

South Lanarkshire College

Self-Evaluation Report 2026 and Board Development Plan 2026-27



South
Lanarkshire
College

East Kilbride

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Introduction

1. The Code of Good Governance for Scotland's Colleges outlines the standards of governance that are expected of boards in the college sector. Section D24 of the Code requires the Board of Management to "keep its effectiveness under annual review and have in place a robust self-evaluation process".
2. In Spring 2026, South Lanarkshire College undertook a self-evaluation exercise requiring Members of the Board to complete a confidential self-evaluation questionnaire which is structured around the key principles of the Code:
 - Leadership and Strategy
 - Quality of the Student Experience
 - Accountability
 - Effectiveness
 - Relationships and Collaboration
3. Board members' responses to these statements, along with any comments, identified areas of good governance and strengths of the Board, as well as areas for development.
4. A five-point Likert scale ranging from 'strongly agree' to 'strongly disagree' has been introduced, along with free-text fields to allow Board Members to express their views more fully.
5. In April/May 2026, Board members met individually with the Senior Independent Member to discuss the performance of the Chair of the Board. Before these meetings, each Board member completed a Chair Evaluation survey to support and inform discussions.
6. Responses from Board members provide insight into areas of effective governance and the Board's key strengths, while also identifying opportunities for improvement.

Background

Effective governance is a key priority for the College and forms the foundation of our approach to leadership, accountability and continuous improvement.

The Board of Management is committed to continuous improvement and, over the past two years, has commissioned an internal audit of corporate governance and completed its Governance Effectiveness Review. Both exercises provided valuable feedback, which the Board has carefully considered and implemented to ensure it continues to deliver effective and robust governance.

Internal Audit

As part of the College's 2024/25 Internal Audit Programme, Henderson Loggie were commissioned to review the College's governance structures. The review confirmed that the College has effective mechanisms in place to maintain ongoing oversight of governance. It also identified several areas for improvement, all of which the College has carefully considered and, where appropriate, implemented. The recommendations are summarised below along with the actions taken by the College:

Recommendation 1 – Advance warning of any specific agenda items where a particular perspective is being sought.

- Prior to each Committee meeting, the executive lead meets with the Committee Chair to review the agenda and provide additional context on the papers. In general, the College does not require a particular perspective. However, should a situation arise where support is needed, the Governance Professional and executive lead would fully support the individual in advance of the meeting.

Recommendation 2 – Board to consider mapping the ongoing and planned projects with local, regional and national priorities and defining performance metrics as part of the strategic planning process.

- In preparation for launching the 2030 Strategy, the College held a series of strategy-building workshops beginning in 2023. These sessions covered Labour Market Intelligence, sector and financial analysis and a strategic review of national policies and reforms.
- The College is currently developing a strategic dashboard. At the time of writing, the dashboard has not yet been implemented however KPI updates have been provided at both Committee and Board level.

Recommendation 3 – For subcommittee Chair's to invite Board members from other Board sub committees to attend their meetings.

- Board members are aware that they may attend and observe the meetings of any other Committee, with the exception of the Audit and Risk Committee. Attendance at ARC is also welcomed however members must seek prior approval from the Committee Chair.
- Each Committee's terms of reference promotes cross-Committee engagement, and on previous occasions Committees have met jointly to consider specific agenda for example – the Artificial Intelligence Policy.
- As part of the Board induction, new members are advised that they are encouraged to observe other Committee meetings, with the exception of ARC, which requires prior permission from the Chair.

Recommendation 4 – College to conduct an annual self-evaluation exercise to assess partnership activity.

- At present, the College has a limited range of formal partnership activity, primarily involving South Lanarkshire Council and local employers. The executive team notes that prior to progressing this recommendation, there is an interim stage focused on potential partnership opportunities and pipeline development.

Recommendation 5 – Development of tailored induction to prepare new members for their role on Board sub-committees

- The Board Induction was refreshed in 2025 to strengthen support for new members. All new Board members are invited to participate in the induction programme with the Governance Professional, meet with the Committee's executive lead and Committee Chair, and have introductory meetings with the Principal and the Chair of the Board of Management.

