University of the Highlands and Islands | Oilthigh na Gàidhealtachd agus nan Eilean
Argyll College | Colaiste Earra-Ghàidheil

A meeting of
Argyll College Human Resources & Remuneration Committee
to be held at 1.30 pm on Friday 27 November 2020
by Webex Teams
Tel 07384 246325   Dial-in Code - 1752691092@uhi.webex.com
A G E N D A

Item		STATUS	PAPERS
20.4.1	**Welcome & apologies for absence**		
20.4.2	**Declarations of interest & to identify any items deemed confidential** 20.4.6 is a confidential item		
20.4.3	**Minute of meetings held:-** • 18 September 2020 • 2 October 2020	To approve To approve	Attached Attached
20.4.4	**Outstanding Actions** Action list	To review	Below
20.4.5	**Matters arising**		
20.4.6	**Summary of HR and Recruitment in last quarter** Confidential item	For information	Attached
20.4.7	**Annual HR report**	For discussion	Attached
20.4.8	**Internal Audit report 2020/21 –** • Staff Development	For information	Attached
20.4.9	**Terms of Reference –** for review	For discussion	Attached
20.4.10	**AOCB**		
	Date of next meeting: Date to be confirmed at board meeting on 11 December 2020.		

Please send any apologies or questions to Vicky (Secretary to Board): victoria.daveney@uhi.ac.uk / mobile: 07384 246325

Outstanding Actions

		Responsibility	Deadline
September 2020			
Awayday/Induction	Postponed due to covid restrictions. To be re-arranged when restrictions eased.	AMC/MJ/VD	June 2021
Redundancy Policy	Revisit whether there is a requirement for location to be added to policy.	MJ	CM Feb 2021
November 2020			

	Final Version Minutes of the Argyll College Management Board	
	Human Resources & Remuneration Committee	
	held at 2.15pm on Friday 18th September 2020	
	via Webex Teams	

Present: Maggie Tierney (MT) Acting Chair; Andrew Campbell (AMC); Martin Jones (MJ); Billie Smith (BS)

Apologies: Jennifer Swanson (JS)

In Attendance: Elaine Munro (EM); Ailsa Close (AEC); Vicky Daveney (VD)(Board Secretary)

No	Item	Action
20.3.1	**Welcome & apologies for absence**. The chair welcomed members to the meeting.	
20.3.2	**Declaration of interest & to identify if any items deemed to be confidential.** 20.2.5 is a confidential item. 20.2.8 is a confidential item.	
20.3.3	**Minute of previous meeting** The minutes to be signed by Chair as an accurate record of the meeting.	JS/VD
20.3.4	**Matters arising** • **Awayday/Induction** MT asked whether the awayday is still taking place. MJ confirmed that it will take place but is unlikely to be face-to-face. • MT asked whether any more thought had gone into adding a point about location into the redundancy policy. 5.4 Selection Criteria, location should be added as it may have implications, ie is it reasonable to be asked to move? MJ confirmed that it should be kept as an ongoing action. **ACTION:** MJ to revisit Redundancy Policy and requirement for location to be added.	MJ
20.3.5	**Summary of Recruitment and HR in last quarter** Confidential item	
20.3.6	**Draft Union recognition agreement** MJ reminded the committee that at the last board meeting a request had been received from a teaching union and the support side separately. The Head of HR at North Highland College, who has experience of working with national bargaining and unions, has been seconded for 1 day per week to draft a local EIS recognition agreement.	
20.3.7	**Confidential item** MJ confirmed that, as per the email sent to board members by AMC on 17th September, AEC will be sending out letters to teaching staff about their current terms and conditions. This is a required part of the national bargaining process which the board agreed to in June.	
20.3.8	**AOCB** **Confidential item**	

20.3.9	**Date of next meeting** Awayday/Board Meeting – Friday 2nd October, details TBC Committee Meetings – Friday 27th November, Location TBC Board Meeting – Friday 11th December, Location TBC	
	Signed by ………………………………………………………………….. **Date** …………………………………….. **Chair of Human Resources & Remuneration Committee**	

To: **Human Resources and Remuneration committee**

Date: **November 2020**

Status: **For discussion**

20.4.6 – Annual HR Report 2019/20

1. Contents

2. Staff sickness

Short term sickness absence:

Year	Teaching – number of Days	Total Cost	Non-Teaching – number of days	Total Cost	Total days	Total Cost (Approx)
2019/20	136	£20,000	114.5	£12,100	250.5	£32,100
2018/19	161	£23,000	195	£15,200	356	£44,000
2017/18	224	£28,000	181	£21000	406	£43,200
2016/17	162	£7,500	78	£7,000	240	£14,500

Long term sickness absence:

Year	Teaching – number of staff	Total Cost	Non-Teaching – number of staff	Total Cost	Total – number of days if applicable	Total cost (Approx)
2019/20	2 (457 days)	£22,000	4 (350 days)	£37,400	807	£57,400
2017/18	4 (506.5 days)	£45,000	5 (608 days)	£42,000	1114.5	£87,000
2017/18	1	£2,000	8	£51,000	434	£53,000
2016/17	2	£16,000	3	£12,000	1162	£28,000

Long term sickness for 2019/20 - detail:

Teaching

1 x FT teaching staff long term sickness, chronic illness – OH referral, diagnosis reached, not returned in new academic year.

1 x PT teaching staff, long term illness, fixed term contract June 2020

Support staff:

1 x FT Support – chronic illness, off work since March, furloughed for 4 months remains on sickness absence

1 x PT Support – absence for 3 months, HSE workplace stress indicator process in place, resignation received July 2020

1 x PT Support – absent 5 months due to operation, returned to post.

1 x PT Support – chronic illness, has requested ill health retirement.

