

Dear Applicant

**Newbattle Abbey College**  
**Appointment of Co-opted Board Member**

Thank you for your interest in becoming a co-opted Board member on the College Board of Directors. Please find enclosed information outlining the role of a member of the Board.

Newbattle Abbey College was founded in 1937 when the 11th Marquis of Lothian gifted his 16th century A Listed building and estate to the Scottish nation. As 'Scotland's Life-Changing College', we offer adults, most of whom have few or no qualifications, the opportunity to experience a high quality transformative learning experience within an historic heritage site. We also offer courses for young people at points of transition.

Our motto, 'Sero Sed Serio' (Late but in Earnest), is particularly relevant to many of our students, who have returned to education after diverse life experiences. Taking the first steps back into education can be daunting, but at Newbattle we offer extensive support to enable students to build their confidence and motivation.

Newbattle has around 100 full-time students and over 300 students enrolled in our Awards programmes. Our full-time courses include: Access to Higher Education (Arts & Social Sciences/Primary Education); Higher National Certificate in Arts & Social Sciences; Rural Skills; Celtic Studies; Preparation for Further Education. We also offer short courses in Gaelic language and beekeeping.

We have around 50 staff - 16 Learning & Teaching and 34 Support Staff - and our turnover is roughly £1.5m. Approximately 48% of our funding comes from Scottish Government and we raise the remaining 52% through commercial activities. These include a Business Park, Conference & Events Centre, and International Language School business.

The Board of Directors is now seeking enthusiastic individuals who have the skills to deal with complex issues and promote high standards of governance. You do not need to be an expert in education or training to join our Board - you need good life and work experience, an enquiring mind, an analytical approach with the capability of constructive challenge, and a commitment to ensuring our students receive the support and guidance they need.

Further details on the requirements for the role can be found in the following pages. Thank you for your interest.

**Brian Lister**  
**Chair**  
**Newbattle Abbey College, Board of Directors**

## **Appointment of Board Members**

### **Guidance Notes for Applicants**

Please read these notes carefully before you apply.

### **Contents**

This pack contains the following:

- Welcome letter
- Background information,
- Role Description, including the Nine Principles of Public Life
- Guidance notes for applicants
- Assessment criteria and methods
- Equal Opportunities Monitoring form

For further information about the role, or if you have any general queries regarding this application pack, or require this information in a different format, please do not hesitate to contact **Joyce Clark, Business & Resources Manager**, by e-mail [joyceclark@newbattleabbeycollege.ac.uk](mailto:joyceclark@newbattleabbeycollege.ac.uk).

We are keen to encourage applications from groups currently under-represented on Scotland's public bodies, such as women, people with a disability, people aged under 50, and black, Asian and ethnic minority applicants. As a Disability Confident organisation, we offer a guaranteed interview scheme for applicants who have declared a disability and who meet the essential requirements of the role.

## **Background Information**

### **COLLEGES IN SCOTLAND**

Scotland's colleges play a crucial role in the delivery of education and training to young people and adults of all ages and are seen as a key means of improving the economic and social wellbeing of the people of Scotland. Colleges offer a wide range of qualifications and courses at further and higher education levels across a diverse curriculum, including vocational education and training - to a very broad range of people and communities. With enrolments of over 200,000 annually 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.

Further information on the sector in general can be found on the Colleges Scotland website at the following link: <http://collegesscotland.ac.uk/>

### **BOARD OF DIRECTORS**

The Board of Directors is essential to the development and achievement of the strategic aims and objectives of the College, and is collectively responsible for overseeing the College's activities, determining its future direction and fostering an environment in which the College vision is achieved and the potential of all learners is maximised. The Board of Directors must ensure compliance with the relevant legislation and other regulatory requirements and, subject to these, take all final decisions on matters of fundamental concern to the College and be accountable for them.