- A Board Induction Hub has been created on the Board Teams page with bite-sized presentations both for new members and as a refresher for current members.

Recommendation 6 – To align the oversight of specific strategic risks to individual subcommittees with discussions on mitigations to feed into the Audit and Risk Committee and Board considerations of the Strategic Risk Register.

- The College recognises the Board's recent focus on risk. Each Board and Committee paper includes a dedicated section outlining the specific risks associated with the matter being presented.
- Additional sessions on risk will be delivered at the beginning of the next academic year to further strengthen understanding and oversight.
- It was suggested that Committees could assume oversight of the risks relevant to their specific areas of business. However, due to the timing of the Committee cycle, any committee-driven updates could not be incorporated into the risk register until the subsequent meeting, resulting in the register becoming outdated in the interim.

The full report can be found [here](#).

Governance Effectiveness Review

In July 2025, South Lanarkshire College was designated a Regional College. Around this time, the College Development Network were appointed to conduct the College's Governance Effectiveness Review. The final report was received in September 2025 and included two recommendations focusing on building the Board team and producing more concise Board and Committee papers. Both recommendations have since been implemented, with details outlined below.

Recommendation 1: Building the Board Team

- In respect that half of the members have joined in the last 18 months it was suggested that the College creates space for members to get to know one another. Following the December 2025 Board meeting, the College hosted a Christmas lunch in the Study Training Restaurant, providing an informal opportunity for members to build relationships. Additionally, time is available before Board and Committee meetings, as well as at Board Training and Development days, to encourage further interaction.
- The Board induction programme has been updated to include information on strategy formation.

Board and Committee Papers

- The Principal and executive team have been working on Board and Committee papers to ensure they are concise. Work is ongoing to streamline access to documents by incorporating hyperlinks to supporting materials to reduce the volume of papers in the meeting pack.

The full report can be found [here](#).

2025-26 Self-Evaluation Process

Chair's One to One Discussion Feedback

Throughout the academic year, individual discussions were held between the Chair of the Board of Management and Board members to better understand their experience of serving on the Board, the extent to which they feel able to contribute effectively, and their views on the strengths, opportunities for improvement, and potential future areas of focus for the College and its governance.

The discussions reflected a generally positive view of the direction of travel, the functioning of the Board, and the progress made by the College. They also highlighted a number of recurring themes worthy of further consideration.

Strengths and Positive Feedback

Board culture, governance and effectiveness

Members consistently described the Board as well run, professional and operating at a high level. There was strong recognition of the significant progress made in recent years and of the College's transition from a period of considerable challenge towards greater stability.

A recurring theme was the positive culture within the Board. Members described feeling welcome, listened to and supported, with a good mix of experience, enthusiasm and professional expertise represented around the table. Several members commented positively on the level of trust between the Board and the management team.

Members also welcomed the continued strengthening of systems, processes and procedures and recognised the considerable foundational work undertaken in areas including governance, data, business continuity, finance and organisational systems.

The contribution of the Chair, Vice Chair, Governance Professional and other Board colleagues was frequently recognised positively. Members valued the responsiveness and support available to them and felt that this contributed to their confidence in fulfilling their roles.

Growing engagement and confidence

Several newer Board members reported becoming progressively more engaged and confident as their experience developed. Members described beginning to see patterns emerge, gaining a better understanding of the College and sector, and feeling increasingly comfortable offering challenge and contributing to discussion.

Board development activity was viewed positively, particularly training relating to governance, audit and risk. Members welcomed opportunities to deepen their understanding of their fiduciary responsibilities and the wider college sector.

Connection with the College, staff and students

Members spoke very positively about the College environment and the opportunity to engage directly with students. Experiences including student presentations, breakfasts and other engagement activities were particularly valued.

Student representatives were viewed very positively, and there was strong support for further strengthening the student voice and creating additional opportunities for Board members to hear directly from a broader range of students.

