A photograph of a modern, multi-story building at night. The building features a grid-like facade with vertical and horizontal concrete or metal beams. The interior lights are on, and the building is illuminated with green and blue lights. The sky is dark blue.

CITY OF GLASGOW
COLLEGE
Let Learning Flourish

Board of Management
Application Information 2023

1. City of Glasgow College

1.1 History

City of Glasgow College enjoys a rich and diverse historical foundation in Glasgow and has been a fixture on the City landscape, in one form or another, since 1850 with the opening of Allan Glen's School. The first antecedent College on the city centre site was the College of Printing in 1927, with the Stow College of Hairdressing in 1956, College of Commerce in 1963, and the co-located Colleges of Building and of Printing, in the new tower building on North Hanover Street opened by Prime Minister Harold Wilson in 1964. On the River Clyde, the Glasgow College of Nautical Studies was formally opened by Admiral of the Fleet, the Earl of Mountbatten in 1969.

The seventies saw the opening of another specialist college, Glasgow College of Food Technology, in 1974, and the City Centre colleges expanded and developed into a college learning quarter of considerable repute in the following decades. With growing student and industry demand for larger, more well-resourced college education, mergers followed. Then the dawn of a new era in 2010 as the new City of Glasgow College was formed, and later that decade when the College moved into two spectacular new buildings on Cathedral Street, and on the banks of the Clyde.

In September 2010 the College landscape in Scotland changed dramatically when the City of Glasgow College (COGC) was formed following the pathfinder merger of three specialist Colleges in the City:

- Central College Glasgow.
- Glasgow Metropolitan College.
- Glasgow College of Nautical Studies.

1.2 The College Today

City of Glasgow College is one of Scotland's major education providers, with historic industry links and a valued reputation for developing skills for life and work across many specialisms – in Glasgow, nationally, and internationally. As a result, the College and its graduates have a considerable and wide-ranging economic, social, and cultural influence.

Around half of our students originate from the Glasgow region, with the rest mainly originating from other areas across Scotland, as well as from the rest of the UK and overseas. In recent years the College has enrolled students of over 130 different nationalities.

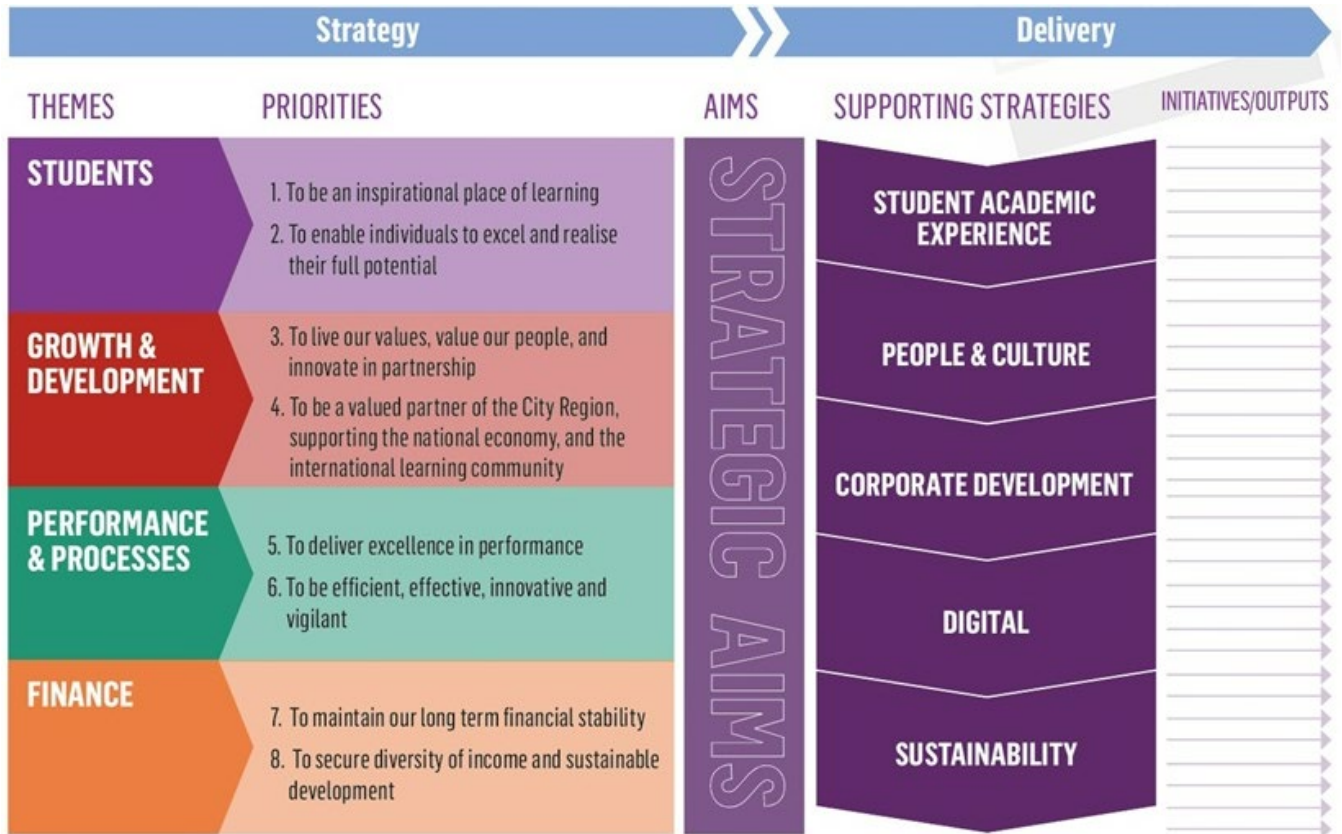
2016 marked a momentous year for the College. Following the successful opening of our Riverside Campus in 2015-16, College students and staff moved into the new landmark City Campus building for the start of the 2016-17 session.

