



West Lothian College

External Validation of Board Self-Assessment 2020/21

March 2021



Introduction

The Code of Good Governance for Scotland's Colleges ("the Code") sets out the principles of good governance expected from colleges. Observation of the Code is a requirement for all colleges who receive funding from the Scottish Funding Council (SFC).

Under the Code, colleges are required to conduct periodic externally-validated reviews of the effectiveness of the Board. SFC produced guidance setting out the expectations and suggested methodologies for undertaking such a review.

Scope

We were commissioned by West Lothian College ("the College") to undertake an externally-facilitated review of its Board effectiveness, against agreed aspects of the Code. Our approach takes full cognisance of and complies with SFC's guidance.

Our approach

Our approach to delivering our work was as follows:

- Initial planning communication primarily via the Vice Principal – Finance & Corporate Services and including input from the Chair, Principal and senior management to agree the approach to our review and the focus of our activity. This agreed to look at specific areas in more detail, rather than a broader review in less depth. This resulted in focus on the areas perceived as most useful to the College.
- Desk-based validation and review of the Board's self-assessment exercise, verifying the Board's self-assessment report to a range of supporting documentation.
- Surveying all Board Members to ascertain their views and perceptions.
- One to one interviews with over half of the Board, including the Chair, Audit Committee Chair, staff and student representatives, the Principal and other Members.
- Observing the December 2020 Board meeting.
- Discussing our work with Board Members during the Board meeting in March 2021.

Acknowledgements

We would like to thank all Board Members and staff consulted during this review for their assistance and co-operation.

SFC, the Code and Good Governance

Governance is fundamental to give direction, structure and robust control as organisations pursue agreed strategic and operational objectives. Effective governance leads to effective, focussed and coordinated activity that helps to support long-term success.

The Code outlines that the “overarching purpose of good governance for Scotland’s Colleges is to:

- Lead the college and set its strategic direction and values;
- Ensure effective management and financial controls to support the student experience within a framework of public accountability and transparency; and
- Deliver high quality of learning and outcomes.”

The Code was developed collaboratively, with representatives including from the SFC, colleges, teaching staff and students. The Code states that it “has been written in a way that is mandatory and anticipates compliance”. It defines five dimensions good governance within colleges, as follows:

- Leadership and strategy
- Quality of student experience
- Accountability
- Effectiveness
- Relationships and collaboration.

Compliance with “the spirit of the Code”

SFC-funded colleges must comply with the Code as a condition of grant funding, including “the spirit of the Code”.¹ This requirement means accountability covers both the code wording as expressed, as well as the underlying ethos and principles. In effect, this means colleges should act in a way perceived as being in keeping with the Code, even where some aspects may have limited or no overt guidance.

Azets has strong and long-standing credentials in FE and wider public sector governance best practice. The principles-based approach to the FE Code requires sound professional judgement and we are always available to act as a trusted advisor to support our clients in this area.

¹ Code of Good Governance for Scotland’s Colleges

Conclusion and recommendations

Overall position

West Lothian College displays a high degree of Board effectiveness in the areas subject to review. This is reflected in the College's own self-assessment and in the validation and testing we have performed.

In both documented process and at a practical level, the Board and its Members appear to work collectively and with a unified approach to pursue strategic objectives. There is strong evidence of learners being at the centre of activities, along with a clear and demonstrable commitment to collaboration and engagement with wider stakeholders.

The College's Board effectiveness self-assessment shows a good level of self-awareness. It also identifies actions arising through which the Board can continuously develop, alongside the established Board Development Plan. This approach supports ongoing improvement.

The recommendations arising from our external validation reflect continuous improvement opportunities and not significant or fundamental problems with existing arrangements. They underpin our conclusion that the West Lothian College Board is effective and is committed to ongoing development.

Wider dimension issues

There are also some areas arising from our work which raise relevant Board issues, but which are not under the College's direct control. In particular, the increasingly national approach to dealing with certain issues (such as national bargaining and related workforce matters) was repeatedly referred to across this review and these matters are clearly towards the fore of thinking amongst a range of WLC members and management.

These are issues which will have some impact on the College at an individual level, but which cannot be resolved fully and independently by the College alone. We have obtained evidence that the College is taking a proactive and engaged approach to tackling these issues as far as possible, both locally and through wider engagement. Such matters remain worthy of further consideration at a national level, via ongoing partnerships with a range of stakeholders.

Good practice highlights

Within a broad range of areas of positive elements, some notably good practice within West Lothian College includes:

- Good and committed individuals coming together with a range of skills and experiences to work collaboratively in pursuit of strategic goals.
- Professional and cooperative relationships between management and members, with shared vision and what appears to be a good balance between collective effort and robust scrutiny & challenge.
- Positive observations from our attendance at meetings as part of this review, in relation to process, structure, planning and in-meeting challenge and interaction.