Appetite to contribute beyond formal meetings

A consistent theme was the desire of members to contribute more extensively beyond formal Board and committee meetings. Members expressed interest in supporting:

- partnership development;
- mentoring and employability;
- finance and resources;
- audit and risk;
- equality, diversity and inclusion;
- digital transformation;
- health and safety;
- innovation;
- staff and student engagement; and
- strategic development of the College's future business model.

Several members indicated that they would welcome more opportunities to use their professional expertise, networks and, where available, employer supported volunteering time for the benefit of the College.

Opportunities for Improvement

Ensuring Board members can clearly identify how they add value

A more explicit mapping of Board members' skills, experience, networks and interests could assist in identifying opportunities for contribution and ensure the College makes maximum use of the considerable capability available across the Board.

Board papers, information and decision making

While Board papers were generally considered well ordered and meetings well structured, the volume of documentation was highlighted by some members, particularly those new to the sector.

There were also concerns that, on occasion, information presented to the Board may not fully reflect the lived experience of staff or operational reality across the College. Members stressed the importance of ensuring that Board reporting provides an authentic and balanced picture, including areas of challenge or concern.

There is also interest in better understanding the College's decision-making processes, including how significant decisions are developed, tested and approved.

Confidence to provide constructive challenge

Several members expressed a desire to become more challenging and constructive in meetings. While members generally felt confident and supported, some acknowledged that they could occasionally feel intimidated by the depth of knowledge or experience of other colleagues.

Continued Board development, informal opportunities for members to share experiences, and further support for newer members may help build confidence and encourage a culture of appropriately robust challenge.

It is equally important that challenge within committees and the Board remains constructive, proportionate and focused on improving outcomes.

In addition to the improvement opportunities outlined above, the Board raised a small number of operational matters that are not reflected in this report as they were not considered relevant to its scope. These matters have, however, been fed back to the Executive Team for consideration.

Potential Areas of Future Focus

Strategic evolution and future business model

There was considerable interest in the future strategic direction of the College and how its business model might evolve in response to ongoing financial and sectoral pressures.

Areas of interest included partnership development, innovation, alternative income generation and consideration of how the College can best deploy its assets, expertise and relationships.

Financial sustainability and financial confidence

Finance was a recurring theme throughout the discussions. Some members expressed a desire for greater support in developing their financial understanding, while others were keen to contribute more directly to financial oversight.

Further Board development relating to college finance and opportunities to explore key financial challenges in greater depth may therefore be beneficial.

Risk, audit and assurance

Members showed strong interest in understanding risk in greater detail and in contributing to the continued development of the College's approach to risk management.

There was particular interest in linking Board member expertise with ongoing audit and risk work and in ensuring that members have appropriate confidence in the relationship between strategic objectives, operational realities, risk and assurance.

Staff and student voice

There was strong support for increasing opportunities for Board members to engage directly with staff and students.

Members expressed interest in using their experience to support students more directly, particularly in mentoring, employment and career development.

There may be an opportunity to convene those Board members with an interest in employment and employability to explore how their collective networks and expertise could complement existing College activity.

Partnership development and external engagement

Several members expressed an interest in supporting the development of external partnerships and making greater use of their own professional networks.

There may be value in developing a more structured approach to identifying where individual members can act as ambassadors, connectors or sources of strategic advice, while respecting the distinction between governance and operational responsibilities.

Digital experience and the paperless College

Digital transformation emerged as an area of specific interest. Members were keen to better understand the experience of digital systems from the perspective of both staff and students and to consider opportunities for improving efficiency and reducing unnecessary paper use.

There was support for the concept of a more ambitious "paperless College" approach, encompassing printing, paper consumption, administrative processes and digital user experience.

Equality, diversity and inclusion

Equality, diversity and inclusion remains an important area of interest for members, with a desire to contribute further where appropriate.

Members also highlighted the importance of responding to emerging issues affecting students, including gender based violence in online environments, poverty, housing insecurity and wider pressures on wellbeing.