The multiple award-winning twin site Super College development represents a £228 million investment in tertiary education for Glasgow, Scotland, and beyond, and is the single largest college development, not just in the UK, but also in Europe. These campus developments are meticulously designed to offer state-of-the-art facilities and superb opportunities to our students - ready to adapt to the changing needs of future generations.

The College provides over 2000 courses across a diverse range of technical, business, and professional curriculum areas, via the four Faculties of:

- Hospitality and Leisure
- Education and Humanities
- Creative Studies
- Nautical Sciences and STEM

The College’s [Strategic Plan 2021-2030](#), refreshed in light of the Covid-19 pandemic, outlines the College’s key guiding principles and strategic priorities to “Let Learning Flourish”. In delivering this Strategic Plan, our College will change the life chances of our students, help businesses recover, and rebuild the communities of the city whose name we are proud to bear. We stand ready to respond to the social and economic needs of our City Region and of Scotland, with strengthened sector partnerships of scale and coherence, and a distinct singular vision. The eight strategic priorities are set out within a framework of four strategic themes.



These strategic themes and priorities underpin the College’s planning framework, ensuring that operational planning, delivery, and reportage is closely and clearly aligned with the College’s Strategic Plan, and its five supporting strategies with corresponding initiatives. This framework enables the Board of Management to monitor progress against the College’s stated priorities and aims, via agreed performance measures and targets.

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. Colleges are the anchor points of local communities, supporting individuals of all ages and backgrounds to gain skills and qualifications, helping the most disadvantaged and furthest from the labour market, and powering regional economies by delivering the skilled workforce that businesses need.

As an agile, collaborative and inclusive national asset, colleges will play a vital role in nurturing Scotland's economic, social, and educational recovery, following the devastating Covid pandemic. [The Cumberford-Little Report](#), 2020, co-authored by City of Glasgow College Principal Paul Little, has proven to be a timely blueprint for Scottish Colleges in the 21st Century, as part of a single coherent tertiary educational system.

Delivering over 70 million hours of learning to over 260,000 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 over the last few years with a newly established 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. The remaining three regions, Glasgow, Highlands and Islands, and Lanarkshire, have multiple Colleges with a regional strategic body. Each of these colleges has its own College Board of Management.

2.2 The College Board of Management

The Key Principles of Board Membership

Individual Board members and Boards of Management must at all times conduct themselves in accordance with accepted standards of behaviour in public life which embrace selflessness, integrity, objectivity, accountability, openness, honesty and leadership. 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 incorporates the seven Nolan Principles and introduced 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 best interests of the College as a whole rather than as a representative of any constituency, including staff and student members. Board members should also be aware of their role as a charity Trustee (see [here](#) for more information).

