BOARD MEMBER
Recruitment and Appointment Pack

May 2022

Contents

1. Guidance Notes for Applicants

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

1.1 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 board of the Glasgow Colleges' Regional Board (GCRB), subject to the approval of Scottish Ministers. You must, therefore, demonstrate clearly the evidence required at the first stage to show how you meet the relevant published criteria.

Where a candidate is not selected, but has impressed the panel with his or her potential as a full Board member of the future, that person may be invited to serve as a co-opted member on a Board Committee.

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

In addition, 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

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.

1.2 Completing Your Application

Applications should be submitted via email to: wendy.odedina@gcrb.ac.uk

The closing date for applications is **Friday 27 May 2022.**

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.

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

1.3 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 in to 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.

1.4 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 for Board membership 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(s) for appointment subject to approval by the Board, the Chair of the Board and by the Scottish Ministers. 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.

1.5 Appointment Process Timetable

The proposed timetable for the appointment process is as follows:

Stage in process	Proposed dates
Advertisement Period	Monday 9 May – Friday 27 May 2022
Shortlisting of Applicants	Tuesday 31 May 2022
Interviews	Wednesday 8 June 2022

The Regional Board will aim to make a decision within a month of receiving the recommendation from the Appointments Panel. If approved by the Board, the appointment recommendation will then be submitted for Ministerial approval to the Scottish Government who also aim to make a decision within one month. Candidates will be informed of the outcome as soon as possible thereafter and feedback will be offered to those who are unsuccessful.

1.6 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.

1.7 Equality and Diversity

Accessibility to public appointments is a fundamental requirement and the public appointments process promotes, demonstrates and upholds 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

1.8 Interviews

Interviews will be held **in person** at the GCRB Offices within City Campus, City of Glasgow College, Cathedral Street, Glasgow. 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).

1.9 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.

1.10 Criteria for Disqualification

PERSONS NOT ELIGIBLE FOR APPOINTMENT

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

Paragraphs 6(1) and 6(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:

"*6 (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 the Further & Higher Education (Scotland) Act 1992 (in relation to any college) or section 23Q of this Act (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."

Please note that late applications will not be considered.

2. Background Information

2.1 The College Sector in Scotland

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.

To this end, the colleges have developed strong links with industry - meeting employers' needs and enhancing employability by supporting the development of new skills. While many young people come to college to gain these skills in order to enter employment for the first time, 17% of students in Scotland are studying as part of their occupation.

Delivering 70.5 million hours of learning to over 235,000 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. 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[1]. 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

As part of this work, Glasgow is also leading on a review of its own regional structures, meaning that this is a critically important time to contribute to, and help shape, the future of tertiary education, both in the region and nationally.

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[1] Aberdeen and Aberdeenshire; Ayrshire; Borders; Dumfries & Galloway; Edinburgh; Fife; Forth Valley; Tayside; West; and West Lothian

3. Glasgow Colleges' Regional Board

3.1 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
- Monitoring of college performance against the Regional Outcome Agreement (ROA)

3.2 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, 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. Further information about the colleges can be found using the links below.

CITY OF GLASGOW COLLEGE	- www.cityofglasgowcollege.ac.uk - Established November 2010 - Formed by the merger of Central College of Commerce, Glasgow College of Nautical Studies and Glasgow Metropolitan College.
GLASGOW CLYDE COLLEGE	- www.glasgowclyde.ac.uk - Established August 2013 - Formed by the merger of Anniesland College, Cardonald College and Langside College.
Glasgow Kelvin College	- www.glasgowkelvin.ac.uk - Established November 2013 - Formed by the merger of John Wheatley College, North Glasgow College and Stow College.

3.2 Strategy for College Education in Glasgow

In October 2017, the GCRB was proud to launch our first regional strategy for college learning (http://www.gcrb.ac.uk/strategy).

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.

Our collaborative strategy was informed and driven by the visions of employers, the Scottish Government, the Scottish Funding Council, Skills Development Scotland, Education Scotland, Glasgow City, East Renfrewshire and East Dunbartonshire Councils, the university sector, schools, and community groups.

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 new regional approach will benefit learners, educators and employers and redefines the scope and relevance of our skills training system. We intend to focus our work to match the potential of our learners with the needs of our economy and its employers. We will create seamless pathways between schools, colleges, universities and employers.

3.3 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:

Meets the needs of employers. We should continue to ensure that the volume and content of delivery is appropriately matched to employment demand. This is particularly important in sectors and occupations in the regional economy where replacement demand is strong. It is also important that we provide skills training which meets the region's infrastructure needs. We require adequate construction, engineering and professional skills to meet the anticipated levels of demand that will arise from the Glasgow City Region City Deal and other capital investment. Tackling gender imbalances in programmes should be part of meeting these needs.