- The Board and Committees have retained the vast majority of aspects for the governance framework throughout the impact of Covid-19 – albeit in a virtual environment - with a continuation of many of the checks & balances inherent to the framework. Other bodies have not always maintained such an approach and have made trade-offs across the last year. This even extends to virtual visits to departments and areas as part of efforts to reach out to those across the College.
- The Board and Committees have a clear and direct input to the Regional Outcome Agreement (ROA) and College strategic goals, both in setting/scrutinising at drafting stage and in challenging related performance over the period.
- Appreciation of and commitment to seeing learners beyond academic achievements and outcomes, with a wider appreciation of achieving positive outcomes in the likes of personal, social and soft-skills developments.
- A strong commitment and demonstrable success in pursuit of effective partnership working.
- Prioritising student experience and student views within the governance framework, including at Board level.
- Particular praise being shared across those engaged with as part of this work on the Principal's role in driving good governance and linking the work of the Board and Committees to the delivery activities of the College as a whole.
- Developments in relation to the risk management framework, both from periodic review and continuous improvement activities and Member engagement with risk management, risk appetite and supporting the effectiveness of the process.

Recommendations

The recommendations and areas for potential improvement within West Lothian College arising from our review are summarised as:

- We endorse efforts to reflect on the make-up of the Board, and in particular actions previously taken in relation to gender representation. Going forward, we encourage more proactive pursuit and early engagement externally with the aim of resulting in more diverse representation such as in those from an ethnic minority background.
- The Board Action Plan is a positive development tool, but we encourage all actions therein to be framed in as SMART (specific, measurable, achievable, realistic and timely) terms as possible.
- Risk management processes are going through review and revisal, including to respective roles and responsibilities. We encourage the College to review these after an initial “bedding in” period and ensure the risk policy and strategy fully reflects the forward process thereafter.
- Since the departure of the previous Board Secretary, the College has had this position as a dual role held by the Vice Principal for Finance & Corporate Services. This approach was repeatedly raised by those we engaged with during the review and we endorse recent developments (based on subsequent Board evaluation and the benefits and challenges) to separate these roles back to separate appointments. We encourage moving back to this model as soon as is practical, and suggest the

College considers describing these developments in the narrative of the annual accounts for information/transparency.

- After some previous deliberation over the Committee Chair appointments process, this has been worked through and a process agreed. There is potential to develop this further (such as Committee Chair succession planning and related Committee Member appointments/shadowing options) to support continuity and skills development.
- Although only a relative minority, several Members we spoke to made observations to the effect that one-to-one reviews with the Board Chair do happen and have value, but they tend to be somewhat “point in time” and may benefit from being more prominent and actions more prioritised/pursued. Given how these are recorded and actions taken forward, we do not have definitive evidence beyond representations made, but this could be reflected on and taken forward as part of the onward one-to-one process. This will help ensure mutual expectations are clear and any support needs are clarified.

Main findings and outcomes

In this section we have summarised the review findings, detailed some of the areas of good practice identified within West Lothian College, and have set out continuous improvement opportunities. This is structured to reflect each of the five principles of good governance as defined in the Code. It is worth noting that this is not a complete list of all activities being delivered by the College across these five principles, but reflects the areas of focus agreed as part of scoping this review.

Leadership and strategy

Good Governance Criteria:

- **The board must develop and articulate a clear vision. This should be a formally agreed statement of its aims and desired outcomes, used as the basis for its overall strategy and planning processes.**
- **The board is responsible for overseeing the negotiation of its outcome agreement with SFC and make best use of available funding, consistent with national strategy (with) effective engagement with all relevant stakeholders. It should monitor performance in achieving the agreed outcomes.**
- **The board must exercise its functions with a view to improving economic, cultural and social wellbeing, with due regard to social and economic needs and social inclusion.**

The ROA sets out the College's vision, aims, priority outcomes and outputs. The ROA is further supported by a suite of college strategies. These set out the longer-term objectives of the College. An updated, interim Outcome Agreement 2020-23 was agreed by the Board of Governors in March 2020, followed by a further updated and amended version in early 2021 per SFC requirement.