3. Other Absence:

Year	Teaching (days)	Absence Type	Non-Teaching (days)	Absence Type
2019/20	564	Statutory	664.5	Statutory
	13	Appointment	41	Appointment
	19	Compassionate	20.5	Compassionate
	2	Funeral	1	Funeral
	0	Industrial	0	Industrial
	0	Lieu	30.5	Lieu
	0	Weather	0	Weather
	27	Unpaid	0	Unpaid
	0	Authorised Absence	6.5	Authorised Absence
	28	Covid-19 – Self isolating (pre lockdown)	29.5	Covid -19 Self isolating (pre lockdown)
	0	Furlough	1164	Furlough
Total days	653		1957.5	Overall Days 2610.5
2018/19	25.5	Appointments	33.5	Appointments
	7.5	Compassionate	26	Compassionate
	1	Funeral	0	Funeral
	6	Industrial	0	Industrial
	0	Lieu	30	Lieu
	3	Weather	0	Weather
	12.5	Unpaid	2	Unpaid
Total days	419.5		1803.5	Overall Days 2223 days
2017/18	263	Statutory Leave	594	Statutory Leave
	16.5	Appointments	46.5	Appointments
	20	Compassionate	17	Compassionate
	2	Funeral	1	Funeral
	3	Unpaid Leave	62.5	Unpaid Leave
	0	Court	1	Court
	0	Lieu	37	Lieu
Total days	304.5		759	Overall Days 1063.5 days

4. Flexible Working Requests:

Year	Teaching	Granted/Not Granted	Non-Teaching	Granted/Not Granted
2019/20	2	1 request to reduce from 0.6FTE to 0.2FTE – approved started 01.09.2020 1 request to reduce from 1FTE CL to 0.5FTE CL – approved started 01.09.2020	0	0
2018/19	3	1 return from 0.6 to 1FTE - granted 1 request to reduce from 0.8 – 0.6 - granted 1 request to reduce from 1 – 0.8 – not yet finalised	2	1 request to work 0.8 over 5 days during school hours – granted 1 request to adjust working pattern during term time and out with term time
2017/18	3	1 granted 1 request withdrawn 1 employee returned to full time after end of flexible working request.	0	
2016/17	0		0	

5. Staff discipline activity:

Year	Disciplinary hearings	Warnings issued	Dismissals	Appeals
2019/20	4	2	1	1 – not concluded
2018/19	1	0	1	1 – not upheld
2017/18	2	1	1	1 – not heard to date due to non-communication from member of staff 1 – not upheld
2016/17	3	2	1	1 – not upheld

6. Staff grievance:

Year	Number of Grievances raised	Outcome	Appeal
2019/20	1	Not upheld	Not upheld
2018/19	1	Not upheld	Not upheld
2017/18	0	N/A	N/A
2016/17	1	Not upheld	Not upheld

7. Recruitment:

Year	Total Teaching	Full Time	Part time	Total Non-Teaching	Full time	Part time
2019/20	23	0	23	9	2	7
2018/19	19	0	19	21	5	16
2017/18	43	0	43	11	3	8
2016/17	18	0	18	0	0	3

8. Leavers:

Year	Total Teaching	Full Time	Part time	Total Non-Teaching	Full time	Part time
2019/20	56	0	56	33	8	25
2018/19	10	0	10	18	4	14
2017/18	29	1	28	10	2	8
2016/17	13	0	13	4	2	2

9. Recruitment by job role and location

Year	Teaching	Full/Part Time	Location	Non-Teaching	Full/Part Time	Location
2019/20	1	Part	Arran	0		Arran
	1	Part	Campbeltown	1	Part	Campbeltown
	7	Part	Oban	3	2 x Part 1 x Full	Oban
				4	PT - Supply	Little Learners
	2	Part	Lochgilphead	0		Lochgilphead
	2	Part	Islay	0		Islay
	1	Part	Rothesay	0		Rothesay
	6	Part	Dunoon	0		Dunoon
	3	Part	Helensburgh	1	Full	Helensburgh
			Tobermory	1	Part	Tobermory
Year	Teaching	Full/Part Time	Location	Non-Teaching	Full/Part Time	Location
2018/19	0	n/a	Arran	1	Part	Arran
	3	Part	Campbeltown	1	Part	Campbeltown
	11	Part	Oban	9	2x Full 7x part	Oban
	1	Part	Lochgilphead	4	Part	Lochgilphead/CERC
	2	Part	Islay	n/a	n/a	Islay
	0	n/a	Rothesay	n/a	n/a	Rothesay

	2	Part	Dunoon	3	2 x Full 1 x Part	Dunoon
	0	n/a	Helensburgh	3	Part	Helensburgh

10. Age profile and staffing splits (teaching and support):

The table below is an extract from the staffing return we are required to submit to the Scottish Funding Council annually each November. It is taken at a point in time in the academic and accurately reflects staffing data at this point – for reference figures are from 31st July 2020.

Table 1:Type of Contract	Staff Status		Number of staff (FTE)		
			Teaching	Non-teaching (support)	Total
	All Staff		38.5	37.2	**191.3**
Table 2: Number of all Staff (FTE)	**Permanent**	Full-time	15.0	27.0	**42.0**
		Part-time	17.0	10.2	**27.2**
		Total	**32.0**	**37.2**	69.2
	Temporary	Full-time			**0.0**
		Part-time	6.5		**6.5**
		Total	**6.5**	**0.0**	6.5
	Permanent and Temporary	Full-time	**15.0**	**27.0**	42.0
		Part-time	**23.5**	**10.2**	33.7
		Total	**38.5**	**37.2**	75.7

	Age range (years of age)	Gender	Employment category				
			Teaching		Senior management	Other	Total
			Permanent	Temporary			
Table 1: All staff (headcount) by age range, gender and employment category (teaching/senior management/other)	**24 & under**	Male				1	1
		Female		1		2	3
	25 - 30	Male					0
		Female	2			3	5
	31 - 35	Male	1	1		1	3
		Female	2	2		3	7
	36 - 40	Male	3			1	4
		Female	8	3		3	14
	41 - 45	Male	4	1			5
		Female	5	1		3	9
	46 - 50	Male	1	3	1	1	6
		Female	6	2	1	8	17
	51 - 55	Male		2	1		3
		Female	7	3		7	17
	56 - 60	Male	4	2		1	7
		Female	5	5	4	5	19
	61 - 65	Male		4		1	5
		Female	3	4		1	8
	66 & over	Male	4	4			8
		Female		3		2	5
	Total	Male	17	17	2	6	42
		Female	38	24	5	37	104

11. Staff numbers by location, split by support and teaching – 2019/20

Location	Support	Teaching	Total
Arran	3	3	6
Dunoon	13	24	37
Helensburgh	4	7	11
Islay	2	9	11
Lochgilphead (Lorne St)	5	18	24
Lochgilphead (CERC)	3	6	9
Tobermory	1	1	2
Campbeltown (Hazelburn)	3	14	17
Campbeltown (Stewart Road)	5	0	5
Oban	19	41	60
Rothesay	1	10	14
Little Learners	34	0	34

12. Health Assured Interim Report

EAP Management Information

Argyll College UHI

Product:	Complete EAP		
Current Contract Year:	29/01/2020	Report start date:	01/02/2020
Number of employees:	217	Report end date:	30/09/2020
Usage for reporting period (calls vs number of employees):			4.84%

Management Information for your Employee Assistance Programme

The usage statistics demonstrate the engagement of the organisation for the last 12 months.