The Board comprises 18 members as follows:

- The Chair
- The Principal
- 2 members of staff elected to the Board (1 from the Teaching staff and 1 from the Support staff)
- 1 member from each of the following universities: University of Aberdeen; University of Glasgow and University of Edinburgh
- At present 5 representatives from Midlothian Chamber of Commerce; Queen Margaret University; Heriot Watt University; Napier University and North East Scotland College
- 5 co-opted members
- 1 Student Representative

The co-opted members are recruited on the basis of their skills, expertise and experience that they can bring to the Board. The Board is currently looking for new co-opted members, which include opportunities to join the Board's committees.

### **ROLE DESCRIPTION**

As a Board Member, your overarching duty is to use your skills, knowledge and time to work as best you can with your chair, fellow Board members and staff to ensure that the College fulfils its responsibilities. The power to make decisions and hold staff to account in order to deliver these responsibilities lies with the Board as a whole and not any individual member. As a Board member you will not be held personally liable for any decisions taken by the Board or College as long as any actions you take or decisions you make are done "honestly and in good faith".

The main duties of the role of a member of the Board of Directors of Newbattle Abbey College

are described below:

1. **Governance:**
  - i. to lead the College for the benefit of its students, employees and other stakeholders; and
  - ii. to ensure compliance with all relevant legal and financial requirements.
2. **Contribute** to the fulfilment of the Board's duties, roles and responsibilities including those as an employer, which will comprise:
  - i. Strategy development;
  - ii. Leadership;
  - iii. Efficiency and effectiveness of the use of resources;
  - iv. Financial management oversight;
  - v. Risk management and control;
  - vi. Stakeholder relationships.
3. **Participate** in the business of the Board, including:
4.
  - i. Preparing for and attending Board meetings (normally 5 per annum);
  - ii. Contributing to the making of Board decisions;
  - iii. Chairing or participating in at least one Board committee;
  - iv. Attending and participating in strategic planning, training and other development events;
  - v. Representing the Board externally where required.

All members should exercise their responsibilities in the interests of the College as a whole.

Further information about the role of Boards and Board Members can be found on the College Development Network website at:

<http://www.collegedevelopmentnetwork.ac.uk/projects/governance-leadership-and-management/governance/>

## **PUBLIC SERVICE ROLE**

In carrying out this public service role, you will be expected to uphold high ethical standards of integrity and probity and adhere to the nine principles of public life set out by the Committee on Standards in Public Life (based on the Nolan Principles) (see **Annex A**). At all times you will act in good faith and in the best interests of the learners. You are referred to the Standards Commissions Members' Model Code of Conduct which can be found at <http://www.standardscommissionscotland.org.uk/about-us/who-we-cover#Further-Education-Colleges>. This Code sets out the standards of behaviour expected of those involved in public life in Scotland and you should review this prior to submitting your application.

## **TRUSTEE ROLE**

As Newbattle Abbey College is a registered charity, you will need to be aware of your role as a Charity Trustee. You are referred to the Office of Scottish Charity Regulator's guidance for charity trustees which can be found at <https://www.oscr.org.uk/guidance-and-forms/managing-a-charity-guidance/>.

The College maintains and publicly discloses a Register of Interests of members of the Board of Directors.

## **TRAINING AND INDUCTION**

As a Board member you have a duty to continue to develop your knowledge and skills as appropriate, but you can expect to be supported. If appointed as a Board member you will be provided with appropriate training and induction designed to help you perform effectively in your role. There will be an initial induction session in the College, which will be supplemented with any further induction/development required to assist you in your role. You will be required to attend induction training that is provided nationally through the College Development Network within 6 months of taking up appointment.

You are entitled to ask your Chair and senior staff to help you identify and build the specific knowledge and expertise required for the role. This might range from basic information about the role of a Board member, information on the college itself, the views of its students and its staff, through to an appreciation of the wider external environment in which the college and its Board need to operate.

Being on a college Board is a multi-faceted role and the good Board member never stops learning and building their knowledge and expertise. For that reason the sector has a Development Framework to support Board members with written material, newsletters, seminars, checklists, and workshops at college, regional and national level covering the four areas of required development: non-executive skills; organisational knowledge; team working and knowledge of the external environment (as appropriate for each individual).