We confirmed the College's self-assessment assertion that "the Board meeting in September 2020 discussed and agreed a refreshed vision for a highly skilled, enterprising and resilient workforce that would be achieved through four new strategic goals". This sits alongside regular Board strategy sessions (eg July 2020 and February 2021). The four new strategic goals are:

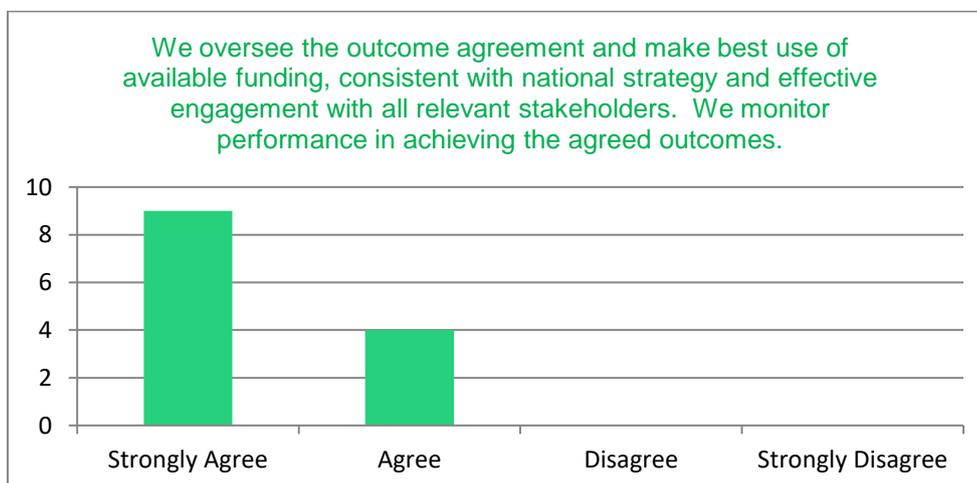
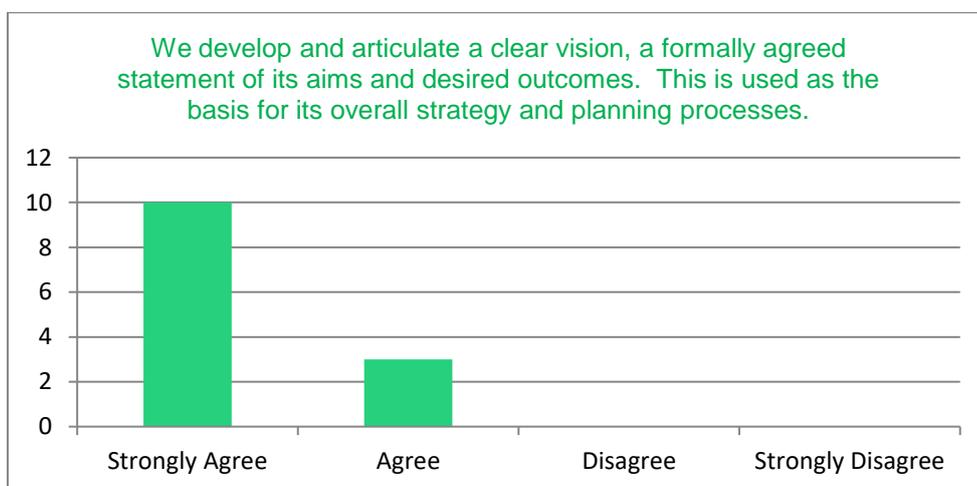
- inspiring and enabling success for all
- supporting economic recovery and growth
- strengthening our communities
- leading with vision and empathy

The Board is actively involved in determining the vision and direction of the College and agreement of the College's ROA, along with regular review and approval of supporting strategies and related goals. We have validated the College's self-assessment through evidence of engagement with stakeholders in developing the outcomes agreement, reflected in the self-assessment itself as "the Principal presenting to Community Planning Partnership Board, meeting with the Voluntary Sector Gateway West Lothian, focus group discussions with staff, engagement with the Student Association, discussions with employers, industry bodies, senior managers in West Lothian Council's education and economic development departments, and Developing the

Young Workshop (DYW) regional group”. Engagement has been complemented by two large curriculum planning events (October and February), along with a clear commitment to balancing social, economic, performance and cultural dimensions to the Board’s and the College’s work.

Self-assessment views were well reflected in the feedback we received through our Board Member survey and reinforced in the 1-to-1 interviews (held with a majority range of Members). There is also regular reporting on progress, achievements and impacts.