Widens access and increases the pool of labour. Economic activity levels have risen. However, more than 1 in 10 of our region's residents still have no qualifications, and proportions of deprivation remain similar to those of Scotland as a whole. Therefore, we will help more regional residents to take up employment opportunities.

Enhances progression routes and pathways. Demand for skills in the region is strongest at the upper and lower skills levels, professional and elementary occupations. We, therefore, aim to encourage and support people's progression to upper skills levels. The region's colleges will increase the supply of well-qualified learners and build the higher-level skilled base that businesses need to increase the value of their output, improve productivity and enhance competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy. It needs a strong skills supply to sustain this transition.

Provides more flexible provision. Our skills training must be flexible enough to equip learners to succeed in an economy where non-permanent employment is common and part-time working is expected to increase. Non-traditional employment patterns also lead to less conventional career paths and to more movement between sectors. Our skills training provision must be equally flexible and offer more work-based learning to meet the needs of employers and learners.

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 as a whole rather than as a representative of any constituency, including staff and student members.

GCRB maintains a Register of Interests of members, available for public disclosure. The current Register of Interest can be found on GCRB's website.

As well as attending full meetings of the Board through the session, Board members will be expected to join one or more committees as members (see Board Committees below). In consideration of skills and experience, Board members may be asked to take on the responsibility of chairing a Committee.

For further details of roles and responsibilities, see the Outline of Post at Section 4 below.

4.2 Role of the Board

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 GCRB. 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[2] 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.

4.3 Membership

The membership of the Board is as follows: chair; assigned college chairs (3), elected members of teaching and non–teaching staff (currently 2 in total), nominated student members (2) and up to 10 ordinary members. Further information about the Board and current members can be found at www.gcrb.ac.uk

4.4 Board Committees

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, and Board members are expected to serve on at least one committee. Further information about the Board's committees can be found here: http://www.gcrb.ac.uk/meetings

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[2] http://www.sfc.ac.uk/guidance/Governance/FinancialMemorandum/financial_memorandum.aspx

5. Outline of Post

**POST DESCRIPTION AND PERSON SPECIFICATION
WITH ASSESSMENT CRITERIA**

Post description

A summary of the post of Board member is provided below.

POST:	Member of the Board of GCRB
REMUNERATION:	This post is not remunerated
TIME COMMITTMENT:	Around 5 Board meetings and 5 Committee meetings annually. Further opportunity to attend training and external events.
LOCATION:	Campus locations across the three colleges, by arrangement
REPORTING TO:	Chair of the Glasgow Colleges' Regional Board
RESPONSIBLE FOR:	Board governance
TENURE:	Up to 4 years

PERSON SPECIFICATION AND ASSESSMENT CRITERIA:

POST TITLE
Member of the Board of GCRB

ASSESSMENT CRITERIA			
FACTOR	**ESSENTIAL**	**DESIRABLE**	**MEANS OF ASSESSMENT**
(A) Strategy and board-level leadership	**Leadership:**		
	1. Relevant experience of strategic leadership in the public, private, or third sectors.		Application and interview
	Analytical Skills:		
	2. Ability to analyse complex material and to reach sound conclusions based on this analysis		Application and interview
	Challenge:		
	3. Ability to challenge constructively within a team environment		Application and interview
	Communication Skills:		
	4. Ability to communicate effectively with a diverse range of stakeholders and build effective networks		Application and interview
	Strategic Function:		
	5. Ability to operate effectively and imaginatively in a strategic function		Application and interview
	Educational Context:		
	6. A clear understanding and interest in Education		Application and interview
		An understanding of current challenges and opportunities in the College sector	Interview

(B) Specific knowledge and skills	**Expertise:**		
	7. Ability to contribute to the work of the Board based upon experience and expertise in one or more of the following areas: • Human Resources (in an educational setting); • Audit, Risk and Finance; • Community Engagement and Social Deprivation		Application and interview
		• SMEs and business partnerships; • Environment, Sustainability, and the Just Transition Agenda; • Digital strategy and innovation; • entrepreneurial mindset.	Application and interview
(C) Effective governance	**Corporate Governance:**		
	8. An understanding of corporate governance in public, private or voluntary sectors		Application and interview
	Conduct/Values:		
	9. Adherence to the nine principles of public life: • Duty/Public Service • Selflessness • Integrity • Objectivity • Accountability & Stewardship • Openness • Honesty • Leadership • Respect		Application and interview
	Diversity, Equality, Inclusion:		
	10. Ability to understand how diverse, excluded, and/or under-represented groups of people are affected by what a college does.		Application and interview