

Raising Aspirations  
Inspiring Achievement  
Increasing Opportunities

Information Pack

Non-Executive Board Member Roles

Ayrshire College  
Board of Management

Publication date: 29 June 2020

Closing date: 17 July 2020

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Dear Applicant

Thank you for your interest in Ayrshire College and in becoming a Non-Executive Board Member of Ayrshire College.

We are a vibrant, student centered place of learning and our motto ‘Start Here, Go Anywhere’, we believe, sets the scene for our approach to encouraging and engaging our students.

Our students come from diverse economic and cultural backgrounds and we use a variety of delivery models that meet the needs of our students and employers. We value diversity and equality and actively work with our partners to embed these values within all that we do.

We actively engage with employers, our multi-agency partners and wider stakeholders so that our learning delivery is aligned to student, business and community needs while forming partnerships that contribute to economic development within the Ayrshire Community, and beyond.

The role of Board Member is pivotal in developing our strategic aims and in ensuring sound stewardship and best practice. As the Country emerges from the restrictions imposed as a result of the Covid19 pandemic, it will be a time of significant change, both within the College Education Sector, and the development of the Ayrshire economy. It is a time where Education and Learning - no matter what level – will be a priority in contributing to the creation of opportunities for people and in supporting the wider needs of the economy post-pandemic. Ayrshire College’s role in meeting the needs of Ayrshire’s communities will be critical in that respect.

It is a hugely rewarding role, where, as a positive Ambassador for Ayrshire College, you will meet and engage with the workforce of the future, future leaders and potential entrepreneurs.

We raise aspirations, inspire achievement and increase opportunities.

If this engages you and you believe you can contribute to our vision - we really want to hear from you.

We welcome applications from those who have the necessary skills, experience and commitment to join us in addressing the challenges and opportunities which lie ahead. In addition, the Board particularly welcomes applications from small businesses and under-represented groups, including people with disabilities and people with ethnic minority backgrounds.

**Willie Mackie**

**Chair  
Ayrshire College Board of Management**

## Board of Management of Ayrshire College

Ayrshire College is recruiting two new members to its Board of Management. You may never have considered a Board position before ***however, your experience may be invaluable!*** Many of us don't realise how much we have to offer, so even if you are really not sure that the Boardroom is for you, please contact us to discuss the role of the Board and its Members and the contribution you could make.

Ayrshire College is a vibrant, student-centred place of learning and our motto 'Start Here, Go Anywhere', we believe, sets the scene for our approach to encouraging and engaging our students at this important stage in their lives.

You will be committed to a public service role where you can use your experience to influence the strategic direction of the College to serve the communities and address business needs.

Board Members will also be expected to act as public ambassadors and advocates for the College in the wider community of Ayrshire and beyond. As an ambassador you will value and respect diversity and promote an ethos of inclusion, equality and positive well-being.

The Board encourages applications from individuals representing all aspects of the communities of Ayrshire and would particularly welcome applications from people with small business experience and under-represented groups such as people with disabilities and ethnic minorities. The essential criterion is for you to have an appropriate level of commitment, knowledge and experience to add value to the deliberations and work of the Board of Management.

**Applications are also particularly invited from individuals with experience of key local economy sectors including STEM, Commerce, Hospitality, Tourism and the Third Sector. In addition, applications from individuals with specific skills in Health & Social Care, Human Resource Management/Strategy, Academia, Accounting, Audit, Financial Management and Construction are also welcomed.**

It is currently envisaged that interviews will be held virtually using the Microsoft Teams platform during the week beginning 10 August 2020. The interview and candidate assessment process may also include a further informal virtual event during the week beginning 17 August 2020 at which applicants would meet with students and staff of the College.

## Board Membership

### About Ayrshire College

Ayrshire College's vision is to raise aspirations, inspire achievement and increase opportunities. The College works with partners to fulfil this vision for individuals, communities and the regional economy

Over the last six years, the collective talent and commitment of the College's students, staff and partners has enabled them to grow and improve our performance and student outcomes.