Chair's Summary

The Chair's assessment from the one to one discussions is that the Board is functioning well and has continued to develop positively over the course of the academic year. Members are generally engaged, supportive of one another and increasingly confident in offering constructive challenge. There is a strong sense of shared commitment to the College and a genuine desire from members to contribute meaningfully to its future success.

A notable theme was the willingness of Board members to contribute beyond their formal governance role. The discussions have highlighted a number of areas where continued focus would be beneficial. A recurring theme throughout the discussions has been the importance of connection. Connection between the Board and the wider College community; between senior leaders and staff; between strategy and operational reality; and between the individual strengths of Board members and the future needs of the College.

The Chair is of the view that the Board has made considerable progress and now operates from a position of greater stability, confidence and maturity. The challenge for the year ahead

is therefore not simply to maintain effective governance, but to build on that progress by ensuring that the Board remains informed, visible, constructively challenging and closely connected to the people and communities the College exists to serve.

Chair's Performance Evaluation

During April and May 2026, the Senior Independent Member of the Board of Management undertook a series of 45-minute interviews with all current Board members to evaluate the Chair's effectiveness over the previous 12 months. These discussions were informed by a survey circulated to members in advance. The survey questions are set out in Appendix 1.

The feedback from Board members regarding the Chair's effectiveness over the past 12 months was overwhelmingly positive for all questions, with 100% of respondents stating that they were 'very satisfied' with the Chair's performance.

Based on both the interviews and survey sent to members the Chair has clearly demonstrated exceptional leadership and dedication to the role, positively impacting not just the Board but the overall college community. He was noted in the interviews as being extremely well-informed about the College, overall sector and wider tertiary education in Scotland, whilst also being "very well prepared for meetings" and "setting the scene well for an open discussion".

The Chair's expertise has played a crucial role in navigating the evolving further education landscape and playing a key role in the launch of the College strategy in 2025 with his "big picture thinking", as described by a Board member. This leadership has helped ensure that South Lanarkshire College remains an outstanding college for learning and teaching and an anchor in the community.

The Chair's passion for education and student success is evident through proactive initiatives and strategic planning, fostering an environment where both students and staff can thrive. As a strong communicator, he excels in articulating complex ideas clearly and persuasively. This skill has strengthened relationships within and beyond the college, facilitating effective dialogue and collaboration with key stakeholders; with many Board members praising him for his "excellent listening skills".

Based on interviews he was also noted as having a measured and calm approach, effectively managing challenges and differing opinions well, with one Board member stating "he makes me feel comfortable speaking up in meetings". His articulate approach ensures that decision-making processes are inclusive and thoughtful with a clear outcome or actions. A notable strength is the encouragement of open dialogue in meetings, actively inviting colleagues to contribute. This has created a culture of inclusivity and innovation, allowing diverse perspectives to inform strategic decisions.

The Chair has also cultivated an excellent relationship with Stella McManus (Principal) and the Senior Management Team, clearly aligning on key strategic goals and priorities. Through mutual respect and cooperation, he has driven forward the college's vision with cohesion and purpose.

Above all, it is clearly evident to Board members that the Chair wants the College to succeed and thrive and is committed to the role fully. His strategic foresight and dedication are evident throughout Board discussions.

Four minor points which were raised by some Board members, which perhaps relate more to the Board structure rather than the Chair specifically, include;

- 1) More specific discussions focussed solely on the strategic direction of the College, as Board meetings can be cyclical and have very packed agendas. This means that sometimes there is not enough dedicated time for in-depth strategic discussions on a particular topic i.e. a specific focussed session on income diversification or curriculum transformation. Please note that at the time of writing a meeting has been scheduled for June 2026 to address income diversification.
- 2) Utilising Board members knowledge, experience and connections more out-with Board meetings i.e. Board members providing Industry introductions to lecturers or being a guest speaker at a lecture. Please note that at the time of writing this is also being discussed by the Board and actions have started to emerge following discussions such as an industry contact spreadsheet.
- 3) A closer link and more regular updates between the Board and staff i.e. top-line updates from the Chair to staff on a regular basis or a 'meet the Board' coffee morning informal discussion
- 4) Streamlined Board packs i.e. top headline information only with links to further reports/ appendices/ interactive dashboards should the Board wish to explore these further

These are matters which will be included in the Board Development Plan for 2026-27.

