection panel in their invitation letter, and will be asked to declare if and how they know any of the panel. Applicants who are not selected for the interview stage of the assessment will be advised of the outcome of their applications in writing and offered feedback.

If invited to the interview stage and you have a disability, it will be at this point that you should let us know (contact details will be provided in your invitation to next stage) if you would like particular arrangements made.

The Appointments Panel will recommend the successful applicant for appointment to the Glasgow Colleges' Regional Board. If you are successful you will be invited in writing, by the Chair of GCRB, to accept the appointment at which point you will also be issued with your formal terms of appointment. Candidates who are not successful at interview stage will be advised of the outcome of their interview in writing and offered feedback. We will hold information on unsuccessful interview candidates for a period of six months to allow us to provide feedback.

We will comply with the General Data Protection Regulation 2018. We will not retain your personal data any longer than is necessary for the completion of this appointment process. Any statistical data retained will be anonymised.

### 5.5 Appointment Process Timetable

The proposed timetable for the appointment process is as follows:

Stage in process	Proposed dates
Advertisement Period	Tuesday 26 March – Friday 26 April 2024
Shortlisting of Applicants	Thursday 2 May 2023
Interviews	Thursday 9 May 2023

The Appointment Panel will make a recommendation to the Regional Board who will aim to make a decision at its meeting on **Monday 10 June**. Candidates will be informed of the outcome as soon as possible thereafter and feedback will be offered to those who are unsuccessful.

### 5.6 Nationality

There is no bar on non-British nationals applying for and being appointed to these posts. However, you must be legally entitled to work in the UK.

### 5.7 Equality and Diversity

Accessibility to appointments to public boards is a fundamental requirement this process seeks to promote, demonstrate and uphold equality of opportunity and treatment to all applicants. We will give consideration to disability-related reasonable adjustments that an applicant might request, to enable them to meet the person specification and participate fully in the selection process. If you require any of the application pack documentation in an alternative format, please contact **Wendy Odedina, Executive Assistant, GCRB**, by calling **07974277629** or by emailing [wendy.odedina@gcrb.ac.uk](mailto:wendy.odedina@gcrb.ac.uk)

### 5.8 Interviews

Interviews will be held **in person** at the **Langside Campus of Glasgow Clyde College**. We will give consideration to reasonable adjustments that an applicant might request to enable them to participate fully in the interview process. If invited to the interview stage and you wish to participate virtually, or any other adjustments to be made to allow you to participate, it will be at this point that you should let us know (contact details will be provided in your invitation to next stage).

## 5.9 Publicising Appointments

Should you be appointed, some of the information that you have provided may be made public in the public announcement of your appointment. We will liaise with you in advance of any such announcement. This applies particularly to any other public appointments you may hold, and of any significant political activity recently undertaken by you. The information made public may include:

- Your name;
- A brief summary of the skills, knowledge and experience you bring to the role;
- The period of appointment;
- Details of all other public appointments held.

## 5.10 Criteria for Disqualification

### PERSONS NOT ELIGIBLE FOR APPOINTMENT

Legislation provides that the following persons are not eligible for appointment:

Paragraphs 5A(1) and 5A(2) of schedule 2B to the Further & Higher Education (Scotland) Act 2005, as inserted by section 11(2) of the Post-16 Education (Scotland) Act 2013:

*“5A (1) A person is not eligible for appointment as a member of the board if the person—*

*(a) has within 5 years of the date on which the appointment would take effect, been sentenced (following conviction for an offence in the United Kingdom, the Channel Islands, the Isle of Man or the Irish Republic) to imprisonment for a period of not less than 3 months, whether suspended or not, without the option of a fine;*

*(b) is an undischarged bankrupt; or*

*(c) has been removed from office under section 24 of this Act (in relation to ay college) or section 23Q of the Further & Higher Education (Scotland) Act 1992 (in relation to any college) or (in relation to any regional board).*

*(2) For the purposes of sub-paragraph (1)(b), “undischarged bankrupt” means a person—*

*(a) whose estate has been sequestrated and who has not been discharged (or against whom a bankruptcy order has been made and is still in force);*

*(b) who has granted a trust deed for, or made a composition or arrangement with, creditors (and has not been discharged in respect of it);*

*(c) who is the subject of a bankruptcy restrictions order, or an interim bankruptcy restrictions order, made under the Bankruptcy (Scotland) Act 1985 or the Insolvency Act 1986;*

*(d) who is the subject of a bankruptcy restrictions undertaking entered into under either of those Acts;*

*(e) who has been adjudged bankrupt (and has not been discharged); or*

*(f) who is subject to any other kind of order, arrangement or undertaking analogous to those described in paragraphs (a) to (d), anywhere in the world.”*