The management information is particularly valuable as EAPs often face the common misconception that the services are only accessed by those individuals suffering from stress or going through an emotional crisis. Health Assured's EAP not only supports individuals who require emotional support but also offers extensive practical support such as debt and legal information.

At Health Assured we are committed to supporting our clients by ensuring both employers and their employees gain maximum value from the service. Regular

promotion and communication in regards to the EAP is proven to raise awareness of this pro-active employee benefit, which in turn has a positive impact on utilisation.

Throughout the year we encourage promotion of the service to support engagement amongst staff and the following collateral is available:

Call Breakdown

Call Categories	Number of Calls	Split by %
Mental Health	4	57%
Relationships	2	29%
Legal	1	14%
Financial	0	0%
Harassment	0	0%
Life Event	0	0%
Physical Health	0	0%
Self Identity	0	0%
Service Enquiry	0	0%
Trauma	0	0%
Whistleblowing	0	0%
Work	0	0%

Utilisation Summary	Utilisation	
Face to face counselling cases	0	
ARGYLL COLLEGE HR &R COMMITTEE Face to face counselling sessions	0	27.11.2020
Telephone counselling cases	1	
Telephone counselling sessions	6	
Online CBT cases	0	
Online CBT sessions	0	
Online counselling cases	0	
Online counselling sessions	0	

Additional Services	Utilisation
Online hits	151
Management referral cases	0
Monitored cases	0

Call Categories	Number of Calls
Mental Health\Anxiety	2
Mental Health\Impact of Mental Health of Another	2
Relationships\Family	2
Legal\Employment	1
Total:	**7**

Argyll College UHI Ltd

Staff Development

Internal Audit Report No: 2020/02

Draft Issued: 11 September 2020

Final issued:

LEVEL OF ASSURANCE

Requires Improvement

Now, for tomorrow

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HENDERSON LOGGIE

Contents

Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit Committee.
Priority 2	Issue subjecting the organisation to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.

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Management Summary

Overall Level of Assurance

Requires Improvement	System has weaknesses that could prevent it achieving control objectives.

Risk Assessment

This review focused on the controls in place to mitigate the following risks on the Argyll College UHI Ltd ('the College') Register:

- 14 – Disruption to services/projects and/or partnership working resulting from loss (temporary or permanent) of a key staff member (risk rating: medium)

Background

As part of the Internal Audit programme at the College for 2019/20 we carried out a review of the College's staff development arrangements. Our Audit Needs Assessment identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Governors and Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Within the College sector recruitment and retention of key staff is of vital importance. The College must ensure that it has the organisational capacity to implement its strategic plans and make full use of the abilities of its staff. It should therefore explicitly relate its staffing requirements to its strategic and operational objectives in terms of numbers, skills, knowledge, deployment, structure, etc.

The College should ensure that all staff are managed effectively and efficiently. Managers should communicate business priorities and objectives to staff and ensure that those objectives are translated into tasks that teams and individuals undertake. Staff should know what is expected of them; their performance should be regularly assessed; and they should be assisted in improving their performance.

Scope, Objectives and Overall Findings

This audit considered whether the College is making best use of its staff and included a review of workforce planning; training; and the personal development plan system.

The table below notes the objective for this review and records the results:

Objective	Findings			
The specific objective of this audit was to obtain reasonable assurance that:		**1**	**2**	**3**
1. the College has a systematic approach for ensuring that its staff resources match what is required in order to deliver its commitments. Where gaps are identified, timely action is taken to close these.	**Satisfactory**	0	0	1
2. the College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps.	**Requires Improvement**	0	2	1
3. the College has a systematic approach to evaluating its training to ensure that it is achieving the desired impact.	**Satisfactory**	0	0	1
4. there is a systematic approach for translating business objectives into actions / tasks for members of staff.	**Satisfactory**	0	0	1
5. a systematic approach is used for communicating objectives and performance expectations to staff.	**Good**	0	0	0
6. a systematic process is used for providing feedback to staff on performance and agreeing action to improve performance.	**Good**	0	0	0
		0	**2**	**4**
Overall Level of Assurance	**Requires Improvement**	System has weaknesses that could prevent it achieving control objectives.		

Audit Approach

The HR Officer and Director of Finance were interviewed, and the College's policies, procedures and structure reviewed, to assess compliance with the above objectives.

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Staff Development - DRAFT

Summary of Main Findings

Strengths

- The College continually monitors student and staff numbers to ensure that sufficient staff resources are attached to each course.
- The College has a dedicated Learning and Development (L&D) Coordinator who coordinates training and development activities delivered across the College.
- The College provides a range of learning and development opportunities for staff, including supporting staff in undertaking the Professional Development Award in Teaching Practice.
- Staff have access to a suite of online training modules which provides them with flexible opportunities for learning and development.
- Staff Development Request Procedures are in place which outline the application, review, and approval process for training requests.
- There are mechanisms in place to communicate the College's objectives to departments and to staff and to review departmental and College performance.

Weaknesses and Opportunities for Improvement

- The College has not developed a Workforce Plan which reflects the College's medium-term strategy for managing its workforce (including the provision of support through learning and development). Such a Workforce Plan would include an analysis of the current workforce and identify future staffing requirements (as well as setting out a strategy describing how any potential gaps could be addressed).
- The Staff Development Committee is responsible for approving staff development requests. Our review noted that the Staff Development Committee was chaired by a Head of Curriculum and previously met every six weeks. However, the committee has not convened since August 2019.
- Although guidance is available to staff on the appraisal process, and information is available on a range of learning and development activities, the College has not established an overarching staff Learning & Development policy which clearly outlines the College's aims and objectives or outlines the responsibilities of staff, line managers, senior management and the Board in relation to staff training.
- The current staff development request form requires staff to document how the College will benefit as well as what the individual hopes to gain from attendance at a training event. However, there is scope to expand this to document the expected learning outcomes which would later allow a formal evaluation of the impact of training received by requiring staff to revisit the expected learning outcomes recorded on the development request form a period of time after having received the training in order to confirm that the learning needs have been met.
- The staff appraisal form, and associated guidance notes, do not provide a clear linkage between the training needs identified on the appraisal forms and the departmental operational or College Strategic Plan objectives.