Overall, the Chair of the Board of Management at South Lanarkshire College has made significant positive impacts over the past year and is very well respected by his peers. His informed leadership, effective communication, and unwavering commitment continue to inspire confidence and progress within the Board and wider college community.

Board Self-Evaluation

The Board operational effectiveness survey asked members to provide feedback on specific aspects of Board operations along with offering the opportunity for Board members to reflect on Board activity and identify development needs for the coming 12 months. Seventeen Board members responded to the survey, while two did not take part. It being noted that one member who did not respond is currently on maternity leave. Appendix 2 contains the questionnaire.

1. Members are asked to consider:

● Strongly Agree ● Agree ● Disagree ● Strongly disagree ● Neutral



The Board were asked to identify developments they would like to see over the next year.

The suggestions raised reflected a number of common themes, including:

- Supporting income diversification
- College engagement
- Stakeholder engagement
- Strategic focus
- Environmental sustainability

Feedback from the survey has been collated, and a development plan has been established to guide the College's progress over the coming year.

The Board were invited to add any comments, favourable or otherwise, which they would like brought to the attention of Management or the Governance Professional. Overall, feedback on the Board is highly positive, highlighting its professionalism, strong organisation, and effective leadership. Members value the diverse mix of skills and perspectives, alongside a

clear shared commitment to the College's success. The support provided by the Principalship and Governance Professional is particularly recognised, with strong working relationships noted across the Board and management team.

There is a strong sense of pride and enjoyment among members, with newer members in particular noting the visible energy and commitment to continuous improvement. While no significant concerns were raised, there was a suggestion to strengthen links between the Board and wider staff through increased informal engagement and opportunities for staff to contribute directly to Board discussions.

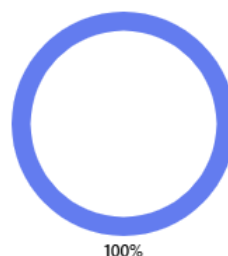
Audit and Risk Committee Evaluation

The Audit and Risk Committee uses the Scottish Government Audit and Assurance Committee Handbook as a framework to support its assurance role. The Committee undertook a self-evaluation exercise, with all members confirming that their roles and responsibilities are clearly defined and that they are able to contribute effectively to committee decisions. Members agreed that the Committee addresses its responsibilities, as set out in the Terms of Reference, very effectively and that meetings are productive and result in clear, actionable outcomes.

In providing assurance, the Committee also confirmed that it has reviewed all significant reporting issues and key judgements relating to the preparation of the financial statements, and that it has appropriate oversight of the internal audit plan and the resulting reports.

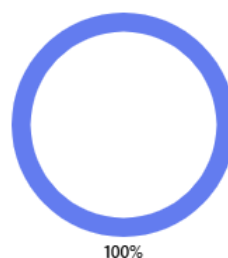
7. The ARC have reviewed all significant reporting issues and judgements made in connection with the preparation of the financial statements [More details](#)

● Yes 4
● No 0



8. Do you have appropriate oversight of the internal audit plan and subsequent reports? [More details](#)

● Yes 4
● No 0



Additional comments and feedback were sought, with respondents noting that the Audit and Risk Committee operates well and provides an appropriate level of scrutiny, challenge, and rigour on behalf of the College.

The survey questions can be found at Appendix 3.

Sub-Committee Self Evaluation

A survey of the SLC Committees and evaluation of Committee Chairs was circulated alongside the Board's operational effectiveness survey. Appendix 4 contains the survey.