## **TIME COMMITMENT**

It is the intention that the Board will meet 5 times during the academic session 2020-21. Board meetings are normally held on a Thursday, starting at 4.30pm, and usually last for two hours. If additional meetings are required, you will be given adequate notice of this to allow you time to make any necessary arrangements. The Board meetings are held at the college. You will be informed before the start of each academic session when the meetings will be held for the coming year.

Board members are normally also appointed to membership of a committee of the Board. These normally meet 4 times during the year. These meetings are also normally held during the day at the college. You will be informed at the outset if you are invited to join one of these committees and what its pattern of meetings for the coming session will be. You will also be provided with an introduction to the Committee and its role when you join.

In addition to this, members are expected to attend strategic planning meetings of the Board, which are held two times per year.

The time commitment for the role of Board member, including preparing for and attending meetings, is around 12 - 14 days per annum.

## **LENGTH OF TERM OF APPOINTMENT**

The length of term will be for a period of up to three years to be advised at the time of appointment.

All appointments and re-appointments are subject to approval by the Board.

## **REMUNERATION**

There is no remuneration for these posts. The College will meet reasonable expenses incurred as a result of carrying out the duties of the appointment including travel and subsistence.

## Further Information

For further information about the role, please contact Joyce Clark, Business & Resource Manager e-mail [joyceclark@newbattleabbeycollege.ac.uk](mailto:joyceclark@newbattleabbeycollege.ac.uk)

## PROCESS

### 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, following which you will be notified if you will proceed to the next stage or not;
- the interview itself and, if successful,
- appointment by the Board with approval.

The Board of Directors welcomes applications from groups currently under-represented on Scotland's public bodies, such as women, black, Asian and ethnic minorities, disabled people and people aged under 50.

All Board members need to have specific general skills and personal qualities which will enable them to make a good contribution to the Board, but these do not have to have been gained by working at a management post or at a senior/strategic level. You may have gained these skills through being active in your community, in a voluntary capacity or through your personal experience. We are looking for people with enquiring minds and who can communicate ideas and thoughts to others. Please read the criteria in conjunction with the Role Description. The criteria describes the skills, knowledge and experience a Member of the Board of Management will require to perform that role.

| CRITERIA SOUGHT                                                                                                                                                                   | WILL BE TESTED AT        |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
|                                                                                                                                                                                   | Application              | Interview                |
| <b>Essential Skills &amp; Experience</b>                                                                                                                                          |                          |                          |
| <b>Analytical Skills</b><br>1. Ability to analyse complex material and to reach sound conclusions based on this analysis.                                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Question</b><br>2. Ability to question constructively within a team environment.                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Communication Skills</b><br>3. Ability to communicate effectively with a diverse range of stakeholders and build effective networks.                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Strategic Planning</b><br>4. Ability to contribute to the development of the board's strategic thinking.                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Education landscape</b><br>5. An interest in education.                                                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Desirable</b>                                                                                                                                                                  |                          |                          |
| <b>Public Service Reform</b><br>1. An understanding of the Scottish Government's policy ambitions for public services in general and post 16 education in particular.             |                          | <input type="checkbox"/> |
| <b>Corporate Governance</b><br>2. An understanding of corporate governance in public, private or charity sectors and of risk management (prior board experience is not required). |                          | <input type="checkbox"/> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <p><b>Context</b></p> <p>3. An understanding of the needs of the economy, employers, communities and learners, and the challenges of a political environment, at a national and regional level.</p>                                                                                                                                                                                                                                                                                                                                                      |   | □ |
| <p><b>Specific skills or experience</b></p> <p>5. One of the following areas would be particularly welcome:</p> <ul style="list-style-type: none"> <li>i. Finance - either within the education sector or a commercial business, preferably at a senior level;</li> <li>ii. HR - this can either be from within the public or private sector, preferably at a senior level</li> <li>iii. Legal - this experience could be from private practice or a business environment</li> <li>iv. Commercial - business experience in the private sector</li> </ul> | □ | □ |

You are asked to provide a brief CV, a personal statement of no more than 500 words, and a covering letter along with the Equal Opportunity Monitoring form please.