Acknowledgements

We would like to take this opportunity to thank the staff who helped us during our audit.

Main Findings and Action Plan

Objective 1: The College has a systematic approach for ensuring that its staff resources match what is required in order to deliver its commitments. Where gaps are identified, timely action is taken to close these.

Our review found that although there is no formal workforce plan or skills database currently in place (see **R1** below) there are alternative processes in place which ensure that staff resources are available to meet commitments.

There is an approved establishment list and staffing budgets are based on approved posts. Management conduct recruitment in line with available budgets and approval for new posts. Management monitor student and staff numbers to ensure that sufficient resources are aligned to each curriculum area and support service so that operational commitments and service levels can be met. Skills gaps are filled, either through redeployment of staff, by supporting staff through further training or, where necessary, through external recruitment in line with the staff budget model. During the last 12 months the College has undertaken some re-organisation, particularly within curriculum teams, to ensure that the right staffing structure and capabilities are in place to meet the College's needs going forward and to address identified succession planning challenges.

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Staff Development - DRAFT

Objective 1: The College has a systematic approach for ensuring that its staff resources match what is required in order to deliver its commitments. Where gaps are identified, timely action is taken to close these.

Observation	Risk	Recommendation	Management Response
The College has not developed a Workforce Plan which reflects the College's medium-term strategy for managing its workforce (including the provision of support through learning and development). Such a Workforce Plan would include an analysis of the current workforce and identify future staffing requirements (as well as setting out a strategy describing how any potential gaps would be filled).	Without a Workforce Plan there is a risk that changes to the way the College delivers services in one curriculum or support area may have unplanned or unintended effects on other curriculum or support areas; and the College may not be able to manage workforce changes to ensure that it is making best use of its staff resources to achieve its objectives.	**R1** In order to meet the anticipated future challenges around curriculum delivery and College budgets, the College should consider undertaking an exercise to forecast expected staff numbers and staff costs and also identify skill needs aligned to the future shape of the curriculum portfolio on a rolling three-year basis, using scenario planning where necessary.	Prior to this report, it had been recognised that there are insufficient resources and organisational development expertise within the SMT to provide the necessary strategic leadership in order to fully address the training and development plans and needs of an organisation which has at its heart learning and development. This recognition, brought into sharp focus by the recommendations of this report, means that the college will bring forward its review of HR/OD (including the potential for additional staffing) to allow this be developed fully and properly and where necessary seek Board approval for additional resources. All subsequent recommendations have been responded to with this additional resource seen as an integral part of the responses. **To be actioned by:** SMT **No later than: Feb 2021**

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Staff Development - DRAFT

			Grade	3

Objective 2: The College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps.

The skills of new staff are considered during the recruitment process to ensure that they have adequate skills for undertaking the relevant role being filled. All permanent teaching staff are required to undertake a teaching qualification, either the Teaching Qualification Further Education (TQFE) or a suitable Professional Development Award. If new staff do not possess a teaching qualification the College will provide support to staff to achieve this qualification.

All new staff must complete a mandatory induction programme, which consists of online training modules covering areas of statutory compliance including health and safety and data protection. Induction also includes a departmental induction provided by the relevant staff member's line manager.

Training needs can also be identified by individual staff members or managers as part of the annual staff appraisal process or at any time during the year.

Our review noted that the College provides a range of learning and development opportunities for staff, including:

- two days of structured Continuing Professional Development (CPD) activity each year to all staff.
- staff are provided access to a suite of online learning modules.
- staff have access to the College Virtual Learning Environment where they can find training information.
- staff can apply to attend an external training course where there is a valid justification; and
- teaching staff can apply to undertake the Professional Development Award in Teaching Practice.

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Staff Development - DRAFT

Objective 2: The College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps.			
Observation	**Risks**	**Recommendation**	**Management Response**

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Staff Development - DRAFT

Staff Development Request Procedures are in place which outline the application, review, and approval process for training requests. The procedures describe that: • the Staff Development Committee is responsible for approving staff development requests. • costs of training events up to a maximum amount of £200 can be approved by the Chair of the Staff Development Committee, with requests above this limit needing approval by the full committee. • the process for evaluating staff development activity, including issuing training evaluation forms to staff following training; and • evaluation forms are reviewed by the Staff Development Committee at their regular meetings, as a standing agenda item, in order to inform any changes in the scope or form of future occurrences of the same training session as well as informing the overall College staff development plan. Our review noted that the Staff Development Committee was chaired by a Head of Curriculum and previously met every six weeks. However, the committee has not convened since August 2019.	Staff development opportunities are restricted due to a failure in the approval procedures. Failure to evaluate the effectiveness of training could lead to poor use of resources by continuing training that does not result in more efficient or effective working practices or provide value for money.	**R2** Ensure that the Staff Development Committee operates as outlined in the Staff Development Request Procedures. A review should be conducted to clarify the circumstances which have led to the committee not convening since August 2019 and to identify any barriers which may prevent the committee convening (including timing of meetings, composition of the committee and use of technology).	It is felt that the current arrangement needs to be better linked into other systems currently being reviewed and improved – ie staff induction and staff appraisal systems, and to clearly link with college strategy and direction. The Staff Development Committee will be reviewed by SMT and through consultation with unions as appropriate to identify how it can be best organised to reinvigorate training and development within the organisation. An annual training and development plan will be prepared for the forthcoming academic year for agreement by SMT and this will be devolved to managers/staff development committee to ensure that all staff are clear that training undertaken is for the benefit of the students/ student experience, and in the achievement of the stated aims and objectives of the college as a whole. To be actioned by: SMT No later than: May 2021
			Grade **2**

Staff Development - DRAFT

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Objective 2: The College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps (continued).

The identification of training needs is not currently directly aligned with the College's annual budget setting cycle. This misalignment creates a weakness whereby budgets are assigned for training costs without the identification of training requirements for the year ahead. Although this does create a potential risk that insufficient budgets are allocated to meet training and development needs, the Director of Finance expressed confidence that the budget available is sufficient to meet existing training needs. If there was an urgent training requirement, such as to satisfy legal compliance, then management would be committed to the identification of resources to deliver the necessary training.

Staff appraisals are conducted annually by managers and any training needs are identified from this process and recorded on the forms provided which are then shared with the Learning & Development (L&D) Coordinator to aid future planning of L&D activities.

