



# Board Appointment, Induction and Effectiveness Policy

Presented to Board for Approval: August 2023  
Next Review: August 2026

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## 1.0 INTRODUCTION

This document sets out how Homes for Life Housing Partnership (Homes for Life) will appoint Board Members, the skills required to be a Board Member, how we will induct new Board Members and how we will ensure that we support Board Members to be effective.

It covers Board member appointment, induction, evaluation and learning and development. These aspects of the management of the relationship between Homes for Life and Board Members form an important part of the organisation's governance arrangements.

It is essential that Homes for Life is led by an effective Board of Directors offering the widest possible range of relevant skills and expertise and from a range of sectors. Board Members, with support from senior staff, have a responsibility to ensure that all are equipped with the appropriate knowledge and skills and are performing to the required level to lead the organisation.

Collectively, the Board has a responsibility to govern Homes for Life and maintain a strategic focus, whilst ensuring that the senior staff is running an effective organisation. Board Members must have the tools available to monitor collective performance and develop and change in response to internal and external challenges.

During the Board recruitment processes applicants will be given a copy of this procedure.

## 2.0 ROLE SUMMARY

The Board of Homes for Life is accountable to the shareholding membership of the organisation.

The Board's role is to ensure that Homes for Life is managed efficiently, effectively and in accordance with the requirements of the law, the Scottish Housing Regulator's Regulatory Standards of Governance & Financial Management as well as best practice to deliver sustainable good outcomes for its tenants.

The Board will conform to the highest standards of performance and conduct and operate under the leadership and guidance of the Chair in partnership with the Senior Officer and senior staff.

As a Board Member you agree to work constructively and collaboratively with other Board Members, accept collective responsibility to ensure that the Board carries out its responsibilities openly, effectively, with honesty and integrity, prioritising the needs of tenants, service users and other stakeholders.

## 3.0 ROLE DESCRIPTION

The Board, as Homes for Life's governing body is responsible the organisation's strategy, leadership, controls and compliance with same. Noted in the tables below are the collective responsibilities of the Board and those matters which the Board cannot delegate.

### Board Collective Responsibilities

- |          |   |
|----------|---|
| <b>a</b> | Define, approve and review the overall mission, vision, core values and aims and objectives of the organisation, taking account of its operating environment and the needs and views of its tenants, future tenants and other service users |
|----------|---|

|          |   |
|----------|---|
| <b>b</b> | Provide leadership to the organisation, setting values and standards and ensuring that its obligations to stakeholders are met  |
| <b>c</b> | Establish a framework for approving strategies, policies and plans to achieve those objectives  |
| <b>d</b> | Satisfy itself as to the integrity of financial information and approve each year's financial statements prior to publication, and approve each year's budget and business plan   |
| <b>e</b> | Establish and oversee a framework of delegation and systems of internal control, which are reviewed annually  |
| <b>f</b> | Establish and oversee a framework for the identification, management and reporting of risk, in order to safeguard assets  |
| <b>g</b> | Agree policies and decisions on all matters that might create significant financial or other risk to the organisation, or that raise material issues of principle   |
| <b>h</b> | Monitor performance in relation to these strategies, plans, budgets, controls and decisions and also in the light of tenant and service user feedback and benchmarking performance of comparable organisations  |
| <b>i</b> | Establish and monitor a mechanism for communicating and receiving feedback from tenants, service users, stakeholders and shareholders   |
| <b>j</b> | Provide leadership to the organisation, its Senior Officer and staff and ensure obligations to stakeholders are met   |
| <b>k</b> | Appoint (and if necessary, dismiss) the Senior Officer following agreed procedures, and approve the salary, benefits and terms of employment and annual appraisal process   |
| <b>l</b> | Satisfy itself that Homes for Life's affairs are conducted lawfully and in accordance with the sectors and other generally accepted standards of performance, probity, good practice and regulatory requirements  |
| <b>m</b> | Assess and review compliance with Homes for Life's Code of Conduct  |
| <b>n</b> | Ensure compliance with the Rules and other statutory requirements   |
| <b>o</b> | Ensure that the organisation has adequate resources to meet its objectives  |
| <b>p</b> | Appoint Office Bearers and Committee Members  |
| <b>q</b> | Establish and oversee the arrangements for the employment of staff  |
| <b>r</b> | Approve appointments to the senior staff  |
| <b>s</b> | Assess and review compliance with the Scottish Housing Regulators regulatory framework, including receiving relevant reports to allow the annual Assurance Statement to be compiled   |
| <b>t</b> | Review significant matters with regard to relationships with other bodies i.e. Scottish Government, Office of the Scottish Charity Regulator (OSCR), Financial Conduct Authority (FCA), Companies House, local authorities, other statutory bodies and other registered providers |
| <b>u</b> | Consider any matter reserved to it by the Financial Regulations   |
| <b>v</b> | Embrace and monitor the application of equality, diversity and inclusion principles   |

#### **Matters reserved for Board which cannot be delegated**

|          |   |
|----------|---|
| <b>1</b> | Expansion of operations into new activities or outside its existing geographical area |
| <b>2</b> | Any decision to cease a material part of operations                                   |
| <b>3</b> | Changes to the corporate structure, including setting up subsidiaries                 |
| <b>4</b> | Approval of resolutions to be put forward at a general meeting                        |
| <b>5</b> | Changes to the structure, size and composition of the organisation                    |
| <b>6</b> | Approval of Board membership, including Chair and terms of reference                  |

## **4.0 ROLE PROFILE FOR BOARD MEMBERS**

Board Members are expected to embrace the core values of Homes for Life

|               |               |       |         |
|---------------|---------------|-------|---------|
| Communication | Collaboration | Trust | Respect |
|---------------|---------------|-------|---------|

Competency Framework

Board Members are expected to possess the undernoted competencies:

| Competency |   | Definition   |
|------------|---|--|
| a          | Think strategically   | Able to understand the environment in which we work, see the bigger picture, think 'outside the box' to see the implications of changing circumstances, and able to use this knowledge to provide strategic direction to inform the current and future needs of the organisation.  |
| b          | Represent the interests of tenants, customers and communities | Be able to consistently understand and represent the needs and interests of tenants, customers and communities.  |
| c          | Guide strategic action  | <p>Believe in the core mission and values of the organisation and be able to translate this vision into expectations, goals and tangible measures, so that the organisation's performance can be delivered and monitored.</p> <p>Understand the risks inherent in the housing sector and recognise and select between small and large risks and how to manage same</p> <p>Understand the individual and collective roles and perspectives of the Senior Staff Team and of the Board, and be able to use various forms of communication to identify priorities, influence, resolve conflict and provide guidance.</p> |
| d          | Seek out relevant and critical information                    | Be prepared to behave as a critical friend, be proactive, apply your knowledge broadly and have the confidence to ask the difficult or challenging questions to enable objective judgements to be made.  |
| e          | Solve problems and make decisions                             | Prepare thoroughly for meetings and show that you have evaluated proposals, can describe and summarise the key issues clearly and prioritise the main risks and benefits, to help make decisions.  |
| f          | Be sensitive to others  | Be self-aware, aware of the needs of others, able to observe and listen well, involve others in discussion and debate, ask questions in a non-threatening way, able to admit mistakes.   |
| g          | Work effectively with others                                  | Work constructively as part of a team to build consensus, can regulate and adjust your behaviour according to specific situations or contexts, and network on behalf of Homes for Life with external stakeholders and work with other Board Members and the staff team.  |

### **Commitment and capacity**

- Commitment to Homes for Life's Mission and Values.
- Time to attend meetings of Board and Committees, strategic debates and ad-hoc discussions.
- Undertake training and development.