The implementation and delivery of the College's ambitious and annually updated Strategic Plan and Outcome Agreement provides the foundation to build upon success, and to enhance the strong reputation inspired by the College's vision.

The dedication, passion and professionalism of the staff, and the enthusiasm and commitment of the students is evident in all aspects of College life. This combined with the engagement and support of employers and other stakeholders provides the cornerstone of the College's ambitions and plans for the future.

The College is recognised locally, regionally and nationally as an organisation which makes a positive difference to the lives of our students, to our community, to Ayrshire's economy and to Scotland.

There will be significant challenges in the future as the Country continues to emerge from the Covid19 restrictions. It will be the role of the Board to ensure that Ayrshire College has the strategies in place which are designed to meet those challenges and provide the services that Ayrshire and the wider economy require post-pandemic.

Ayrshire College's strategic goals for 2017-20 are:

- To be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive.
- To develop people and communities, and support inclusive growth, through high quality learning and skills.
- To be a high-performing, sustainable College recognised for excellence and integrity.

At the time of writing, the strategic goals are under review.

### About the role

The role of the Board is to provide leadership, direction, support and guidance to ensure Ayrshire College acts at all times in accordance with good governance. The Board is committed to delivering its functions effectively and efficiently, providing value for money, in accordance with the aims, policies, priorities and objectives of Scottish Ministers and the Scottish Funding Council (SFC). The Board has corporate responsibility, under the leadership of the Chair.



The Ayrshire College Board of Management membership currently consists of:

- up to twelve non-executive members, appointed following a recruitment and interview process undertaken by the Ayrshire College Board of Management and approved by Scottish Ministers;
- four elected positions representing the students and staff of the College;
- the College Principal;
- the Chair appointed by Scottish Ministers.



From 1 August 2020, the Board will also include within its membership two members appointed by and from the membership of the campus trade unions.<sup>1</sup>

Responsibilities include (but are not limited to):

- ensuring through the Executive Management Team, the creation and delivery of high quality and effective learning and curriculum aligned to strategic priorities
- approving the strategic aims and objectives of Ayrshire College for agreement annually with the SFC through the College Outcome Agreement
- in reaching decisions, taking into account relevant guidance issued by the Scottish Ministers and/or SFC;
- ensuring regular receipt and review of all pertinent information concerning the management and performance of Ayrshire College and is informed in a timely manner about any concerns regarding activities of the College or those which affect it.
- determining the steps needed to deal with factors likely to impact on the outcomes of the strategic aims and objectives of Ayrshire College or on the attainability of its operational targets and outcomes, including the quality of the student experience
- promoting the effective use of all resources consistent with the Scottish Government's principles of Best Value;
- ensuring that effective arrangements are in place to provide assurance on risk management, governance and internal control.
- demonstrating high standards of corporate governance at all times, including openness and transparency in its decision making

### **Individual Board Members' Responsibilities**

All individual Board members must act in accordance with the responsibilities of the Board as a whole and comply at all times with the Code of Conduct, as set out in the Ayrshire College Board of Management Standing Orders and Articles of Governance, with the rules relating to the use of public funds and to conflicts of interest. In this context "public funds" means funds provided to Ayrshire College by the Scottish Funding Council and other funds falling within the stewardship of the Ayrshire College Board of Management.

***In addition, Ayrshire College, in common with other public sector educational institutions, is a registered charity. Accordingly, Board members are also charity trustees, governed by charities legislation under the auspices of the Office of the Scottish Charities Regulator.***

All new Board members will undergo induction training on the responsibilities of their roles (as listed below). This training is provided internally by the College and, separately, externally by the College Development Network. Training is integral to being able to undertake the role of a Board member and, as such, is a compulsory aspect of and a condition of Board member appointment.

<sup>1</sup> At the time of writing it is not clear whether this timeline will remain the same following the impact of the Covid19 restrictions.