All new staff are required to complete a corporate and departmental induction. The induction process is coordinated by managers and covers all service areas. The College makes use of a suite of e-learning modules which must be completed by all new staff. The results of completion of e-learning modules are recorded on individual employee training records.

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<tr>
<td>**Observation**</td>
<td>**Risk**</td>
<td>**Recommendation**</td>
<td>**Management Response**</td>
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<td>Although guidance is available to staff on the appraisal process, and information is made available on a range of learning and development activities, the College has not established an overarching staff L&D policy which clearly outlines the College's aims and objectives or outlines the responsibilities of staff, line managers, senior management and the Board in relation to staff training.</td>
<td>The College's policy and ethos on training is not clearly communicated resulting in variations in approach across the College.</td>
<td>R3   A Staff Learning & Development Policy should be created which outlines:

the scope aims and responsibilities in relation to learning, development and training.
options for learning and development available to staff.
how training and development is prioritised.
specific areas of learning which are essential for all staff.
responsibilities in terms of recording, monitoring, and evaluating learning; and
</td>
<td>We are aware that the limited management resources within the college has meant that learning and development has ended up being devolved to the Staff Development Committee and that this operated without a clear plan, and was reactive to training requests.
A Staff Learning and Development policy will be created for consultation and agreement with all relevant parties. We also will carry out an existing skills assessment.</td>
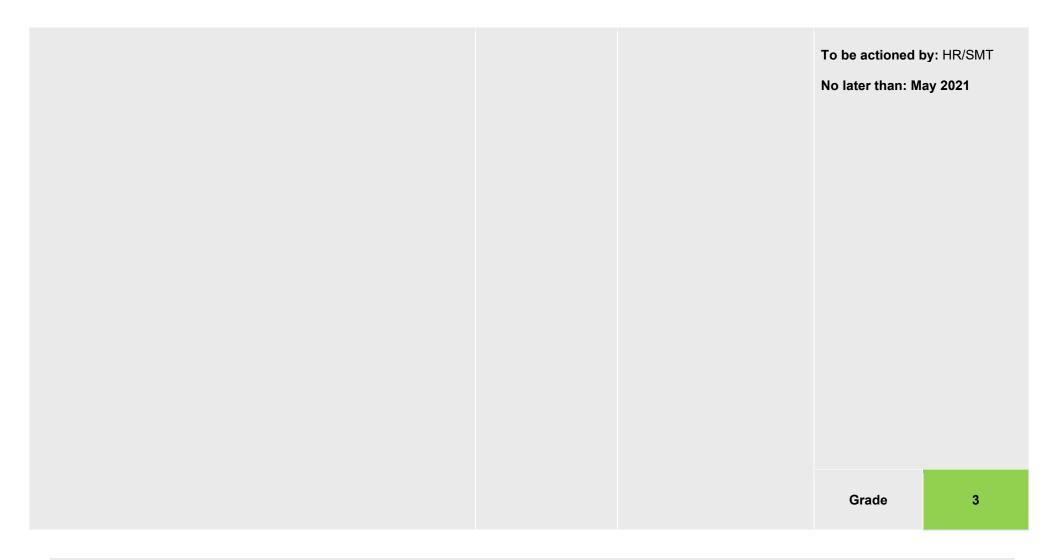</tr>
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		• Personal Development Review arrangements.		
			To be actioned by: SMT	
			No later than: May 2021	
2			**Grade**	**2**

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Staff Development - DRAFT

Objective 2: The College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps (continued).

Observation	Risk	Recommendation	Management Response
The College does not make use of skills databases at either an organisational level (i.e. through the L&D team) or at a departmental level, which can be utilised to identify any skills or knowledge gaps in departments or for individual members of staff. Our review noted that the identification and recording of training needs across the College is currently a largely manual (and therefore less efficient) process. L&D staff are required to analyse employee appraisal forms to identify training needs, which are then scrutinised to determine if there is a business justification for the training. This relies on L&D staff maintaining an understanding of staff roles or seeking clarification from line managers on the need for specific training. Once training has been provided, L&D staff must manually add training records into the Cascade HR system based on a review of several different records, such as course attendance sheets and training application forms. It would be more efficient to identify a base level of training expected for each post and utilise this data to populate Cascade. As employee training records are added to Cascade they can then be matched to the training requirements established for each post. This could allow L&D to identify skills gaps and target training to specific groups or to individual staff members. As the curriculum portfolio changes, any changes in staff skills mix should also be notified to L&D to allow Cascade to be updated. This would allow L&D to identify any revised training needs across the College. Refresher training, such as health and safety training, is currently recorded separately on spreadsheets. However, the information is then recorded in Cascade to provide a historic record of training received. Potentially, Cascade could be utilised in a more proactive manner whereby L&D could identify the refresher training due in the next 12 months. This would allow more efficient forward planning in terms of developing a training plan and the associated budget.	Information is not available to identify where training requirements or skills gaps exist.	**R4** Conduct a training needs assessment across the College to identify the basic training and skills requirement associated with each post. The data obtained from the training needs assessment should then be used to populate Cascade, which will allow L&D and management to identify training gaps as staff training records are updated.	HR will be asked to conduct this training needs assessment for each member of staff to identify basic skills and training requirement, to organise the basic training required and to document this in our HR system. We will also carry out an existing skills assessment, where we will identify and record all the skills current staff have already, so we can easily search this before looking to recruit externally for new posts

To be actioned by: HR/SMT

No later than: May 2021

| | | | | | Grade | 3 |

3

Objective 3: The College has a systematic approach to evaluating its training to ensure that it is achieving the desired impact.

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Staff Development - DRAFT

Observation	Risk	Recommendation	Management Response	
Discussions with staff, and review of appraisal procedures, identified that there is a formal means of evaluating the impact of previous training provided on staff performance through the staff appraisal process, and also an informal mechanism through regular one to one meetings held with staff. However, it was also identified that there is no formal means of obtaining feedback on the quality, relevance or usefulness of the training activity undertaken.

The current staff development request form requires staff to document how the College will benefit as well as what the individual hopes to gain from attendance at a training event. However, there is scope to expand this to document the expected learning outcomes which would later allow a formal evaluation of the impact of training received by requiring staff to revisit the expected learning outcomes recorded on the development request form a period of time after having received the training in order to confirm that the learning needs have been met. | Failure to evaluate the effectiveness of training could lead to poor use of resources by continuing training that does not result in more efficient or effective working practices or provide value for money. | **R5** Work should be undertaken to expand the current development request form to capture expected learning outcomes. This will provide the opportunity for staff to subsequently formally evaluate the achievement of anticipated learning outcomes and to record feedback after attending the relevant training course. Completed forms should then be signed-off by managers and form part of the staff appraisal process. Feedback provided on the forms should also be reviewed, and the results used to inform future selection of training providers and an analysis of training spend and benefits derived to ensure that best value is being achieved from training spend. | Agreed, we will action the recommendation as described

To be actioned by: SMT

No later than: August 2021 | |
| | | | **Grade** | 3 |

Objective 4: There is a systematic approach for translating business objectives into actions / tasks for members of staff.