### **Personal**

- Energy and enthusiasm.
- Honesty and integrity.
- Good listener and clear communicator.
- Have respect for diversity and value difference.

## **5.0 BOARD MEMBER APPOINTMENT**

Homes for Life's Rules set out how the Board of Directors shall be elected – Rule paragraphs 58 to 65.

Before becoming a full Board Member, individuals may be co-opted onto the Board. All new Board Members will receive an induction pack which is tailored to focus on both the requirements of the role and the needs of the individual Board Member.

## **6.0 COMMITTEE MEMBER INDUCTION**

The induction process for a new Board Member will cover at least a six month period which may include a period of being co-opted and full membership. The induction will be managed by the Senior Officer with input from other key members of staff and the Office Bearers.

During the first six months, new Board Members will be supported to ensure that they are able to contribute and add value to the work of the organisation. A one to one review will take place during the first six months with the Chair. Review meetings will include:

- Review of contribution made during meetings;
- Discussion about relationships with other Board members and the senior staff team;
- Assessment of progress in the role;
- Review (including self-review) of performance against Board Member competencies (identified in individual appraisals);
- Identification of any learning, development and training needs.

An induction pack will be issued to all new Board Members. The minimum content is listed at [Appendix 1](#).

## **7.0 BOARD MEMBER EVALUATION**

The Board of Homes for Life understands the necessity of carrying out an annual evaluation of both the performance of the Board as a whole as well as that of individual Board Members with the purpose of identifying effectiveness, performance, diversity and future training requirements.

In addition, the process satisfies the Scottish Housing Regulator's Regulatory Standard of Governance and Financial Management 6 "*The governing body and senior officers have the knowledge they need to be effective*" in particular 6.1 "The RSL has a formal, rigorous and transparent process for the election, appointment and recruitment of governing body members. The governing body annually



assesses the skills, knowledge and diversity it needs to provide capable leadership, control and constructive challenge to achieve the RSL's purpose, deliver good outcomes, and manage its affairs".

To ensure that the Board has the range of skills and experience required to carry out Homes for Life's business effectively, the Board will carry out regular reviews of its own performance through a number of mechanisms outlined below. The objectives of the appraisal are:

- to review the contribution of individual members.
- to review the effectiveness of relationships and its role as a team – the Board.
- to monitor changes within the Board and how it is responding to external influences.
- to assess the effectiveness of Board processes.
- to contribute to training and development plans.
- to ensure a balance of skills, experience and disciplines is maintained.

A balance of skills, experience, knowledge and understanding is required in the areas outlined below, and each aspect of the appraisal takes these into account:

- understanding of the social housing sector and operating environment.
- understanding of the Scottish Housing Regulator and Regulatory Standards.
- measurement and delivery of good outcomes for tenants.
- strategic management .
- general business skills including management, human resources and contracts.
- risk management and internal controls.
- asset and property management.
- financial management.
- legal and compliance matters.
- equality and diversity and community relations.
- partnership working.
- effective decision making.
- Leadership.
- performance management.
- customer service focus.

There are a number of stages adopted to appraise the Board's performance on an annual basis:

- (i) Individual appraisal
- (ii) Individual self-assessment
- (iii) Appraisal of collective Board
- (iv) Skills appraisal
- (v) Appraisal of the Chair
- (vi) 9+ years' service contribution review (where applicable)

The results of each of the above stages are input into a Training Needs Assessment Plan.

## 8.0 INDIVIDUAL APPRAISAL

Individual appraisal is important to maximise contribution, share ideas, improve governance and develop Homes for Life.

Appraisal meetings concentrate on strengths, any areas for development and how the individual is performing in fulfilling the role as a Board Member.

The appraisal process will improve self-awareness, encourage self-analysis, allow contribution to be reviewed, identify competencies and objectives, address any personal issues and pick up any training and development needs.

Individual appraisals will be held annually. This process will be led by the Chair and the Senior Officer, with some involvement from the Vice Chair. [Appendix 2](#) shows the current form and process for individual member appraisal, although this will be reviewed and updated before undertaking the annual process.

## 9.0 INDIVIDUAL SELF-ASSESSMENT

As well as the individual appraisals a self-assessment form will be issued annually. This helps to inform the training needs analysis plan which flows from the individual appraisals and the Board “group” appraisals.

[Appendix 3](#) shows the current form and process for individual self-assessment, this will be reviewed and updated before undertaking the annual process.

## 10.0 COLLECTIVE BOARD APPRAISAL – GROUP APPRAISAL

Homes for Life undertakes an appraisal of collective Board performance annually. The current questionnaire is attached as [Appendix 4](#), although this will be reviewed annually and updated before undertaking the process.

The aim of the Group Evaluation is to allow Homes for Life to develop a training plan which is tailored and focused on the needs and requirements of the Board as a whole to ensure it can effectively manage the governance and other collective responsibilities.

The self-assessment is confidential to individual Board Member and only a summary of the results is used to determine the strengths of the group as a whole and identify any weaker areas to be addressed through the Training Needs Analysis Plan.

All scores and comments will be anonymised to ensure confidentiality throughout the process. The purpose of this is to encourage a fuller expressions of views.

The objectives of the appraisal are to:

- (i) identify the Board’s ability to scan the operating environment, think strategically and adapt as necessary;
- (ii) review how well the Board performs its key roles and how successful it has been;
- (iii) review collective responsibility;
- (iv) review the effectiveness of Board relationships and its role as a team;
- (v) assess how the Board is viewed by key contacts, such as regulators, investors, local authorities, tenant groups, staff etc;
- (vi) review the composition of the Board, the skills and contribution of its individual members;
- (vii) review Homes for Life’s ability to recruit and retain the balance of Board members it needs;
- (viii) assess the effectiveness of Board processes, including its accountability;

- (ix) assess the level and quality of the information the Board receives;
- (x) review the training and development needs of the Board as a whole;
- (xi) review the effectiveness of the Chair;
- (xii) address whether the Board provides enough support, scrutiny and challenge to the senior staff team.