## Board members should:

- Understand the operational environment in which Ayrshire College operates within the context of the wider post 16 education sector in Scotland and the public sector;
- Endeavour to attend all Board meetings and be well prepared by reading relevant papers in advance and, if necessary, seek further information to ensure their understanding;
- Attend all relevant training events and keep up to date with the work of the College;
- Make a full contribution to the work of those Committees of the Board to which they are appointed;
- Represent the Board as required and when able to do so;
- Contribute to strategic development and decision-making;
- Monitor the reporting of performance and hold College Management to account through purposeful and constructive challenge and scrutiny;
- As necessary, seek further information than that which is provided to give assurance on organisational performance;
- Question and, as necessary, respectfully challenge proposals made by fellow Board members and the executive leadership team of the College.

Skills and experience required are noted at Appendix 1 (Person Specification).

## Valuing Diversity

Ayrshire College is committed to supporting diversity and equality. We value the benefits of having different points of view and experiences represented on our Board. Accordingly, we hope to receive applications from a wide range of talented people irrespective of their religion or belief, gender, age, gender identity, disability, sexual orientation, ethnic origin, relationship status or caring responsibilities.

We particularly welcome applications from groups currently under-represented on our Board, such as, people with disabilities and ethnic minorities.

**If you require any of the application pack documentation in an alternative format, please contact the Human Resources team at email: [ayrshirecollegecareers@ayrshire.ac.uk](mailto:ayrshirecollegecareers@ayrshire.ac.uk)**

## Time Commitment

Board Members will be expected to attend all Board meetings and those Board Committees to which they are appointed. Usually there are four Board meetings per year, which normally take place on a Tuesday or Thursday afternoon at 4pm in one of the three main campuses of the College. Board members are normally also appointed to two Board committees which meet on a quarterly basis, also at 4pm Tuesday or Thursday in one of the main campuses. However, attendance by phone/video platform is also possible, and reasonable adjustments can be made if required.



Board members are also expected to contribute to other Board business and activities as their availability dictates.

There are normally three additional days per annum set aside as Board Induction/Development and Board Strategy days. There are invites to other events such as Graduations and employer engagement events where attendance is optional.

Board members will be expected to contribute around 15 days, or 105 hours per year to Board business. This includes time spent reading the papers outside of meetings.

## **Remuneration**

Board member appointments are not remunerated and are undertaken on a voluntary basis. Board members are entitled to the reimbursement of all reasonable travel and subsistence costs, including reasonable receipted dependent's carer costs.

## **Length of Appointment**

All new Board appointments and subsequent renewals require to be agreed by the office of the Cabinet Secretary for Education and Skills. Board members will be appointed for a period of up to four years in the first instance. At the end of a first period of appointment only, board member's appointments may be renewed at the member's request and subject to satisfactory performance appraisal and review of the skills, knowledge and experience requirements of the Board at the time. Reappointment is not automatic. Following a second period of appointment, board members may seek further appointment by making application to a board recruitment and interview round.

## **Fit & Proper Person Test**

Scottish Ministers and the public must feel confident that people appointed to the Boards of public bodies are fit and proper persons to take up these positions. In this context of board member appointments, a Fit and Proper Person is an individual who is suitable for appointment because they meet the requirements of the role, and their past or present activities (and/or behaviour) mean that they are suitable for appointment.

## **Conduct & Ethical Standards**

Ayrshire College works within a framework of conduct and ethical standards. These are based around the Nolan Principles of: Selflessness, Integrity, Objectivity, Accountability; Openness; Honesty; Leadership and Respect

## **Conflicts of interest**

Your current employment or other position you might hold may give rise to a conflict of interest which could affect your suitability for appointment to this particular post. It is important that you consider this possibility when you make your application. We will seek confirmation that applicants have no inappropriate or unmanageable conflicts of interest in respect of appointment to the College Board.

Please let us know in your application of any potential conflicts of interest.

If you want to know before applying if you have a conflict that would bar you from being a Board member of the Ayrshire College Board of Management, you should contact Brendan Ferguson, Board Secretary by email: [brendan.ferguson@ayrshire.ac.uk](mailto:brendan.ferguson@ayrshire.ac.uk)

## **Vetting**

The Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Order 2003 (as amended) applies to roles where there may be substantial contact with young or vulnerable people. Through appointment to Ayrshire College as a Board Member, you will be required to complete a Protection of Vulnerable Groups (PVG) Scheme Application.