The College maintains a Register of Interests of members, available for public disclosure. The current CoGC Board member Registers of Interest can be found [here](#) on the College website, alongside Board members' biographies.

As well as attending full meetings of the Board throughout the session, Board members will be expected to join two committees as members. In consideration of skills and experience, Board members may be asked by the Board Chair to take on the responsibility of Committee Convener (or supporting the Convener as Vice Convener). The Board meets 6 times per session, with Committees meetings 3-5 times per session.

Board Members hold office for a period of up to four years, which may be extended for a further four years. Members can demit office at any time. For further details of roles and responsibilities, see Section 4.

Role of the College Board

The Board is responsible for the overall functioning, effective management, and strategic direction and development of the College. The Board is also responsible for ensuring delivery of targets in the Regional Outcome Agreement and providing relevant reportage to the Regional Board (see below).

As the Board is publicly accountable for the College's stewardship of public funds, the nature of the Board's role demands the highest standards of corporate governance. The Board of Management 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 promotes commitment to the College's core values, policies and procedures, and provides strategic leadership and guidance to the Principal, executive leadership, and senior management teams.

The Board has a duty to comply with the [Financial Memorandum](#), ensuring appropriate and proper stewardship of funds, probity of spend, and delivery of best value in the use of College resources.

Board Composition

The Board comprises a full membership of 18 persons, 13 of which are public appointments. The other members are the College Principal, two student members nominated by the Students' Association, and two staff members elected by the staff body. It is a priority of the Board to work towards gender balance and broad representation of the diverse population of the Glasgow region.

Board Committees

The Board Committee's undertake the full range of responsibilities of the Board, and much of the Board's work is progressed at Committee meetings. The Board currently has eight committees for the following areas:

- Audit & Assurance Committee
- Development Committee
- Finance and Physical Resources Committee
- Learning and Teaching Committee
- Performance and Nominations Committee
- Remuneration Committee
- Students, Staff, and Equalities Committee
- The Art Foundation

2.3 Glasgow Region

Colleges in Glasgow

Glasgow's Colleges have undergone a period of significant transformation and merger since 2010. The three Glasgow colleges have been created by the merger of 9 pre-existing colleges into City of Glasgow College, Glasgow Clyde College, and Glasgow Kelvin College.

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. City of Glasgow College has the highest proportion of HE delivery of any college in Scotland.

Glasgow Colleges Regional Board

In May 2014 the Glasgow Colleges' Regional Board (GCRB) was established. In August 2014 the 3 Glasgow Colleges, each with their own Boards of Management, were assigned to the Regional Board. 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)

Each of the Glasgow colleges is committed to achieving targets relating to the priority outcomes and impacts of the Regional Outcome Agreement, which are:

- **Right Learning in the Right Place:** more people in Glasgow and Scotland in employment education or training.
- **Widening Access:** learning opportunities are accessible, supportive, and representative of all.
- **High Quality and Efficient Learning:** more learners can achieve qualifications and can progress to further study and/or work
- **Developing the Workforce:** more students develop the appropriate skills needed to get a job, keep a job, or get a better job

3. Guidance Notes for Applicants

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

3.1 Equality, Diversity, and Inclusion

City of Glasgow College particularly welcomes applications from groups currently under-represented on the boards of Scotland's public bodies, such as women, disabled people, those of different cultural and social backgrounds, and people under the age of 50. The CoGC Board is keen to ensure that it represents the diversity of the Glasgow region in its membership, and is committed to gender balance.

The CoGC Board recognises that its strength lies in the wide variety of experience, skills, and aptitudes which Board members bring. So, while some members bring experience from the industries served by the College, and others have backgrounds in, e.g., finance, education, and legal matters, the Board also values experience and skills gained in less formal settings, such as voluntary work, community activity, and action groups.

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.

3.2 Your Application

The information in your application will be reviewed by the recruitment panel appointed by the Board, and supported by an independent person as required under ministerial guidance. The panel will recommend suitable candidates for appointment to the College Board of Management.

In the application form, you are invited to provide a short commentary in support of your application, as well as a separate short career history or CV (in the form of your choice, but as an indication, no more than 2 pages) detailing dates and brief descriptions of positions held. The application should be completed electronically.