The outcome will be a clear plan to support continuous improvement of the Board to meet the challenges faced by the organisation.

## 11.0 SKILLS APPRAISAL

The Scottish Housing Regulator's Regulatory Standards of Governance and Financial Management 6.1 requires that RSLs annually assesses the skills, knowledge and diversity it needs to provide capable leadership, control and constructive challenge to achieve its purpose and deliver good tenant outcomes, and manage affairs.

The Board will undertake an annual skills appraisal which will involve individual members completing a register of skills and experience. This process will enable any learning and development needs to be identified, and an assessment of skills, experience and disciplines to be carried out. The outcomes feed into the Training Needs Analysis.

As well as the individual skills assessment a review of how the Board has performed as a whole will be undertaken.

The current questionnaires are attached at [Appendix 5](#), although these will be reviewed and updated before undertaking the process.

## 12.0 APPRAISAL OF CHAIR

A Chair's Assessment Form will be issued to all Board Members annually. This form will be returned to the Senior Officer and its contents remain confidential. Only a summary of all results will be issued to the Chair for the purpose of training and development.

The current questionnaire is attached as [Appendix 6](#), although this will be reviewed and updated before undertaking the process.

## 13.0 NINE YEARS+ BOARD SERVICE CONTRIBUTION REVIEW

As per the Scottish Housing Regulators requirements, where applicable those Board Members with 9+ years' service, have to demonstrate continued effectiveness as a Board Member.

The current questionnaire is attached as [Appendix 7](#), although this will be reviewed and updated before undertaking the process.

## 14.0 TRAINING NEED ANALYSIS

From the outcomes of each of the above assessments an overall training plan will be compiled by the Senior Officer for the following two years. Resources will be made available through the Board Training budget on an annual basis.

The current Training Needs Assessment is attached at [Appendix 8](#).

## 15.0 ANNUAL TIMETABLE

The process will commence in August annually and will be implemented over a two-year period as follows:

| Date                   | Appendix         | Detail   |
|------------------------|------------------|--|
| <b>Aug Year 1</b>      | 3                | Board self-evaluation  |
|                        | 4                | Board effectiveness evaluation as a whole  |
|                        |                  | Review Appointment, Induction & Appraisal of Board Member process (Year 1 then year 3)   |
| <b>Sept Year 1</b>     |                  | Evaluation summary from returns  |
|                        | 8                | Develop Training Plan for Year 1-2   |
| <b>From Oct Year 1</b> |                  | Roll out Training Plan   |
| <b>Mar Year 2</b>      |                  | Annual Effectiveness Review of Governance Arrangements for financial statements  |
| <b>Jun Year 2</b>      | 2<br>3<br>5<br>7 | Individual Board Member Appraisals<br>Individual self-assessments<br>Skills appraisal<br>9 year + contribution evaluation (where applicable) |
|                        | 4<br>6           | Board Effectiveness Evaluation as a whole<br>Chair Appraisal   |
|                        |                  | Feed results into Training Needs Analysis & Produce training Plan  |
| <b>Aug Year 2</b>      |                  | Review Training Plan Year 1-2  |

## 16.0 OTHER LEARNING, DEVELOPMENT AND SUPPORT

Individual Board Members have a responsibility to ensure they update their skills and participate in development opportunities which may enhance their role.

All Board Members are expected to show a commitment to the role, which would include attending meetings, reading papers in advance and volunteering for working groups as required, all of which will positively impact their own development and knowledge.

Board member learning, development and support can take place in a number of ways:

### **Induction learning and training for new Board Members:**

This is a structured process which will include; meetings with the Senior Officer, the Chair and key staff.

### **Board and other meetings:**

Board meetings provide an opportunity for improving members' knowledge of current issues and for debating relevant topics. Annual "away days", staff presentations and the use of external trainers and facilitators are also used to implement this form of learning.

Board Members are expected to attend Board meetings and are encouraged to attend to join working groups and meet with staff to aid their learning and development and enhance knowledge of the organisation.

#### **Specialist Internal and external training:**

Homes for Life from time to time provides training opportunities. These include sessions by staff or external trainers on specific areas such as Business Planning, Health & Safety training etc.

Individual Board Members may wish to access specialist training to address their particular needs in particular areas. Requests should be notified to the Chair and included in annual skills assessment form. Homes for Life will make arrangements for such relevant training as required.

#### **Conferences:**

Conferences and seminars can be an effective form of training, learning and networking. Board members are encouraged to take up this opportunity as it arises. Board Members will be advised of upcoming events.

#### **Sector Publications and / or websites:**

Homes for Life will provide Board Members with useful list of sector information and how to access it as part of the Induction Pack.

### **17.0 NON-PERFORMANCE**

If the Chair is satisfied that a Board Member is not meeting the performance criteria or attendance level required for their role, the Member will be asked if they require additional support to improve their contribution. If their performance continues to be below that expected they can be removed from office in accordance with Rule paragraphs 66 and 67.

### **18.0 POLICY REVIEW**

This policy will be reviewed at every 3 years or where there has been new legislation, or a change in regulatory requirements or policy guidance.

Board Member Induction Plan and Information Pack



Welcome of the Board of Directors of Homes for Life. Please find attached the following information to assist you on your journey as a Board Member.

- 1) Homes for Life's Rules
  - 2) Standing Orders which include:
    - a. Standing Orders Purpose
    - b. Board Member Role and Remits
    - c. Role of the Board
    - d. Remit of the Board
    - e. Remit of Committees
    - f. Board Meeting Procedures
    - g. Code of Conduct & Declarations of Interest
    - h. Breaches of the Code of Conduct
  - 3) Business Plan
  - 4) Board Recruitment, Induction and Effectiveness Policy
  - 5) Declaration of Interest Form for completion
  - 6) Key Policy Documents
  - 7) Calendar of Key Dates
  - 8) Latest Newsletters, Annual Report and other publications
  - 9) Scottish Housing Regulator Information
    - a. Regulation Plan
    - b. Landlord's Report
    - c. Website information for performance comparison with other landlords etc
  - 10) Contact details for other Management Committee Members
  - 11) Expense forms and details of how to claim
  - 12) List of useful websites and other sector information
- 

I acknowledge receipt and have read the information provided.