## 2. Completing Your Application

Applications can be submitted via email to: [joyceclark@newbattleabbeycollege.ac.uk](mailto:joyceclark@newbattleabbeycollege.ac.uk) or by post to:

Joyce Clark  
 Newbattle Abbey College  
 Newbattle Road  
 Dalkeith  
 EH22 3LL

If you require to submit your application in any another format, please contact **Joyce**.

**Closing date for receipt of applications is Monday 7 December 2020**

## Equal Opportunities Monitoring Form

Newbattle Abbey College is committed to being an equal opportunities employer. This means that the College needs to know details of an applicant's sex, marital status, age, ethnic origin and any recurring health problems or disabilities in order to ensure that our recruitment is fair and does not discriminate against anyone. By completing this form you will help us to achieve this. The information you provide is not used in the selection process and staff directly involved in recruitment do not see the form. It is used exclusively to monitor the effectiveness of the college's equal opportunities policy.

Please answer the following questions and return this form with your application to the Business & Resource Manager, Newbattle Abbey College, Dalkeith, Midlothian EH22 3LL, in an envelope marked "confidential".

Thank you for your help

|               |
|---------------|
| Title of Post |
|---------------|

1. Name:
2. Date of Birth:
3. Are you:             male             female?
4. Please tick the box which describes your ethnic origin:  
 White  
 Black African  
 Black Caribbean  
 Black other (please specify):  
 Indian  
 Pakistani  
 Bangladeshi  
 Chinese  
 Other (please specify):
5. Do you have a recurring health problem or disability?     yes             no  
If 'yes', give details:

Signed:

Date

The **Equal Opportunity Monitoring Information form** is not seen by the selection panel and will not be used to assess your suitability for appointment. This can be found at <https://www.newbattleabbeycollege.ac.uk/work-for-us>

Your brief CV, personal statement and covering letter are made available to the Selection Panel.

Please review the role description and assessment criteria before producing your personal statement. This should contain information which demonstrates how your skills and experience match the published criteria, set out above, for these appointments.

### **3. Selection Panel Evaluation**

The Selection Panel must provide sufficient information and evidence that 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. The verifications in place will be:

- 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.
- 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.
- The publicity for the roles 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.
- Prior to, or during the interview you will be asked questions about potential conflicts of interest. At interview you will be asked to confirm that, to the best of your knowledge, you do not have any conflicts that are incompatible or unmanageable should you be appointed to the Board. If you have declared a conflict then this may be explored further with you at interview.
- If appointed to Board membership then you will be asked to sign your agreement to abide by terms and conditions set out in the letter of appointment, which includes agreeing to abide by the College's Code of Conduct,
- Information on disqualifications is provided in the application pack material and you are asked to review this prior to submitting your application - see 10 below. Confirmation that you are not disqualified on any grounds from being appointed to this Board may be sought at interview.

By virtue of submitting an application you are declaring that the information provided is, to the best of your knowledge and belief, true and complete.

### **4. How we will handle your application**

Initially your completed application will be assessed against the advertised criteria for these appointments (**see above section 1 - "Your Application"**). The panel will invite to interview those applicants who most closely meet the criteria, or who can demonstrate their ability to meet these criteria over time given the appropriate support and development opportunities.

Applicants invited to interview will be advised of the membership 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 (normally via email).

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.

If you are successful you will be invited in writing to accept the appointment.

Feedback will be offered to all applicants.