## Disqualification

The legislation which set up the Ayrshire College Board of Management stipulates circumstances which prevent some people from becoming Board members. ***Please note, these roles are not open to anyone who has been or becomes:***

- Bankrupt
- Disqualified from holding a Directorship in a Limited Company
- Disqualified from being a Charity Trustee
- Suspended or removed as a Charity Trustee
- Convicted of an offence involving deception or dishonesty

Important - please note that by submitting your completed application you are declaring:

- That the information provided is, to the best of your knowledge and belief, true and complete.
- That you are able to meet the time commitment required of the role.
- That you agree to apply and work within the Principles of Public Life in Scotland.
- That you agree to be bound by the Board Members' Code of Conduct and other relevant Legislative or Regulatory Framework as is required by the Board of Management
- That you have no unmanageable conflict of interests in respect of the appointment
- That you are aware of the terms of disqualification and that you are not disqualified from taking up a public appointment

## APPLICATION AND ASSESSMENT INFORMATION

Your application is the key document which will determine whether or not you will be short-listed for interview. You must be able to demonstrate within your application how you meet the skills as laid out in the Person Specification in your application. **CVs will not be accepted in application for the role.**

The application also has a declaration statement, and by submitting your form, you are declaring that the information you have provided is true and complete and that you confirm your understanding of the terms of appointment of a Board Member.

- **Equalities Monitoring Form**

Ayrshire College is committed to appointment on merit, diversity and equality. The Equalities Monitoring information is not provided to the interview panel.

The information gathered from equalities monitoring is very important and helps to determine how the College embeds a culture of equality and diversity, ensuring that everyone is treated fairly and without discrimination

All information supplied will be non-attributable, completely anonymous and will be treated in the strictest confidence, in line with the principles of Data Protection legislation.

- **Shortlisting**

Anonymity at the short-listing stage is used to ensure that the key principles of merit, equality, openness and transparency are upheld. The Personal Information and the Monitoring Information sections will not be seen by the short-listing panel and they are not used to assess your suitability for appointment.

The remainder of your application form is made available to those involved in short-listing and

selection for interview. The selection panel will only be informed of candidates' names who are invited to interview after they have decided on whom to invite for interview. Once the names are known, to make sure that the process is transparent, and the appointment is made on merit, the Panel will declare if they know anyone who has applied for appointment.

- **Interview and Assessment Process and Outcomes**

The interview and assessment process may include a meeting with Ayrshire College students, some existing Board Members and members of Ayrshire College staff, in addition to an interview with the Selection Panel. In the interview, the Panel will ask questions to assess whether applicants can demonstrate that they meet all the required skills and experience as set out in the person specification.

If invited for interview and you have a disability and require adjustments to be made, for example physical accessibility, and/or sign language interpretation, you should contact the Human Resources team at email: [ayrshirecollegecareers@ayrshire.ac.uk](mailto:ayrshirecollegecareers@ayrshire.ac.uk)

For those applicants who are being recommended for appointment, the Selection Panel will provide the office of the Cabinet Secretary for Education and Skills with a summary of the skills and attributes gathered during recruitment and interview in support of the decision making process.

Candidates will be notified in writing of the outcome of the interview process.

- **Notes on skills & experience requirements:**

While we need people with a variety of general skills and personal qualities to enable the Board to work effectively, the Board also needs some individual members who bring specific additional priority skills/experience. Please note, you are not required to have these priority skills in order to make an application. However, the Board will be looking to have these skills within its overall member's skills mix. The General Skills and Priority Skills are set out in Appendix 1 below.

The general skills and personal qualities we are looking for do not have to have been gained by working in a management post or at a senior level. You may just have a natural aptitude in these areas or you may have gained them from being active in your community, in a voluntary capacity or just through your life experience.

General skills and personal qualities are the same for each of the vacancies we are looking to fill and are listed below in the 'General skills & personal qualities' section.