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Staff Development - DRAFT

The College's Strategic Plan is used as the basis for developing departmental operational plans, which are prepared annually around September / October, and which link to the key objectives in the College Strategic Plan.

Our review confirmed that there are a range of mechanisms in place to communicate the College's objectives to departments and to staff, including:

- the staff appraisal process.
- informal one-to-one discussions held between senior management and Heads of Curriculum and other senior managers.
- the annual departmental self-evaluation review process facilitated by the College's Quality team.
- faculty meetings which are held several times a year; and
- annual staff development events.

Observation	Risk	Recommendation	Management Response
The staff appraisal form, and associated guidance notes, do not provide a clear linkage between the training needs identified on the appraisal forms and the departmental operational or College Strategic Plan objectives.	Learning and development activities are not effectively linked to the departmental operational objectives and/or to the College strategic objectives.	**R6** As part of the staff appraisal process a review should be completed on how staff learning and development actions can be more clearly linked to departmental objectives on the staff appraisal forms.	Agreed. As appraisals as carried out by CL and other managers we will incorporate this into business plans and monitoring **To be actioned by:** SMT **No later than: August 2021**
			Grade 3

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Staff Development - DRAFT

Objective 5: A systematic approach is used for communicating objectives and performance expectations to staff.

Objectives are communicated to staff via a range of mechanisms, including through one to one meeting, team meetings, and the annual staff review process. Performance expectations should be clearly set out by line managers as well as formally through job descriptions. Where there is a need to clarify performance expectations then this should take place through ad hoc discussions with staff, through the staff review process, or if necessary, through the Performance Improvement Policy and Procedure

Each member of staff undergoes an annual staff appraisal with their line manager to discuss performance against previously agreed objectives; to agree objectives for the coming period; and identify training and development needs. Performance and training objectives are then agreed for the next 12-month period. As noted above, staff objectives are linked to the departmental operational plans with individual responsibility assigned. A key objective of the staff appraisal is to offer each member of staff a formal means to clarify and review their responsibilities and relationships and to embrace the opportunities for training and development.

Objective 6: A systematic process is used for providing feedback to staff on performance and agreeing action to improve performance.

Ad hoc issues should be dealt through regular contact between the line manager and the staff member concerned.

If there are concerns around staff performance, then these should be dealt with through the Performance Improvement Policy and Procedure. We reviewed this procedure and confirmed that it provides a robust framework for dealing with performance issues. We also noted that it allows for a range of informal and formal means for addressing issues and has appropriate options including discussion, escalation, warnings, suspension, and dismissal.

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Argyll College UHI
Terms of reference for Board of Governors and its committees.

Policy Number:	AC034
Revision Number:	3
Status:	Final Version
Date of Approval:	23 March 2016
Responsibility for Policy:	Board Secretary
Responsibility for Review:	Board Secretary
Date of Last Review:	31 March 2020
Date of Last Revision:	September 2014
Date of Next Review:	31 March 2023

1   Board of Governors

General
The Board shall observe the Standing Orders and its Articles of Association in all its business.

1.1   The Board has responsibility for overseeing the business of the College, determining its future direction and fostering an environment in which the College mission is achieved and the potential of all learners is maximised.

1.2   The Board of Governors must ensure compliance with the statutes, ordinances and provisions regulating the College and its framework of governance and, subject to these, take all final decisions on matters of fundamental concern to the College.

1.3   The decisions of the Board of Governors will be minuted and published when approved, except, exceptionally, for sections which are confidential or commercially sensitive.

1.4   The following items are retained *for approval by the Board*, upon advice from or recommendation by the relevant Committee where appropriate and may not be delegated:

  i.   the planning cycle and calendar for production proposed by the Executive Management Team for the preparation of the College Strategic Plan, and to approve the Plan itself before publication;

  ii.   the annual accounts, following consideration by the Finance & General Purposes and Audit committees (at their annual joint meeting of the year);

  iii.   the college budget proposals, following consideration by the Finance & General Purposes Committee, and to set annually the parameters for College staff pay awards and conditions;

  iv.   the appointment of the Principal and to participate in the appointment process relative to the appointment of members of the College's senior management team;

  v.   any financial packages in excess of statutory provisions, for severance payments, following consideration by the HR and Remuneration Committee;

  vi.   membership of new Board Members - following consideration by the Nominations Committee - and membership of all committees and their Committee chair;

  vii.   To ensure that the arrangements made to implement the College Health and Safety Management System are effective;   and

  viii. To assume responsibility for identifying, evaluating and managing the College's significant risks, and review the operating, financial and compliance controls that have been implemented to mitigate these risks.

Health and Safety

1.5   Ensure the health and safety policy of Argyll College is reviewed at least annually.

1.6   Receive reports that detail the approach to health and safety in the college and how the college meets the college's legal obligations.

1.7   Receive health and safety audit reports and determine any necessary arising actions.

1.8   Ensure that action is taken to promote the health and safety of staff, students and others within the college.

1.9   Consider any reports from external enforcing authorities under health and safety legislation or other bodies and ensure that issues where weakness is identified are addressed fully by the college.

1.10   Consider and agree setting and measuring of health and safety performance standards

Membership

1.11   The membership of the Board will be constituted as required by the College Articles of Association.

1.12   A quorum shall consist of 8 Directors of the Board with independent members being in the majority at the meeting.

1.13   The Board must be chaired by an independent member.

1.14   The Board may appoint advisors who are not members of the Board of Governors and who have particular, relevant experience or expertise to attend meetings of the Board and/or its committees. Advisors may not vote in any decisions by the Board and/or committee,

1.15   The Board Secretary shall normally be in attendance.

Frequency of Meetings

1.16   The Board shall meet no less than four times each year.

Reporting

1.17   The decisions of the Board of Governors will be minuted and published whenever possible.

2 Audit Committee

Composition

2.1   The Audit Committee will have a minimum of four members of the Board. For a meeting to be quorate, ***three members*** must be present.