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Senior Officer \_\_\_\_\_

Date \_\_\_\_\_

|                  |   |                       |
|------------------|---|-----------------------|
| <b>April</b>     | Q4 Performance Report   |                       |
| <b>May</b>       | Q4 Management Accounts<br>Approval and submission of ARC to SHR<br>Approval and submission of EESSH to SHR  | SHR<br>SHR            |
| <b>June</b>      | Five Year Financial Projections (FYFP) approval and submission to SHR<br>Loan Portfolio Return approval and submission to SHR   | SHR<br>SHR            |
| <b>July</b>      | Q1 Performance Report<br>Q1 Management Account to 30 June   | Lenders               |
| <b>August</b>    | Secretary's Report to Board<br>Agree AGM arrangements<br>Draft Financial Statements<br>Management Letter & response<br>Letter of Representation   |                       |
| <b>September</b> | Annual General Meeting<br><br>Board Meeting after AGM to appoint OBs<br>Code of Conduct issued<br>Annual declaration of Interests<br>AGM Minutes to be noted<br>FCA Return<br><br>Annual Financial Statements to SHR<br>Management Letter & response to SHR | FCA<br><br>SHR<br>SHR |
| <b>October</b>   | Q2 Performance Report<br>1 <sup>st</sup> Draft Budget<br>Agree rent consultation process<br>Circulate ARC & landlord report to tenants  |                       |
| <b>November</b>  | Agree Final budget for rent consultation<br>Consultation on rent increase with tenants<br>OSCR Annual Return  | OSCR                  |
| <b>December</b>  | Rent consultation results<br>Agree rent increase  |                       |
| <b>January</b>   | <b>Business Plan – set objectives</b>   |                       |
| <b>February</b>  | Q3 performance reports<br>Q3 Management accounts  |                       |
| <b>March</b>     | <b>Business Plan – finalise delivery plans and KPIs</b>   |                       |



## Board Induction Plan

Name: \_\_\_\_\_

|   | Agreed timescale for completion | Board Member Comments |
|---|---------------------------------|-----------------------|
| First meeting with the Senior Officer   | Within 1 week                   |                       |
| Meeting with Key Staff Members  |                                 |                       |
| Training arranged: introduction to and developing your role as Board Member.            |                                 |                       |
| Training arranged (for those not working in the sector): introduction to social housing |                                 |                       |
| Site Visit  |                                 |                       |
| Board "Buddy" introduced  |                                 |                       |
| Interim progress review with Snr Officer/Chair  |                                 |                       |
| Identification of networks and contacts   |                                 |                       |
| Identification of learning and development needs  |                                 |                       |
| Final review of progress  |                                 |                       |

**Sign off when completed:**

Board Members signature: \_\_\_\_\_

Date:

Snr Officer signature: \_\_\_\_\_

Date:

Board Member Individual Appraisal Form



## Board Member Individual Appraisal Form

### Part 1: Competency Review

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete and return to the Senior Officer.

### Competency Framework

| Competency   | Comments on your strengths and weaknesses. Please provide any relevant examples and identify any particular gaps. |
|--|---|
| <p><b>a Think strategically</b></p> <p>Ability to understand the housing environment, seeing the bigger picture, thinking outside the box, providing direction</p>   |   |
| <p><b>b Represent the interests of tenants, customers and communities</b></p> <p>Understanding and representing their needs</p>  |   |
| <p><b>c Guide strategic action</b></p> <p>Believe in core mission and values – translate into expectations and goals. Understand sector risks, understand roles of Board and Senior Staff</p>                          |   |
| <p><b>d Seek out relevant and critical information</b></p> <p>Ability to seek out relevant and critical information</p> <p>Be proactive, apply knowledge, ask challenging questions to allow judgements to be made</p> |   |

| Competency  | Comments on your strengths and weaknesses. Please provide any relevant examples and identify any particular gaps. |
|---|---|
| <p><b>e Solve problems and make decisions</b></p> <p>Evaluating proposals, summarise key issues<br/>prioritise risks and benefits</p>                             |   |
| <p><b>f Be sensitive to others</b></p> <p>Be self-aware, observe and listen well, involve others, ask questions in a constructive way</p>                         |   |
| <p><b>g Work effectively with others</b></p> <p>Building consensus, networking, adjusting behavior</p>  |   |
| <p><b>h Behave as a corporate citizen</b></p> <p>Display high levels of integrity, honesty, recognise diversity, collective responsibility</p>                    |   |
| <p><b>i Build capacity and capability</b></p> <p>Learning, sharing and evaluating skills, experience, expertise, mentoring and maximising Board effectiveness</p> |   |
| <p><b>j Board Buddying</b></p> <p>Would you be interested in becoming a “buddy” to newly appointed members</p>  |   |

Part Two : General Questions

**1** As a Board Member what do you feel has gone well in the last year and what could have gone better?

**2** Are Board reports of sufficient quality, providing the necessary information to allow you to scrutinise and challenge Homes for Life's performance?

**3** Are you happy with the relationship between the Board and Senior staff?

4 Do you feel your strengths and skills are used effectively to benefit Homes for Life?

5 How would you describe your contribution to monitoring the performance to deliver good outcomes for tenants and other service users

### Part Three: Succession Planning

1 What role do you see yourself with Homes for Life in the next 3 years?

2 Are there Board roles that you are not currently involved in but would like to in the future? E.g Office Bearer, Committee member?

3 Would additional training influence you to consider becoming an Office Bearer?

Signed : .....

Date : .....

Appraiser's Comments

Part One: Competency Framework

Part Two : General Questions

Part Three: Succession Planning



Signed \_\_\_\_\_

Date \_\_\_\_\_

## Board Member Self Evaluation Assessment



The aim of the following self-assessment is to allow Homes for Life to develop a training plan which is tailored and focused on the needs and requirements of the organisation and individual Board Members to ensure it can effectively manage Home for Life's governance responsibilities.

The self-assessment is confidential to you and only a summary of the results will be used to determine the strengths and identify any weaker areas to be addressed by the Board as a whole.

Please answer each question as openly as you can to determine a starting point for the training and development plan. There is a section at the end to add any comments.

All scores and comments will be anonymised to ensure confidentiality throughout the process. The purpose of this is to encourage fuller expressions of views.

#### Introduction to the Evaluation Process

The Board of Homes for Life understands the necessity of carrying out an annual evaluation of both the performance of the Board as a whole as well as that of individual Board Members with the purpose of identifying Committee effectiveness, performance, diversity, future training requirements and succession planning

In addition, the process satisfies the Scottish Housing Regulator's Regulatory Standard of Governance and Financial Management 6 "*The governing body and senior officers have the knowledge they need to be effective*" in particular 6.1 "The RSL has a formal, rigorous and transparent process for the election, appointment and recruitment of governing body members. The governing body annually assesses the skills, knowledge and diversity it needs to provide capable leadership, control and constructive challenge to achieve the RSL's purpose, deliver good outcomes, and manage its affairs".