**To be clear** – It is not necessary for you to have the Priority Skills/Experience listed below in order to make an application. However, it is equally important that you are able to demonstrate **all** of the General Skills & Personal Qualities listed below.

## **BOARD OF MANAGEMENT REMIT**

### **1. PRINCIPAL ROLE**

As a member of the Board you will promote the highest standards of corporate governance and accountability, influencing the strategic direction of the College to serve learners, local communities, address business needs and support the College Management in achieving its objectives.

### **2. SUMMARISED REMIT**

The Board of Management of Ayrshire College will:

- Work at a senior level, maintaining and developing excellent corporate governance;
- Provide strategic leadership, vision, direction, support and guidance for the College;
- Promote commitment to the College's core values, policies and procedures;
- Engage and communicate effectively and act as ambassadors and advocates for the College with a wide range of individuals and organisations in Ayrshire and beyond;
- Understand the context within which the College operates, namely in terms of providing education and improving public services;
- Ensure the overall proper functioning of the College;
- Ensure the College provides suitable, efficient and effective further education to its students;
- Ensure regularity and efficacy in the expenditure of funds received from the Scottish Funding Council (SFC);
- Ensure the proper stewardship of funds, ensuring probity of spend and delivery of value for money in the use of the College's resources.

## Appendix 1 – Person Specification

**General skills and personal qualities** (You should be able demonstrate **all** of these):

Skills/Personal qualities	Descriptors	How will this be tested?
<b>Ability to work effectively in a team setting</b>	<ul style="list-style-type: none"> <li>• Working with colleagues to deliver objectives</li> <li>• Actively seeks out the views of colleagues</li> <li>• Prepared to take on a task or role for the 'good of the organisation'</li> <li>• Seeking opportunities to build constructive relationships both within the organisation and with external stakeholders</li> </ul>	<p>At interview you will be asked to provide specific example(s) that demonstrate this criterion.</p>
<b>Ability to critically examine proposals and their supporting analysis</b>	<ul style="list-style-type: none"> <li>• Recognise the information required to make a decision</li> <li>• Sound evaluation of the information with a good range of conclusions being reached, which are clearly explained</li> <li>• Comfortable working with both numerical and written data</li> <li>• Making decisions which have had a positive impact at departmental, functional or organisational level</li> <li>• Using 'hard' evidence as well as seeking the views of others</li> <li>• Able to make decisions when the information available is complicated and made up of several components which have to be analysed and assessed and may contain conflicting information or indicators</li> <li>• Thinking through the implications of decisions before coming to a final position.</li> </ul>	<p>In advance of your interview, you will be provided in advance with a Board Paper. At interview you will be asked to acquaint yourself with the paper and explain to the Selection Panel what further information would have been helpful and what questions you would raise about the paper as an Ayrshire College Board Member.</p> <p>Further details will be provided in the invitation to interview.</p>

<p><b>Constructive and supportive challenge – you will need to be able to challenge without causing conflict.</b></p>	<ul style="list-style-type: none"> <li>• Direct evidence of challenging effectively within a diverse team or committee situation.</li> <li>• Evidence of where challenge has changed the views of others and influenced decisions without causing rancour or resentment.</li> <li>• Questioning shows good level of understanding of organisational and other issues that have led people to form their views.</li> </ul>	<p>At interview you will be asked to provide specific example(s) that demonstrate this criterion.</p>
<p><b>Communicating effectively</b></p>	<ul style="list-style-type: none"> <li>• Being persuasive, able to influence within a committee/meeting setting or perhaps other stakeholders</li> <li>• An understanding of the need for a flexible influencing style</li> <li>• Being engaging &amp; enthusiastic</li> <li>• Good written skills</li> <li>• Able to adapt style appropriately for different audiences</li> </ul>	<p>We will assess your written skills from the completion of your application and assess your verbal skills through your responses at interview.</p>

**Priority skills/experience** (You are not required to demonstrate any of these, but if you are able to demonstrate experience in one of these, that would be helpful to the selection and interview process)