Applications will be shortlisted by the recruitment panel, and a number of applicants will be asked to meet for an interview with the panel. Interviews will be held on our City campus.

Where a candidate is not currently selected, but has impressed the panel with their 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 with a view to joining the Board at a later stage. Several current Board members have benefitted from this approach, as it provides a full sense of what it is like to serve as a Board member, before becoming one. This is a key approach to succession planning and is increasingly accepted as good practice in working towards more diverse Boards, better reflecting the communities they serve.

If you have any general queries regarding this application pack, please do not hesitate to contact Drew McGowan, College Secretary, by emailing: drew.mcgowan@cityofglasgowcollege.ac.uk.

3.3 Board Recruitment Information Session with CtC

Together with Changing the Chemistry, the College is delighted to host an online event on Tuesday 7 February 2023 (18:00 – 19:00) for people interested in applying to hear more about the College and the opportunity to serve on Board, and the benefits of doing so. To attend, please register on [Eventbrite](#).

3.4 Completing Your Application

Applications should be submitted to Drew McGowan, College Secretary, by emailing drew.mcgowan@cityofglasgowcollege.ac.uk. The closing date for receipt of applications is Friday 17 February 2023.

Please note that the (separate) Equalities Monitoring Information Form is not seen by the selection panel and will not be used to assess your suitability for appointment. This data collection is a key aspect of equalities monitoring, and is used to further the aim of achieving diverse representation on the Board, and to meet any reasonable adjustments and support we might provide.

The remaining parts of your application form are made available to those involved in the shortlisting process and selection for interview stages.

You are advised to review the role description and assessment criteria before completing the application form, and provide commentary accordingly in support of your application. Please bear in mind that no Board member has a full set of desirable skills, and that the Board team includes people with a wide variety of backgrounds and experiences, working effectively for the benefit of the College and its stakeholders – in particular our students.

You are also invited to provide a short CV or career history detailing dates and descriptions of positions held. We would advise applicants to keep a copy of their initial application for reference.

3.5 How we will handle your application

Following receipt of your completed application, the Equalities Monitoring Information Form will be kept separately from the rest of the application.

Initially your completed application will be assessed against the advertised criteria for these appointments. 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.

The Appointments Panel will recommend successful applicants for appointment subject to approval from the Glasgow Colleges Regional Board. If you are successful you will be invited in writing, by the Chair of the Glasgow College's Regional Board, to accept the appointment, at which point you will also be issued with your formal terms of appointment (which will be consistent with the post description set out at Annex A).

We will comply with the Data Protection Act 1998 and the General Data Protection Regulations. 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.

3.6 Appointment Process Timetable

Stage of Application	Timescale
Applications closed	17 February 2023
Shortlisting of candidates and invites to interview issued	W/C 20 February 2023
Applicants informed of shortlisting	W/C 27 February 2023
Interview dates	W/C 6 March 2023
Successful candidates recommended to Regional Board	13 March 2023

The Regional Board will aim to make a decision within a month of receiving the recommendation from the College Board Appointments Panel. Candidates will be informed of the outcome as soon as possible thereafter and feedback will be offered to those who are unsuccessful.

Please note that late applications will not normally be considered.

3.7 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.

3.8 Publicising Appointments

Should you be appointed to the Board of Management, 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.

3.9 Induction and Development

All Board members receive a full induction upon appointment, including meetings and briefings with the Chair, Principal, College Secretary, senior staff, and informal meetings with serving Board members. Any physical tour of College premises will be in line with Government Covid restrictions. Inevitably, some elements of induction will be restricted at this time.

Board Members will be required to complete the mandatory National Induction Programme, delivered by College Development Network (CDN) on behalf of the sector. The Programme provides Members with an opportunity to:

- Understand what they are accountable for, and what their rights as well as duties are
- Hear from key national decision-makers on what is expected from the college sector and its Boards
- Build skills and confidence in the governance role, identifying the 'hard' procedural and

'soft' behavioural requirements of good governance in the college sector

- Review key source documents and guidance, exploring crucial lessons from the past
- Discuss and share insights into the typical challenges facing Board members in the sector
- Build a network of personal contacts from other Boards that can be developed over the years.