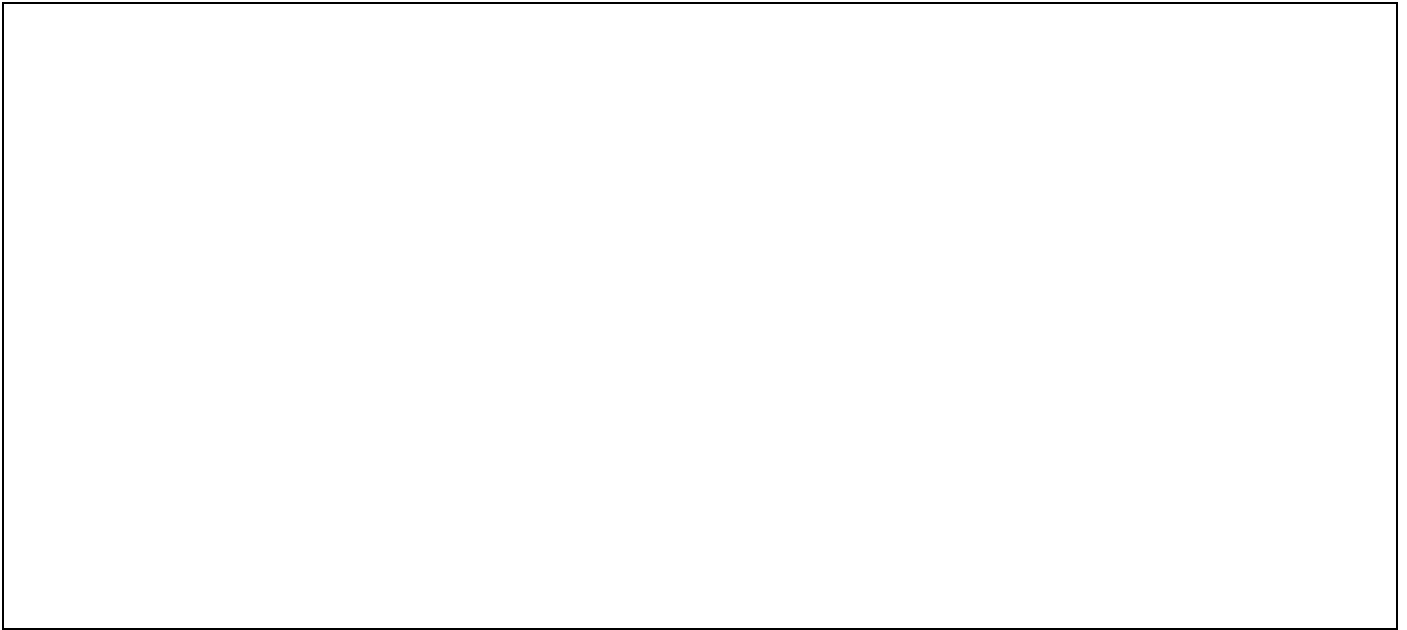
Please select a score between 1 where you feel you have insufficient knowledge to 5 where you feel you have complete understanding of the area in question.

| Tick the most appropriate rating for each question  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| <b>1. GOVERNANCE – EXTERNAL</b>   |   |   |   |   |   |
| <u>Scottish Housing Regulator (SHR)</u><br>a) I have a good understanding of the role of the Scottish Housing Regulator   | 0 | 0 | 0 | 0 | 0 |
| <u>Scottish Housing Regulator (SHR)</u><br>b) I have knowledge of the Regulatory Standards and the requirements to comply   | 0 | 0 | 0 | 0 | 0 |
| c) <u>Returns to the Scottish Housing Regulator</u><br>I know the requirements and contents of the annual returns - Annual Return Charter (ARC), Five Year Financial Projections (FYFP), Loan Portfolio Return (LPR), Annual Accounts Return (ACR) and the Annual Assurance Statement | 0 | 0 | 0 | 0 | 0 |
| <u>Scottish Housing Regulator (SHR)</u><br>d) I know what a Notifiable Event is and how these are reported  | 0 | 0 | 0 | 0 | 0 |
| <u>Office Scottish Charity Regulator (OSCR)</u><br>e) I understand the requirements of being a Scottish Charity trustee   | 0 | 0 | 0 | 0 | 0 |
| <b>2. GOVERNANCE – INTERNAL</b>   |   |   |   |   |   |
| a) <u>Rules of Homes for Life</u><br>I have good knowledge of the Rules under which we operate  | 0 | 0 | 0 | 0 | 0 |
| b) <u>Standing Orders</u><br>I have good knowledge of the Standing Orders and compliance with same  | 0 | 0 | 0 | 0 | 0 |
| c) <u>Business Planning process</u><br>I have a good understanding of the process and purpose of the Business Plan  | 0 | 0 | 0 | 0 | 0 |
| d) <u>Code of Conduct</u><br>I know the content and compliance requirements of the Code of Conduct  | 0 | 0 | 0 | 0 | 0 |
| e) <u>Declarations of Interest</u><br>I know the requirements and purpose of the Declaration of Interest Policy   | 0 | 0 | 0 | 0 | 0 |

| Tick the most appropriate rating for each question  | 1                     | 2                     | 3                     | 4                     | 5                     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| f) Risk Management process<br>I have a good understanding of the process and can contribute to the review   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Whistleblowing arrangements<br>I know the arrangements should a whistleblowing event occur   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>3. FINANCE &amp; ACCOUNTING</b>  |                       |                       |                       |                       |                       |
| a) Financial Regulations<br>I understand the purpose and content of the Financial Regulations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Treasury Management<br>I understand the purpose and content of the Treasury Management Strategy  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Budget setting process<br>I understand the process of setting the annual budget and income and expenditure sources   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Management accounts understanding<br>I understand the results as presented in the management accounts and can ask questions about financial performance confidently                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Financial Statements (annual accounts) understanding<br>I understand the annual accounts when explained and I understand that financial control is the responsibility of the Board | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Cash flows and Budget understanding<br>I understand the cash flow forecast and budget forecasting when explained and I understand the purpose of both                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Loan covenants<br>I understand what loan covenants are and how important it is to know that Homes for Life complies with these currently and projected into the future             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Value for Money (vfm)<br>I understand the importance of delivering a value for money service to tenants and service users and how vfm is measured                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>4. HOUSING AND MAINTENANCE</b>   |                       |                       |                       |                       |                       |