2.2   The Committee should have a range of skills and experience and at least one member should be financially qualified or have considerable financial experience.

2.3   The Audit Committee has the authority of the Board to investigate any matters within its remit, and full access to any information and personnel required.

2.4   The Finance Director, or their nominee, should be in attendance at each meeting. The Chair of the Board, the Chair of the Finance and General Purposes Committee and the Principal *are invited to attend meetings*. The College's appointed internal and external auditors will be invited to send representatives to each meeting.

2.5   Members of the Finance and General Purposes Committee, the staff Board members or anyone with executive authority in the College may not be *members* of the Audit Committee.

Frequency

2.6   The Committee should normally meet at least three times per year, one meeting of which will be a joint meeting with Finance and General Purposes Committee to consider the annual financial statements and accompanying external auditor report. The Committee will annually hold a private meeting (without College executives present) with the Internal Auditor and External Auditor to discuss audit issues.

Overall Purpose

2.7   The purpose of the Audit Committee is to assure the Board of Governors that Argyll College has in place a system of governance, internal control and risk management which is being maintained and developed to meet legislation and regulations applying to the sector.

Remit and Duties Probity

2.8   Advise on the selection, appointment, remuneration or removal of the internal audit provider.

2.9   Agree an internal audit work programme annually based on an audit needs assessment.

2.10   Receive the internal audit reports as per the agreed work programme and ensure that recommendations are adequately responded to by the college.

2.11   Receive an annual report from the internal auditor which should include an opinion on the degree of assurance that can be placed on the systems of internal control and any follow-up actions still outstanding which should be closed off by the College.

2.12   Review the statement of corporate governance to be included with the annual financial statements.

2.13   Approve the Accounting Policies and review the annual financial statements (jointly with the Finance and General Purposes Committee) with a view to recommending them to the Board for approval.

2.14   Review the external audit strategy and plan.

2.15   Receive the external auditor annual report and management letters and to ensure that any recommendations are adequately responded to by the College.

2.16   Monitor the effectiveness of internal and external audit service and promote coordination between the two.

2.17   Advise the Board on the terms of reference for the internal audit service including the adequacy of the resourcing of the service.

2.18   Review the effectiveness of financial and other control systems ensuring value for money.

2.19   Oversee the policies on fraud and irregularity and receive reports on any fraud or irregularity, potential or real, ensuring that action is taken by the college to address these.

2.20   Receive an annual report on any matters of whistleblowing or disclosure and ensure that any recommendations from these are adequately responded to by the college.

Risk Management

2.21   Monitor and ensure the effectiveness of the college's approach to risk assessment and management through regular review of the Risk Register and other reports and appropriate recommendations to the Board.   2.22   Review the prioritisation of risk management taking into account financial, reputational, commercial and other risks

2.23   Request reviews by the college of areas of high or escalating risk ensuring that recommendations from these are adequately responded to.

2.24   Receive ad-hoc reports on matters of potential reputational, commercial and/or financial risk and ensure that the college's approach to managing the risks is appropriate and adequate.

Value for Money

2.25   Establishing and overseeing a review process for evaluating the effectiveness of the College's arrangements for securing the economical, efficient and effective management of the College's resources.

2.26   Advising the Board on potential topics for inclusion in a programme of value for money reviews and of action that it may wish to consider in the light of national value for money studies in the further education sector.

Other Matters

2.28   Receive and review reports related to the work of the Committee prepared by external bodies.

2.29   In the event of the merger or dissolution of the College, ensure that the necessary actions are completed, including arranging for a final set of financial statements to be completed and signed.

Reports from the Committee

2.30   Report to each Board of Governors meeting the relevant matters discussed within the Committee.

2.31   Prepare an annual report from the Audit Chair to the Board of Governors that gives an opinion on the system of governance, internal control and risk management within the college. The report should accompany the year-end financial statements.

3 Finance and General Purposes Committee

Composition

3.1   The Finance and General Purposes Committee will have a minimum of four members of the Board, including the Principal and the Chair.

3.2   For a meeting to be quorate, ***three members*** must be present.

3.3   The Committee should have a range of skills and experience and at least one member should have a background in finance, accounting or audit.

3.4   The Finance Director should be in attendance at each meeting. The Chair of Audit is invited to attend meetings.

Frequency

3.5   The Committee should normally meet four times per year, one meeting of which will be a joint meeting with the Audit Committee to consider the annual financial statements and accompanying external audit report.

Overall Purpose

3.6   The purpose of the Finance and General Purposes Committee is to assure the Board of Governors that Argyll College has appropriate strategies, plans (including estates plan), budgets and controls in place which manage identified risks and create a sustainable and stable College.

Remit and Duties

Financial Control

3.7   Monitor the financial control of the College and to keep the Financial Regulations under review.

3.8   Monitor the Treasury Management policy providing a strategy for cash management, investments and borrowings.

3.9   Monitor expenditure and income against budget and report to the Board where action is required.

3.10   Review and approve the establishment of any arrangements to provide the College with banking facilities. This is subject to the authorisation limits set by SFC for the drawing down of loans.

3.11   Approve the policy for fee waivers and the write off of bad debts within limits set in the Financial Regulations.

3.12   Consider and recommend to the Board the level of tuition fees and other charges.

3.13   Monitor capital expenditure against agreed development plans.

3.14   To oversee and advise the Board on insurance arrangements.

3.15   Consider financial benchmarking information and monitor unit costs.

Financial Management

3.16   Advise the Board on financial strategy.

3.17   Approve all strategic decisions in relation to college finance within the scheme of delegation.

3.18   Consider and recommend to the Board the College's annual budget.

3.19   Consider jointly with the Audit Committee and recommend to the Board the college's annual financial statements.

3.20   Ensure the college works within the Financial Memorandum of Understanding with the Scottish Funding Council

3.21   Review the effectiveness of financial management.

3.22   Consider, and contribute to, the overall risk management strategy of the college and to monitor strategic risks which might have an impact on the financial health of the college.