Following initial induction Board Members will be provided with ongoing opportunities to undertake training and continuing professional development activities. This will include internal and external training courses, briefing sessions, joint events with other educational institutions, and Board Visits across College Campuses and to various curriculum areas.

3.10 Criteria for Disqualification

Persons Not Eligible for Appointment

Legislation provides that the following persons are not eligible for appointment. Paragraph 5A of Schedule 2 to the Further & Higher Education (Scotland) Act 1992, as inserted by paragraph 2(7)(c) of the schedule to 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 or section 23Q of the Further and Higher Education (Scotland) Act 2005.

(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.

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 of the College 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 ongoing 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;
- Establishing that the individual's conduct to date has been compatible with the public appointment in question;
- Confirmation that the individual has no inappropriate or unmanageable conflicts of interest incompatible with their appointment;
- 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;
- Ensuring that the applicant agrees to be bound by the members' Code of Conduct for City of Glasgow College's Board of Management;
- Establishing that the individual is able to meet the time commitment required.

4. Outline of Post

4.1 The role of the Board of Management

Every College in Scotland should be headed by an effective Board of Management, which is collectively responsible for overseeing the College's activities, determining its future direction, and fostering an environment in which the College Mission is achieved and the potential of all learners is maximised.

The Board of Management must ensure compliance with the statutes, ordinances and provisions relating to the College and its framework of governance and, subject to these, take all final decisions on matters of fundamental concern to the College and be accountable for these. The College Board of Management 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's key functions are to:

- Determine the College's vision, strategic direction, educational character, values and ethos
- Identify strategic priorities and provide direction within a structured planning framework
- Monitor compliance and ensure accountability
- Safeguard the financial and institutional sustainability of the College by ensuring that funds are used as economically, efficiently and effectively as possible, and that effective monitoring arrangements are in place.
- Monitor agreed key performance indicators to determine if the College's vision and values are being fulfilled and the interests of stakeholders are being met
- Work in partnership to secure the coherent provision of high quality fundable further and higher education across the region
- Provide leadership in equality and diversity
- Ensure that the College conducts its operations in such a way, so far as is reasonably practicable, that employees, students and others who may be affected by its activities are not exposed to risks to their health and safety.

Following the process of college regionalisation in Scotland, Glasgow Region now comprises three "assigned" colleges. City of Glasgow College, along with Glasgow Clyde College and Glasgow Kelvin College, offers a wide range of further and higher education courses and qualifications across many specialist curriculum areas, and at a wide range of levels from access courses to degree (in partnership with the university sector). A Glasgow Colleges' Regional Board has been established which will be the strategic body responsible for enabling and funding an effective curriculum across the city within the terms of the relevant legislation.

4.2 Post Description and Person Specification

Summary Post Description:

A more detailed post description for board members is set out in Annex A.

Post:	Ordinary member of the College Board of Management
Remuneration:	This post is not remunerated
Time Commitment:	6 Board meetings, approximately 6-8 Committee meetings (early evenings), and 1 or 2 all-day events per year; attendance at some College/external events such as student graduation ceremonies.
Location:	College campus and online
Reporting To:	Chair of the Board of Management
Responsible For:	College Governance
Tenure:	Up to 4 years

PERSON SPECIFICATION AND ASSESSMENT CRITERIA:**Job Title: Board of Management Member**

Assessment Criteria			
Factor	Essential	Desirable	Evidence
Strategy and Board-level Leadership	Leadership:		
	1. Relevant experience of strategic leadership in the public, private, or third sectors, or an otherwise demonstrated aptitude.		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:		
	6a. A clear understanding of, and interest in education		Application and interview
		6b. An understanding of current challenges and opportunities in the College sector	Interview

Specific Knowledge and Skills	Expertise:		
	<p>7. Ability to contribute to the work of the Board based upon experience and expertise in one or more of the following areas:</p> <ul style="list-style-type: none"> • Audit • Business & Commerce • Change Management & Transformation • Communications, PR & Marketing • Community/Stakeholder Engagement • Corporate Governance • Economic Development • Education, Employability and Training • Environment & Sustainability • Equality and Diversity • Estates & Property • Finance & Accountancy • Health & Safety • HR & Organisational Development • IT & Digital • International • Legal & Compliance • Public Affairs, Policy and Influencing • Quality & Performance Management • Risk Management • Senior Management/Leadership • Strategic Planning 		Application and interview