Learning Teaching and Student Experience Committee Feedback

The Committee agreed that its leadership is highly effective, with the Chair demonstrating strong preparation and skilled facilitation. The Committee also agreed that meetings are well-structured, with adherence to the agenda resulting in clear, actionable outcomes. Furthermore, the Committee considers itself to be highly effective in fulfilling its responsibilities as outlined in its Terms of Reference.

Finance and Resources Committee

The Committee agreed that the Chair promotes active participation and open discussion during meetings, demonstrating very effective leadership. It was also agreed that the Chair manages differing perspectives and viewpoints effectively. The Committee follows its agenda, with discussions leading to clear action points, and fulfils its responsibilities as set out in the Terms of Reference.

People and Culture Committee

The Committee was of the view that it effectively fulfils its responsibilities as outlined in the Terms of Reference. It is led by a Chair who is well prepared for meetings and encourages contributions from all members. The Committee also suggested that future meetings would benefit from deeper, focused discussions on specific areas within its remit.

Self-Evaluation Summary

The Board self-evaluation has provided assurance that the Board continues to operate effectively and that robust governance arrangements are in place. The evaluation highlighted a committed, engaged and ambitious Board that is focused on supporting the College's ongoing success and long-term sustainability. Looking ahead, members are keen to build on the progress already achieved, further strengthen their contribution, and continue working collaboratively with the Executive Team and stakeholders to help shape and deliver the College's strategic ambitions for the future.

Thank you to all members for their open and constructive participation in the self-evaluation process. The thoughtful feedback provided demonstrates a collective commitment to continuous improvement.

Development Plan 2026-27

In previous years, South Lanarkshire College has not operated with a standalone Development Plan, instead using the Governance Rolling Review as a measure of the Board's governance effectiveness. This Development Plan will not replace the Rolling Review; rather, it will complement it by identifying the Board's key areas of focus for the next 12 months. The Rolling Review will continue as a dynamic document, closely aligned with the Code of Good Governance for Scotland's Colleges.

This Development Plan has been developed based on feedback received from Board Members through the various self-evaluation processes.

Developmental Action	How we achieve this
<u>Support Income Diversification</u> Undertake further strategic work to support income diversification by identifying new revenue streams, strengthening partnerships, and exploring commercial opportunities.	- Income and Diversification Strategy Day held on 26 June 2026. - Income and Diversification Quarterly Update considered at FRC.
<u>College Engagement</u> Encourage and enable Board Members to engage more actively in College life beyond the formal committee cycle by participating in events, visiting campus activities, and interacting with staff and students, thereby strengthening relationships, enhancing visibility, and deepening understanding of the College community.	- Informal 'coffee and chat' after Board training/strategy days - Continuation of invitations to campus events - Student Question Time event - Class talks arranged through Governance Professional
<u>Stakeholder Engagement</u> Develop and implement a strategy to widen stakeholder engagement by proactively identifying and building relationships with key partners, including employers, community organisations and alumni to enhance collaboration. Explicit mapping of Board members' skills, experience, networks and interests	Board network/industry links requested via e-mail in June. Spreadsheet available for updating on Teams portal.
<u>Strategic Focus</u> Allocate dedicated time within Board/Committee meetings for strategic deep-dive discussions, including consideration of the College's future operating model, to support informed decision making and focus on long-term priorities.	- Ongoing work on Committee workplans to create dedicated time for deep dives - Possible participation in governance research with focus on workshops/focus groups
<u>Environmental Sustainability</u> Advance the College's sustainability agenda by developing and overseeing a clear pathway towards achieving zero energy bill status.	Work of the CCAT with reports being produced to the Board.
<u>Board Papers</u> Introduce streamlined Board/Committee packs focused on key headline information,	Template work ongoing to streamline papers

supported by links to detailed reports, appendices and dashboards, enabling Members to access further detail as required while maintaining a concise and strategic focus.	Executive team to train report authors
<u>Board Training Opportunities</u> Deliver a programme of Board development activities focused on college finance, risk management and effective governance challenge, including deeper exploration of key financial and strategic risks	- Constructive questioning skills training is scheduled for 21 August 2026. - Chairing skills workshop scheduled for 21 August 2026 - Risk session to be facilitated in November with Henderson Loggie