Estates

3.23   Ensure compliance with statutory and regulatory requirements.

3.24   Oversight of the college estates strategy and ensure that it is consistent with the college's overall strategy.

3.25   Provide assurance to the Board that the estates strategy is fit for purpose and sustainable.

3.26   Oversight of the existing buildings and estates are fit for purpose.

3.27   Oversight of the maintenance of existing buildings and estates.

3.28   Provide a healthy and safe environment for the College's staff, students and visitors.

3.29   Receive and review reports on estate related matters.

Commercial

3.30   Review the commercial strategy of the college and recommend any action to the Board.

3.31   Monitor the performance of the commercial activity against budget.

3.32   Receive information on the commercial tenders and contracts and their performance

ICT

3.33   Review the ICT strategy of the college and recommend any action to the Board.

3.34   Monitor ICT related policies and recommend any action to the Board.

3.35   Receive and review reports related to the work of the Committee prepared by external bodies

Reports from the Committee

3.36   Report to each Board of Governors meeting relevant matters discussed within the Committee

3.37   Report to the relevant Committee of the Board of Governors matters that impact on their remit

4 Human Resources & Remuneration Committee

Composition

4.1   The Human Resources & Remuneration Committee will have a minimum of four members of the Board, one of whom shall be the Principal who must withdraw from the meeting where his/her remuneration is discussed.

4.2   For a meeting to be quorate, *two member*s must be present. The Chair of the Board may be a member but may not chair this committee. At least one member of the committee should, ideally, have a background in human resource management.

4.3   The Depute Principal with responsibility for HR, or their nominee, should be in attendance at each meeting except where the Principal's remuneration is discussed.

Frequency

4.4   The Committee shall meet three times a year, and no less than twice a year.

Purposes

4.5   The purposes of the Human Resources & Remuneration Committee are to assure the Board of Governors that Argyll College has in place appropriate policies and procedures relating to the Board's responsibilities as the employer of the College's staff, ensuring that these promote a positive and inclusive culture and satisfy relevant legislation. The Committee is also responsible, annually, for reviewing and recommending the remuneration package of the Principal following annual appraisal.

Remit and Duties

4.6   Ensure the college is operating within all legal requirements relating to Employment Law and other legislation affecting employment.

4.7   Review the human resources strategy to ensure fit with the overall strategy of the College.

4.9   Review and recommend for Board approval the *College's policy for the remuneration of the Principal.*

4.10   Consider and determine all matters relating to the remuneration package, including terms and conditions of employment (and where appropriate, severance payments) of the Principal and other senior staff (as appropriate).

4.11   Monitor that the staff structure and associated pay and conditions are determined properly, with due regard for appropriate internal and external parity and that pension arrangements are being managed. This shall include reference to Scottish Government's approach to remuneration within the public sector.

4.12   Discuss and agree proposed staff pay increases in advance of the annual Business Plan being submitted for Board approval.

4.13   Support the Chair of the Board with an annual review of the performance of the Principal. This may include setting of performance targets or indictors as required.

4.14   Receive reports and assurance that the college has developed an appropriate equality impact assessment process and procedure.

4.15   Endorse key policies and procedures that affect staff ensuring that these meet legislative requirements and thereafter monitor these policies on a regular basis.

4.16   Receive reports on the development opportunities available to staff, the take up of these and the impact on the college

4.17   Ensure the College develops and has in place an effective Staff Performance Appraisal framework monitored through regular statistical reports to the Committee.

4.18   Monitor policies and practices within the College, including those relating to recruitment and selection, terms and conditions of employment, Discipline and Grievance, Health and Safety, and training and development.

4.19   Oversee the development of human resources services within the College, commissioning and monitoring contracts for the provision of external support including Employment Law advice, Occupational Health support, computerised human resources systems.

Other Matters

4.20   Receive and review reports related to the work of the Committee prepared by external bodies.

Reports from the Committee

4.21   Report to each Board of Governors meeting relevant matters discussed within the Committee

4.22   Recommend to the Board any annual pay increase for all staff and remuneration of the Principal.

4.23   Report to the relevant Committee of the Board of Governors matters that impact on their remit.

5 Learning, Teaching and Engagement Committee

Composition

5.1   The committee will have a minimum of 4 members of the Board, including the Staff representatives and student representative of the Board.

5.2   In order to be quorate**, three members** must be present, at least one of whom must be an external (independent) Governor.

5.3   The Depute Principal will be in attendance at meetings.

Frequency

5.4   The committee will meet at least four times per year.

Overall Purpose

5.5   The Purpose of the Learning, Teaching and Engagement Committee is to advise and make recommendations to the Board on all matters relating to learning and teaching, curriculum development and the student experience.

Remit and Duties

5.6   Provide oversight to the quality assurance and enhancement processes of the College.

5.7   Provide oversight of the College's preparations for Education Scotland annual engagement visit and full review. Receive actions plans resulting from any Education Scotland visit and from any audit from SQA or other awarding bodies.

5.8   Promote the adoption of innovative methods of learning and teaching on all courses within the College.

5.9   Monitor the implementation of policies relating to student feedback, student complaints, student discipline and academic appeals.

5.10   Review minutes and reports from relevant committees and other forums within the College.

6 Nominations Committee

Composition

6.1   The Nominations Committee will have a minimum of three independent Board members one of whom will be the Chair of the Board.

6.2   For a meeting to be quorate, **two members must be present**.

6.3   The Principal shall be invited to attend but should not be a member of this Committee.

6.4   The Committee should meet at least once a year.

Overall Purpose

6.5   The purpose of the Nominations Committee is to ensure that Argyll College has arrangements in place for the recruitment and selection of Board members.

Remit and Duties

6.6   Determine the process for identifying candidates to join the Board.

6.7   Select candidates to join the Board of Governors following good practice, making recommendations to the Board on appointees.

6.8   Oversee the administration process for appointment of governors.

6.9   Review and consider the composition and balance of the Board in relation to equality of representation as well as particular skills that may be required.

6.10   Develop policies and procedures for the induction, training and development of Board members.

6.11   Oversee the planning of the Board's training and development programme.

6.12   Oversee policy in relation to re-appointment of Board members.

6.13   Establish succession planning arrangements for the Board and its Committees.

6.14   Advise the Board about the Committee arrangements and their effectiveness including arrangements for self -evaluation of the Board, its Standing Committees and its Chairs.

6.15   Advise the Board about membership of the Board's committees.

6.16   Review the de-selection process at least annually.

6.17   Instigate the de-selection process where required.

Other Matters

6.18   The Board Secretary will inform the Chair of the Board of forthcoming vacancies as Board Members complete their terms of office.

6.19   The Board Secretary will maintain a skills matrix of current Board Members to assist the Committee to determine the skills and experience required of prospective members.

Reports from the Committee

6.20   Report to each Board of Governors meeting relevant matters discussed within the Committee.

6.21   Report to the relevant Committee of the Board of Governors matters that impact on their remit.