| <b>Tick the most appropriate rating for each question</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| a) I understand the allocations policy and contribute to its review   | 0        | 0        | 0        | 0        | 0        |
| b) I understand the arrears policy and processes for recovery of debt and the write off of unrecoverable debt   | 0        | 0        | 0        | 0        | 0        |
| c) I understand the importance of tenant participation and methods used to gauge satisfaction levels and tenant's views   | 0        | 0        | 0        | 0        | 0        |
| d) I have knowledge of the Complaints Policy and understand the various processes prior to an issue being referred to the Scottish Ombudsman                                      | 0        | 0        | 0        | 0        | 0        |
| e) I know how to interpret performance reports to know if a good service is being provided  | 0        | 0        | 0        | 0        | 0        |
| f) I know the contract detail for the provision of reactive maintenance services to tenants   | 0        | 0        | 0        | 0        | 0        |
| g) I know the landlord's responsibilities in relation to Health & Safety such as gas safety, legionella and asbestos responsibilities   | 0        | 0        | 0        | 0        | 0        |
| h) I know the requirements of the Scottish Social Housing Charter and how performance against indicators is measured and reported   | 0        | 0        | 0        | 0        | 0        |
| i) I have an awareness of the requirements of the Scottish Housing Quality Standard Energy Efficient Standard for Social Housing (ESSH) and of the new requirements LD2 and ESSH2 | 0        | 0        | 0        | 0        | 0        |
| <b>5. GENERAL</b>   |          |          |          |          |          |
| a) I am aware of the Health & Safety responsibilities and policies in place   | 0        | 0        | 0        | 0        | 0        |
| b) I am aware of the policies around equality and diversity   | 0        | 0        | 0        | 0        | 0        |
| c) I am aware of the General Data Protection Regulations (GDPR) responsibilities  | 0        | 0        | 0        | 0        | 0        |
| d) I am aware of Homes for Life's responsibilities as an employer   | 0        | 0        | 0        | 0        | 0        |

Please add any other comments you may have:

A large, empty rectangular box with a thin black border, intended for the user to provide additional comments. The box is currently blank.

## Board (Group) Evaluation Process



The aim of the Board Group Evaluation reviews are to allow Homes for Life to develop a training plan which is tailored and focused on the needs and requirements of the Board as individuals and as the Group to ensure it can effectively manage Homes for Life's governance responsibilities.

The self-assessments compiled are confidential to each Member and only a summary of the results used to determine the strengths and identify any weaker areas to be addressed.

All scores and comments are anonymised to ensure confidentiality throughout the process. The purpose of this is to encourage fuller expressions of views.

### Introduction to the Evaluation Process

The Board of Homes for Life understands the necessity of carrying out an annual evaluation of both the performance of the Board as a whole as well as that of individual Board Members with the purpose of identifying effectiveness, performance, diversity and future training requirements.

In addition, the process satisfies the Scottish Housing Regulator's Regulatory Standard of Governance and Financial Management 6 "*The governing body and senior officers have the knowledge they need to be effective*" in particular 6.1 "*The RSL has a formal, rigorous and transparent process for the election, appointment and recruitment of governing body members. The governing body annually assesses the skills, knowledge and diversity it needs to provide capable leadership, control and constructive challenge to achieve the RSL's purpose, deliver good outcomes, and manage its affairs*".

Please select a score between 1 where you feel you strongly disagree with the statement to 5 where you strongly agree. "Board" in this instance refers to the Board as a whole.

| <b>Tick the most appropriate rating for each question</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| The Board has good knowledge and understanding of the Regulatory Standards issued by the Scottish Housing Regulator   | 0        | 0        | 0        | 0        | 0        |
| The Board sets the strategic direction of Homes for Life to achieve its purpose and intended outcomes for its tenants and service users   | 0        | 0        | 0        | 0        | 0        |
| The Board accepts collective responsibility for decisions made  | 0        | 0        | 0        | 0        | 0        |
| The Board monitors performance versus other similar associations through key performance indicators (KPIs) and benchmarking and receives explanations for significant variances against targets | 0        | 0        | 0        | 0        | 0        |
| The Board always acts in the best interest of its tenants and service users and does not place any personal or other interests ahead of this objective  | 0        | 0        | 0        | 0        | 0        |
| The Board demonstrates integrity, credibility and an ability to handle conflict constructively  | 0        | 0        | 0        | 0        | 0        |
| The Board Chair is an effective leader  | 0        | 0        | 0        | 0        | 0        |
| The Board considers, understands and approves the process to effectively identify, assess and respond to key risks  | 0        | 0        | 0        | 0        | 0        |
| Board meetings are conducted effectively, with sufficient time and resources needed to deliver its objectives   | 0        | 0        | 0        | 0        | 0        |
| The agenda and papers are circulated in advance of meetings to allow sufficient time to read and study the information prior to the meeting   | 0        | 0        | 0        | 0        | 0        |
| Written materials provided to the Board are relevant and concise  | 0        | 0        | 0        | 0        | 0        |
| The Board respects the line between strategic and operational responsibility  | 0        | 0        | 0        | 0        | 0        |
| Board Members come to meetings well prepared  | 0        | 0        | 0        | 0        | 0        |



| Tick the most appropriate rating for each question  | 1                     | 2                     | 3                     | 4                     | 5                     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Board and senior staff understand their roles and working relationships are constructive and effective  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Board recognise that it is accountable to its tenants, service users and other stakeholders   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is good discussion at meetings and staff are challenged constructively  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Board has the right balance of skills and knowledge to be effective   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Board has a good understanding of its statutory obligations such as its role as an employer, Health & Safety requirements, General Data protection Regulations (GDPR) etc | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Board receives effective group training to ensure continued effectiveness   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Board as a whole has a good range of skills to cover each area of operation   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Board recognise when external advice should be sought   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please add any other comments you may have:





The aim of the Annual Skills Assessment takes the form of two separate reviews. The purpose is to allow Homes for Life to develop a training plan which is tailored and focused on the needs and requirements of the Board as individuals and as the Board as a whole to ensure it can effectively manage governance responsibilities.

The Scottish Housing Regulator's Regulatory Standards of Governance and Financial Management 6.1 requires that the RSL to annually assess the skills, knowledge and diversity it needs to provide capable leadership, control and constructive challenge to achieve its purpose and deliver good tenant outcomes, and manage affairs.

Part one is a self-assessment confidential to each Members and only a summary of the results used to determine the strengths and identify any weaker areas to be addressed.

All scores and comments are anonymised to ensure confidentiality throughout the process. The purpose of this is to encourage fuller expressions of views.

The Scottish Housing Regulator requires Board Members to engage in an appropriate level of scrutiny, constructive debate and challenge, and also to provide positive support and feedback to Senior Officers. To be an effective Board Member requires a wide range of skills and knowledge.

The Skills Assessment will identify any training requirements for individuals and the Board as a whole.

The second part is a review of Board and Group effectiveness. The procedure for this assessment is on pages 3-4.