Skills/Experience	Descriptors	How will this be tested
<p><b>Experience in a leadership role in the Further Education or Higher Education sectors in either a curriculum or a support role</b></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the issues involved in the delivery or support of the student experience.</li> </ul>	<p>Provide in the application form evidence of how you meet this criterion, in no more than 300 words.</p> <p>At interview you will be asked to provide specific example(s) that demonstrate this criterion.</p>
<p><b>Significant operational experience as a qualified accountant, either within the financial operation of a large organisation or in an auditing capacity or both.</b></p>	<ul style="list-style-type: none"> <li>• Experience of applying relevant knowledge and skills within an income/expenditure, recording and monitoring context.</li> <li>• Experience and understanding of the audit process and how it provides independent advice and assurance on the effectiveness of the internal financial management, control and risk management systems of an organisation.</li> <li>• Able to demonstrate an understanding of how skills acquisition and development impacts on the efficiency, effectiveness and governance of an organisation.</li> </ul>	<p>Provide in the application form evidence of how you meet this criterion, in no more than 300 words.</p> <p>At interview you will be asked to provide specific example(s) that demonstrate this criterion.</p>
<p><b>Significant experience of the Human Resource issues faced by a large organisation and the ability to find solutions to those issues, including the creation of a successful employee relations culture.</b></p>	<ul style="list-style-type: none"> <li>• Understanding of HR issues and evidence of ability to develop solutions, strategy, culture and policy to address those issues.</li> <li>• Understand how overarching HR strategy successfully integrates with business delivery and is solutions focused, including delivery of a healthy employee relations culture.</li> <li>• Experience in creating a performance management culture centred on positive health &amp; wellbeing.</li> <li>• Able to demonstrate an understanding of how skills</li> </ul>	<p>Provide in the application form evidence of how you meet this criterion, in no more than 300 words.</p> <p>At interview you will be asked to provide specific example(s) that demonstrate this criterion.</p>



	<p>acquisition and development impacts on effectiveness within an organisation.</p>	
<p><b>Experience in a leadership, operational or advisory role within the third sector, working with the Scottish Government and local organisations in meetings the needs and aspirations of those organisations.</b></p>	<ul style="list-style-type: none"> <li>• An understanding of the knowledge, experience and commitments required to successfully translate aspirations into operational viability and achieve the objectives set.</li> <li>• Experience of the governance and accountability requirements within the third sector and of the need for openness and transparency in the resourcing of local operations in supporting the achievement their objectives.</li> </ul>	<p>Provide in the application form evidence of how you meet this criterion in no more than 300 words.</p> <p>At interview you will be asked to provide specific example(s) that demonstrate this criterion.</p>
<p><b>Experience in a leadership role within the Information Technology industry, with experience in the rapid development of the industry and the current and future roles IT will play within the world in general and Scotland in particular.</b></p>	<ul style="list-style-type: none"> <li>• A clear understanding of how IT will contribute to the ongoing development of the Scottish economy, and the future innovations which are likely to influence learning requirements.</li> <li>• Knowledge and expertise in the application of IT within an organisation and how it can be effectively employed to the benefit of organisational efficiency and increased productivity.</li> </ul>	<p>Provide in the application form evidence of how you meet this criterion in no more than 300 words.</p> <p>At interview you will be asked to provide specific example(s) that demonstrate this criterion.</p>
<p><b>Experience in a leadership role within a STEM discipline. In particular, strategic experience within industry would be a valued asset, with a clear understanding of the critical role of STEM in the emergent Ayrshire economy and that of the wider world.</b></p>	<ul style="list-style-type: none"> <li>• An understanding of the developing and changing role of STEM industries within the Ayrshire region and the opportunities this brings.</li> <li>• A clear understanding of the role and opportunities offered by modern apprenticeships in the development of the requisite skills base for STEM industries</li> <li>• Experience and knowledge of the rapid and continuing developments in technology that will influence the skills set required of the generic STEM workforce of the future, and for which educational institutions must be prepared</li> </ul>	<p>Provide in the application form evidence of how you meet this criterion in no more than 300 words.</p> <p>At interview, you will be asked to provide specific example(s) that demonstrate this criterion.</p>