Appendix 1 – Chair Evaluation Survey

Board of Management Chair Evaluation 2026 Survey Questions

1. Does the Chair provide clear leadership and set an appropriate tone for the Board?
2. Does the Chair encourage full participation from all Board members?
3. Does the Chair manage differing opinions constructively?
4. Is the Chair effective at keeping discussions focused and on track?
5. Does the Chair help the Board maintain a strong focus on strategy rather than operational detail?
6. Does the Chair ensure adequate time for strategic issues during meetings?
7. Does the Chair ensure the Board follows good governance practices?
8. How effectively does the Chair serve as a liaison between the Board and management?
9. How well does the Chair foster an inclusive and respectful Board culture?
10. Does the Chair communicate clearly and transparently with the Board?
11. Does the Chair ensure that all Board Members are heard and valued?
12. Is the Chair effective at guiding the Board toward well-informed decisions?
13. Does the Chair ensure decisions are made in a timely yet considered manner?
14. Overall, how satisfied are you with the Chair's performance?
15. What are the Chair's greatest strengths?
16. In which areas could the Chair improve to enhance Board effectiveness?

Appendix 2 - Board Self Evaluation Questionnaire

Using a Likert scale, members were asked to respond to the questions below, selecting from: 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', and 'Strongly Disagree'.

1. The Board has set out clear strategic priorities and aims
2. The Board understands and demonstrates the College values
3. The Board operates according to the Nine Principles of Public Life
4. Staff members are active at Board level
5. The Board and its Committees prioritise the opinions/views of students
6. The Board publishes high quality Annual Reports
7. Funds are planned and used economically, efficiently and effectively
8. The Board Chair promotes open discussion on strategic matters
9. The Board has an appropriate mix of skills and works well as a team
10. The Principal/Executive Team are clearly accountable to the Board
11. Board effectiveness is regularly reviewed
12. The Board effectively engages with stakeholders and community partners
13. Learning provision is relevant to industry needs
14. The mechanisms for ensuring good governance are effective
15. The Board have suitable access to the Governance Professional

Further to these questions, the Board were allowed the opportunity to expand their opinions using the following questions.

1. What have we done well over the last 12 months?
2. What developments would you like to see over the next year?
3. Is there any additional support which the College can provide to help you conduct your board role?
4. Are the Board papers issued timeously and in an accessible format or are there areas which could be improved?
5. Are there any other comments, favourable or otherwise which you would like brought to the attention of Management or the Governance Professional?

Appendix 3 – ARC Self Evaluation

1. Are the roles and responsibilities of the committee clearly defined?
2. Do you feel you have adequate input into committee decisions?
3. How effectively does the committee address its responsibilities as outlined in the Terms of Reference?
4. Are meetings productive and do they lead to actionable outcomes?
5. Is the information you receive from the executive team relevant, accurate, clear, timely etc?
6. Does the committee have the right mix of skills to fulfil its responsibilities?
7. The ARC have reviewed all significant reporting issues and judgements made in connection with the preparation of the financial statements – Yes/No
8. Do you have appropriate oversight of the internal audit plan and subsequent reports?
9. Are there opportunities for members to receive training or support to enhance their skills?
10. Any other comments/feedback.

Appendix 4 – Chair/Committee Evaluation Questionnaire

1. How effective is the Committee's leadership?
2. The Committee adheres to its agenda during meetings? T/F
3. Is the Committee Chair well prepared for Committee meetings? Y/N
4. Does the Committee Chair encourage active participation and sharing of opinions during Committee meetings? Y/N
5. Is the Committee Chair a skilled facilitator who can effectively manage varying perspectives and points of view? Y/N
6. How effectively does the committee address its responsibilities as outlined in the Terms of Reference?
7. Are meetings productive and do they lead to actionable outcomes? Y/N
8. Any additional comments