### Board/Group Skills Assessment –

Please indicate your level of knowledge, skills and or experience and whether you feel you would benefit from training in this particular area by ticking the relevant box. If training is required please expand on the specific area.

|                                       | Good | Average | Could be better | Training Required – specify area |
|---------------------------------------|------|---------|-----------------|----------------------------------|
| <b>Knowledge – General/Sector</b>     |      |         |                 |                                  |
| Social Housing Environment            |      |         |                 |                                  |
| Business Strategy                     |      |         |                 |                                  |
| Housing Governance & Regulation       |      |         |                 |                                  |
| Financial Management                  |      |         |                 |                                  |
| Business Management                   |      |         |                 |                                  |
| Corporate Responsibilities            |      |         |                 |                                  |
| Equalities and Diversity              |      |         |                 |                                  |
| Health & Safety                       |      |         |                 |                                  |
|                                       |      |         |                 |                                  |
| <b>Knowledge – Homes for Life</b>     |      |         |                 |                                  |
| Risk Management Strategy              |      |         |                 |                                  |
| Asset and Property Management         |      |         |                 |                                  |
| Human Resource Management             |      |         |                 |                                  |
| Customer service                      |      |         |                 |                                  |
| Performance Management                |      |         |                 |                                  |
| Financial Control                     |      |         |                 |                                  |
| Code of Conduct                       |      |         |                 |                                  |
| Internal Controls                     |      |         |                 |                                  |
|                                       |      |         |                 |                                  |
| <b>Your Skills</b>                    |      |         |                 |                                  |
| Communication and team working        |      |         |                 |                                  |
| Commitment and self-management        |      |         |                 |                                  |
| Strategic Vision                      |      |         |                 |                                  |
| Leadership                            |      |         |                 |                                  |
| Decision Making                       |      |         |                 |                                  |
|                                       |      |         |                 |                                  |
| <b>Corporate knowledge</b>            |      |         |                 |                                  |
| Responsibilities as a Board Member    |      |         |                 |                                  |
| Responsibilities as an employer       |      |         |                 |                                  |
| Responsibilities as a charity trustee |      |         |                 |                                  |

Signed \_\_\_\_\_

Date \_\_\_\_\_

## Board and Board Effectiveness

The annual review of the Board's effectiveness as a Group, can take the form of a discussion at a Board meeting or away-day, or other format as the Board may decide.

This collective review of effectiveness is distinct from the individual appraisals for Board members. The formal review will:

- Identify the Board's ability to scan the operating environment, think strategically and adapt as necessary;
- Review the skills and capabilities of the Board needed to meet current and future business needs;
- Review how well the Board performs its key roles and how successful it has been;
- Review the effectiveness of Board relationships and its role as a team;
- Assess how the Board is viewed by key stakeholders, such as funders, local Council, tenants, employees, shareholders, other associations and other identified stakeholders
- Review the effectiveness of the Board's relationship with the Scottish Housing Regulator;
- Review the composition and size of the Board, the skills and experience that need to be represented among its members and its position in relation to Equality and Diversity;
- Review Homes for Life's ability to recruit and retain the balance of Board Members it needs;
- Include the assessment of the Chair;
- Review the effectiveness of Management Committee processes, including its accountability;
- Assess the level and quality of information the Board receives;
- Assess the quality of training provided over the previous 12 months;
- Agree the learning and development needs of individual Board Members as well as the Group e through the Training Needs Analysis outcome;
- Address whether the Board provides effective support, scrutiny and challenge to the Senior Officer and senior staff; and
- Assess Homes for Life's compliance of the key governance documents with legal requirements and good practice.

Any external support brought in to assist will be provided with clear terms of reference.

## Appraisal of Chair



The purpose of the Appraisal of the Chair is twofold. Firstly, it demonstrates good governance and secondly, to use as a performance measure to build upon strengths and address any weaker areas.

There are three parts to the process.

The first part is a 360° assessment scored by all Board Members on the performance of the Chair. A score is then reached.

The second part requires the Chair to self-assess using the same assessment. Again, a score is reached.

The third part involves a one to one with the Senior Officer and discusses the scores from the Board assessments and the self-assessment along with a further discussion paper.

Scores are averaged overall and presented as an average out of 5. Any scores below 3 require further development.

All assessments compiled are confidential and only an overall score summary of the results is used to determine the strengths and identify any weaker areas of the Chair's performance.

All scores and comments are anonymised to ensure confidentiality throughout the process. The purpose of this is to encourage fuller expressions of views.

**Board 360° Appraisal of Chair**

Please select a score between 1 where you feel you strongly disagree with the statement to 5 where you strongly agree.

Name \_\_\_\_\_  
 \_\_\_\_\_

Date

| <b>Tick the most appropriate rating for each question</b>  | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>              |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Chair demonstrates effective team working with the Board and senior staff                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chair demonstrates effective leadership at meetings  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chair demonstrates effective leadership of the organisation                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chair is a good ambassador for the organisation  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chair demonstrates integrity, credibility and an ability to handle conflict constructively     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chair is open minded, makes decisions only after evaluating data and contributions from others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chair acts, thinks and speaks independently  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chair leads the Board to achieve good outcomes for its tenants and other service users         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please add in further details if you have provided a score of 1 or 2



**Board 360° Appraisal of Chair – Summary Outcome**

|  | Possible Score | Actual Average Score |
|--|----------------|----------------------|
| The Chair demonstrates effective team working with the Board and senior staff                      | 5              |                      |
| The Chair demonstrates effective leadership at meetings  | 5              |                      |
| The Chair demonstrates effective leadership of the organisation                                    | 5              |                      |
| The Chair is a good ambassador for the organisation  | 5              |                      |
| The Chair demonstrates integrity, credibility and an ability to handle conflict constructively     | 5              |                      |
| The Chair is open minded, makes decisions only after evaluating data and contributions from others | 5              |                      |
| The Chair acts, thinks and speaks independently  | 5              |                      |
| The Chair leads the Board to achieve good outcomes for its tenants and other service users         | 5              |                      |

Areas identified for development – to be transferred as part of Chair Appraisal

Signed \_\_\_\_\_

Date \_\_\_\_\_

Nine Years+ Service Assessment



The SHR require that an annual assessment be undertaken for all Board Members who have served for a period in excess of nine years.

“The Board must satisfy itself that any Board Member seeking re-election to the Board after service as a Board Member for a continuous period in excess of 9 years can demonstrate his/her continued effectiveness as a Board Member”.

The Office Bearers, as part of the annual appraisal process will review separately the appraisals of Board Members who have served for a period of 9 years or more and decide if the outcome of the appraisal demonstrates that the Board Member continues to be effective

Training Needs Analysis – Report Template



**Introduction**

Set out at Appendix 3 is the agreed format for the evaluation of training needs for the Board.

The evaluation consisted of the individual Board assessments and those of the Board as a whole. The assessments were distributed on \*\*/\*\*/20\*\*. Those not present were issued the survey by post and all were returned.

The returns have been analysed and the summary outcome of the individual training assessment is attached at Table 1.

The Board as a whole summary outcome is attached at Table 2.

Individual Committee Returns

Include a summary of the findings:

The highest score available was 50 and the lowest was 10. Scores ranged from XX being the lowest outcome and XX being the highest.