Effective Governance	Corporate Governance:		
	<p>8. An understanding of corporate governance in public, private or voluntary sectors and commitment to adhere to the nine principles of public life (below).</p>		Application and interview
	Conduct/Values:		
	<p>9. Adherence to the nine principles of public life:</p> <ul style="list-style-type: none"> • Duty/Public Service 		Application and interview

	<ul style="list-style-type: none"> • Selflessness • Integrity • Objectivity • Accountability & Stewardship • Openness • Honesty • Leadership • Respect 		
	Diversity, Equality, Inclusion:		
	10. An understanding of how a college can impact positively upon diverse, excluded, and/or under-represented groups of people, and contribute to the well-being of individuals and communities.		Application and interview

Appendix 1:

Detailed post description for member of the Board of Management

This post description is for an ordinary member of the Board of Management. The post description for the Chair of the Board of Management is similar, with the addition of aspects particular to the Chair role and in respect of the Chair's membership of the Glasgow Colleges' Regional Board.

Key Roles

1. To work with the Board of Management to provide strategic direction to the Principal, and the College Executive Leadership, and Senior Management Teams.
2. To provide oversight to the Principal, Executive Leadership Team in the delivery of the College's strategic priorities, through meeting goals and objectives, and to monitor performance in relation to such delivery.
3. To ensure that effective management arrangements and an effective team are in place at the highest level of the organisation.
4. To provide a role model for leadership and behaviours, reflecting the College's values, and the principles of excellent conduct and high ethical standards as outlined in the College's Code of Conduct, and the College "Our Behaviours" booklet.
5. To work collaboratively with the Glasgow Colleges Regional Board, and the Boards of Glasgow Clyde College and Glasgow Kelvin College, to deliver the agreed strategy and outcomes for the Glasgow Region.

Key Responsibilities

1. To ensure that the College complies with governing documents and relevant legislation.
2. To contribute to the development and delivery of the College's Mission, Vision, Values, and Behaviours.
3. To ensure the development and delivery of the College's strategic priorities, aims and related targets.
4. To ensure that the College applies its resources exclusively in pursuance of the above.
5. To ensure the financial sustainability of the College.
6. To ensure that financial information is accurate and that financial controls and systems of risk management are robust, and subject to internal and external audit.
7. To uphold the principles of good governance as set out in the Code of Governance for Scotland's Colleges, and to ensure that the Code is embedded into the Colleges structures and processes.
8. To demonstrate a focus upon public accountability and responsibility.
9. Promote the interests of the College, including that of its learners and staff, both in the local community and internationally.
10. To maintain a focus upon the Board of Management's duty of care towards College staff, in particular with reference to matters of Health, Safety, and well-being.
11. Work with other Board members in a supportive, helpful, transparent, and constructive way to ensure the Board and its committees operate effectively.
12. Participate in development opportunities to increase their own effectiveness and understanding of the College and sector.

13. To provide guidance and oversight in the development of College Policies.
14. To oversee the College's estate and learning resources strategies.
15. To regularly attend Board of Management and Committee meetings, and other events such as Graduation ceremonies, prize-givings, planning away-days, and training and development events.
16. To act as a Charity Trustee.
-
17. To fulfil responsibilities of corporate parenting as it applies to the College (i.e. a "post-16 education body").
18. To ensure a high quality of reportage relating to the College's performance.

General

1. Uphold and promote College policies and procedures.
2. Be a role model and operate in support of College values/behaviours and corporate management.
3. Champion Diversity and Equality, and the College's mission, vision, values and behaviours.
4. Champion new campus new learning.
5. Actively develop yourself through development and training activities and participate in Board self-evaluation exercises.
6. Bring your own experience and expertise to the deliberations of the Board of Management.
7. Develop effective networks with external partners.
8. Be open and transparent.
9. Be both accountable and objective at all times.
10. Always act in accordance with the Code of Conduct, and the Code of Good Governance
11. Undertake checks as required relating to the Safeguarding Scheme as introduced by the Protection of Vulnerable Groups (Scotland) Act 2007.