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

## 5. Appointment Timetable

The table below shows an indicative timeline for the appointments process.

| Stage in Progress                                                     | Timescale                                              |
|-----------------------------------------------------------------------|--------------------------------------------------------|
| Date appointment publicised                                           | 10 November 2020                                       |
| Closing date for applications                                         | 7 December 2020                                        |
| Shortlisting to select applicants for interview                       | 8 December - 11 December 2020                          |
| Outcome of shortlist to be relayed to applicants                      | 14 December 2020                                       |
| Date for interviews                                                   | W/c 14 December 2020 or by arrangement with candidates |
| Date of Board meeting to approve appointment                          | 21 January 2020                                        |
| Date by which outcome of interview will be relayed to applicants      | 8 January 2020                                         |
| Date by which successful applicants should accept position in writing | 31 January 2020                                        |
| Date of Appointment                                                   | 25 March 2020                                          |

## 6. Publicising Appointments

Should you be appointed, some of the information that you have provided may be made public in a press 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 press release 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.

## 7. Criteria for Disqualification

### PERSONS NOT ELIGIBLE FOR APPOINTMENT

Paragraph 6(1) and 6(2) of schedule 2B to the 2005 Act, as inserted by section 11(2) of the 2013 Act

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 1992 Act (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.

## **Annex A**

### **The Nine Principles of Public Life**

#### **Public Service**

You have a duty to act in the interests of the public body of which you are a member and in accordance with the core tasks of that body.

#### **Selflessness**

You have a duty to take decisions solely in terms of public interest. You must not act in order to gain financial or other material benefit for yourself, family or friends.

#### **Integrity**

You must not place yourself under any financial, or other, obligation to any individual or organisation that might reasonably be thought to influence you in the performance of your duties.

#### **Objectivity**

You must make decisions solely on merit when carrying out public business.

#### **Accountability and Stewardship**

You are accountable for your decisions and actions to the public. You have a duty to consider issues on their merits, taking account of the views of others and must ensure that the public body uses its resources prudently and in accordance with the law.

#### **Openness**

You have a duty to be as open as possible about your decisions and actions, giving reasons for your decisions and restricting information only when the wider public interest clearly demands.

#### **Honesty**

You have a duty to act honestly. You must declare any private interests relating to your public duties and take steps to resolve any conflicts arising in a way that protects the public interest.

#### **Leadership**

You have a duty to promote and support these principles by leadership and example, to maintain and strengthen the public's trust and confidence in the integrity of the public body and its members in conducting public business.

#### **Respect**

You must respect fellow members of your public body and employees of the body and the role they play, treating them with courtesy at all times.

## Annex B

### Assessment Criteria and Methods

| CRITERIA SOUGHT                                                                                                                                                                                                                                                                                                                                                                                                                                              | WILL BE TESTED AT        |                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Application              | Interview                |
| <b>Essential Skills &amp; Experience</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |
| <b>Analytical Skills</b><br>1. Ability to analyse complex material and to reach sound conclusions based on this analysis.                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Question</b><br>2. Ability to question constructively within a team environment.                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Communication Skills</b><br>3. Ability to communicate effectively with a diverse range of stakeholders and build effective networks.                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Strategic Planning</b><br>4. Ability to contribute to the development of the board's strategic thinking.                                                                                                                                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Education landscape</b><br>5. An interest in education.                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Desirable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                          |
| <b>Public Service Reform</b><br>1. An understanding of the Scottish Government's policy ambitions for public services in general and post 16 education in particular.                                                                                                                                                                                                                                                                                        |                          | <input type="checkbox"/> |
| <b>Corporate Governance</b><br>2. An understanding of corporate governance in public, private or charity sectors and of risk management (prior board experience is not required).                                                                                                                                                                                                                                                                            |                          | <input type="checkbox"/> |
| <b>Context</b><br>3. An understanding of the needs of the economy, employers, communities and learners, and the challenges of a political environment, at a national and regional level.                                                                                                                                                                                                                                                                     |                          | <input type="checkbox"/> |
| <b>Specific skills or experience</b><br>4. One of the following areas would be particularly welcome:<br>Finance - either within the education sector or a commercial business, preferably at a senior level;<br>HR - this can either be from within the public or private sector, preferably at a senior level<br>Legal - this experience could be from private practice or a business environment<br>Commercial - business experience in the private sector |                          | <input type="checkbox"/> |