The lowest scoring areas are summarised below. For the Board individually a return greater than 70% is the desired outcome given that not all Board Members will be skilled in the same areas. A balance of knowledge is beneficial to the organisation.

The table 1 illustrates the lowest scoring areas.

Table 1 - Individual Responses Collated – Board Members

| Homes for Life – Board Training Needs Assessment   | Overall Score - out of 50                     | Score<br>100 being best |
|--|---|-------------------------|
| <p><u>Scottish Housing Regulator (SHR)</u><br/>b) I have knowledge of the Regulatory Standards and the requirements to comply<br/><u>Finance &amp; Accounting</u><br/>b) Treasury Management<br/>I understand the purpose and content of the Treasury Management Policy<br/><u>Development</u><br/>c) I understand the bid process and grant funding arrangements<br/><u>Housing &amp; Maintenance</u><br/>j) I know the requirements of the Scottish Social Housing Charter and how performance against indicators is measured and reported</p>   | <p>XX<br/><br/>XX<br/><br/>XX<br/><br/>XX</p> | <p>XX</p>               |
| <p><u>Scottish Housing Regulator (SHR)</u><br/>c) Returns to the Scottish Housing Regulator<br/>I know the requirements and contents of the annual returns - Annual Return Charter (ARC), Five Year Financial Projections (FYFP), Loan Portfolio Return (LPR), Annual Accounts Return(ACR) and the Annual Assurance Statement<br/><u>Finance &amp; Accounting</u><br/>a) Financial Regulations<br/>I understand the purpose and content of the Financial Regulations<br/><u>Development</u><br/>b) I understand the funding arrangements for new developments<br/><u>Housing &amp; Maintenance</u><br/>a) I understand the allocations policy and contribute to its review<br/>j) I have an awareness of the requirements of SHQS, EESSH, LD2 and EESSH2</p> | <p>XX<br/><br/>XX<br/><br/>XX<br/><br/>XX</p> | <p>XX</p>               |
| <p><u>Governance - Internal</u><br/>a) Rules<br/>I have good knowledge of the Rules under which we operate<br/>b) Standing Orders<br/>I have good knowledge of the Standing Orders and compliance with same<br/><u>Housing &amp; Maintenance</u><br/>h) I know the contract detail for the provision of reactive maintenance services to tenants</p>   | <p>XX<br/><br/>XX<br/><br/>XX</p>             | <p>XX</p>               |

|  |    |    |
|--|----|----|
| <u>Office Scottish Charity Regulator (OSCR)</u><br>e) I understand the requirements of being a Scottish Charity trustee  | xx | XX |
| <u>Governance - Internal</u><br>g) Whistleblowing arrangements<br>I know the arrangements should a whistleblowing event occur  | xx | XX |
| <u>Housing &amp; Maintenance</u><br>h) I know the landlord's responsibilities in relation to gas safety, legionella and asbestos   | xx | XX |
| <u>Scottish Housing Regulator (SHR)</u><br>d) I know what a Notifiable Event to the Regulator is   | xx | XX |
| <u>Governance - Internal</u><br>d) Code of Conduct<br>I know the content and compliance requirements of the Code of Conduct  | xx | XX |
| <u>Scottish Housing Regulator (SHR)</u><br>a) I have a good understanding of the role of the Scottish Housing Regulator  | xx | XX |
| <u>Governance - Internal</u><br>e) Declarations of Interest<br>I know the requirements and purpose of the Declaration of Interest Policy   | xx |    |
| <u>Housing &amp; Maintenance</u><br>d) I have knowledge of the Complaints Policy and understand the various processes prior to an issue being referred to the Scottish Ombudsman | xx |    |
| <u>General</u><br>a) I am aware of the Health & Safety responsibilities and policies in place  | xx |    |
| d) I am aware of GDPR responsibilities   | xx |    |

There are key areas of training which are required to be carried out as soon as possible as these skills are a necessity for each Committee Member. A table of training is summarised at the end of this report.

### **Board "Group" Returns**

The highest score available was 50 and the lowest was 10. Scores ranged from XX being the lowest outcome and XX being the highest.

The highest scores were on the Committee accepting collective responsibility, working in the best interests of tenants, demonstrating integrity, credibility, handling conflict constructively and the effectiveness of the Chair.

The lowest scoring areas are summarised below. For the Committee as a whole a return greater than 80% is the desired outcome. Each Committee Member should score 4+ in each of these areas as a whole.

The table 2 illustrates the lowest scoring areas.

Table 2 - Individual Responses Collated – Board as a whole

| <b>Homes for Life Board Training Needs Assessment</b>   | <b>Overall Score - out of 50</b> | <b>% Score<br/>100 being best</b> |
|---|----------------------------------|-----------------------------------|
| The Board as a whole has a good range of skills to cover each area of operation   | xx                               | XX                                |
| The Board has the right balance of skills and knowledge to be effective   | xx                               | XX                                |
| Board Members come to meetings well prepared<br>The Board has good knowledge and understanding of the Regulatory Standards issued by the Scottish Housing Regulator                             | xx<br>xx                         | XX                                |
| The Board sets the strategic direction to achieve its purpose and intended outcomes for its tenants and service users   | xx                               |                                   |
| The Board monitors performance versus other similar associations through key performance indicators (KPIs) and benchmarking and receives explanations for significant variances against targets | xx                               | XX                                |

**Training Requirements 20XX/XX**

From the two sets of results the training required can be split into 5 key areas.

- Governance and the Scottish Housing Regulator
- Legislative Responsibilities
- Homes for Life Governance Documents
- Housing Services
- Development

1. Governance and the Scottish Housing Regulator

- a) XXXXXXXXXXXX
- b) XXXXXXXXXXXX
- c) XXXXXXXXXXXX etc

2. Legislative Responsibilities

- a) XXXXXXXXXXXX
- b) XXXXXXXXXXXX
- c) XXXXXXXXXXXX etc

3. Governance Documents

- a) XXXXXXXXXXXX
- b) XXXXXXXXXXXX
- c) XXXXXXXXXXXX etc

4. Housing Services

- a) XXXXXXXXXXXX
- b) XXXXXXXXXXXX
- c) XXXXXXXXXXXX etc

5. Development

- a) XXXXXXXXXXXX
- b) XXXXXXXXXXXX
- c) XXXXXXXXXXXX etc

**Timescales for Training**

There are a few areas of training where it is essential that training is carried out within the next few months.

- 1. XXXXXXXXXXXX - urgent
- 2. XXXXXXXXXXXX - urgent
- 3. XXXXXXXXXXXX - routine

**Next Steps**

Following the urgent training listed at point 1 and 2 above, a further review of training requirement should be carried out to inform the plan for XXXXXXX and beyond.