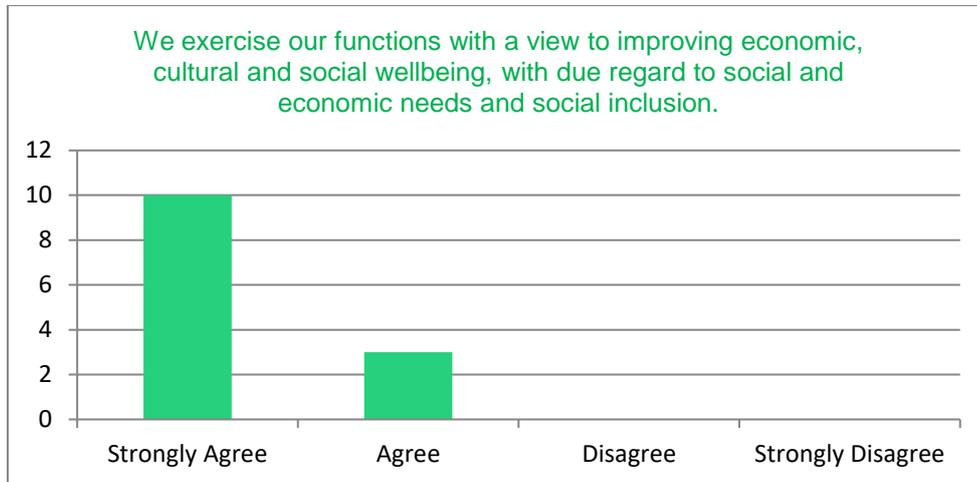
We were able to obtain and we reviewed a range of evidence (representations, written documentation, sample testing/detailed verification) to support the College’s positive self-assessment. This shows a context in which the Board has clear involvement and input in evaluation and setting the overall strategy and goals, along with a culture of scrutiny and challenge. Senior management and college staff are still given reasonable scope to develop and deploy the ROA and strategy in practice, with the Principal strongly advocating for this across her team and wider staff cohort.



The Board and its committees are supported by detailed Terms of References (ToRs). These document respective roles and responsibilities. Each committee Chair provides an oral update of committee business/performance and reports the minutes of every committee meeting to the following Board meeting. This ensures that Board Members are kept abreast of key issues and actions, as well as ensuring Members have the ability to question or provide comments on any matters considered by the various committees.

The College has multiple platforms through which it monitors and measures its performance. These include (but are not limited to) the ROA, strategic objectives, student attainment levels, and student survey results.

Performance reporting responsibilities are captured within Board and Committee ToRs; for example, performance in relation to learning and teaching is monitored through the work of the Learning and Teaching Committee. Key issues and areas for noting are then reported back to the Board. Our testing confirmed that ROA objectives are aligned with corporate strategic objectives and performance monitoring information is being provided to the Board and its committees as required by their ToR.



We have been able to verify a range of socio-economic development activities, with the College's self-assessment citing areas such as (i) Partnership work with the Winchburgh development project, Morrison Construction, Sky, Catalent, West Lothian Council's early years team re workforce requirements, (ii) Engagement with the third sector organisations and the Voluntary Sector Gateway West Lothian, (iii) partnership work with social enterprises such as the Larder, the Brock, and Neil's Hugs and collaboration with West Lothian Council's inclusion teams. This dimension has come through ROA and strategy work, and the Board and Committees have shown repeated interested in how these range of factors are considered and monitored across their work.

Quality of student experience

Good Governance Criteria:

- **The board must consider the outcome of student surveys and other student engagements, and monitor action plans that could impact on the quality of the student experience.**
- **The board must seek to secure coherent provision for students, aware of external local, national and international bodies and their impact on the quality of the student experience (including community planning partners, employers, skills development and enterprise agencies and employer bodies). The board must seek to foster good relationships and work in partnership to enhance the student experience, including employability.**

The quality of the student experience continues to come across as being central to the work of West Lothian College. Learner impact is regularly considered across a range of business discussed by the Board and Committees.

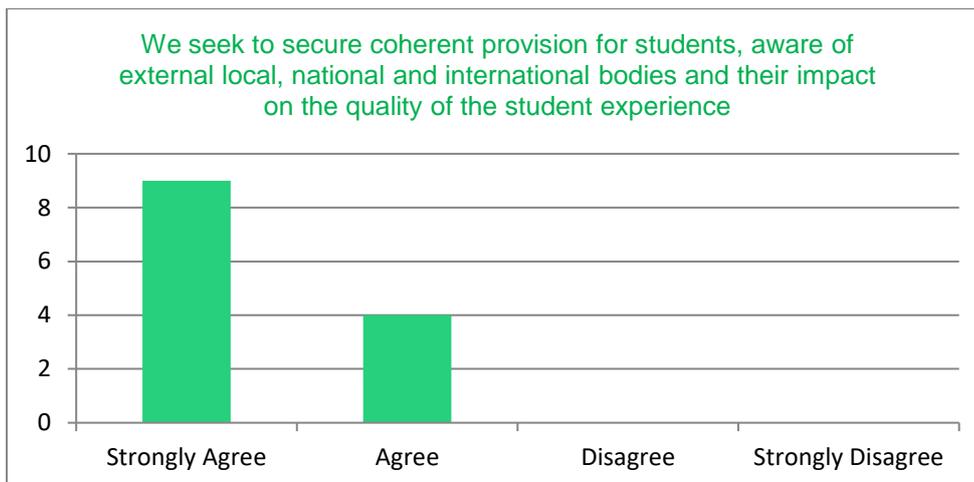
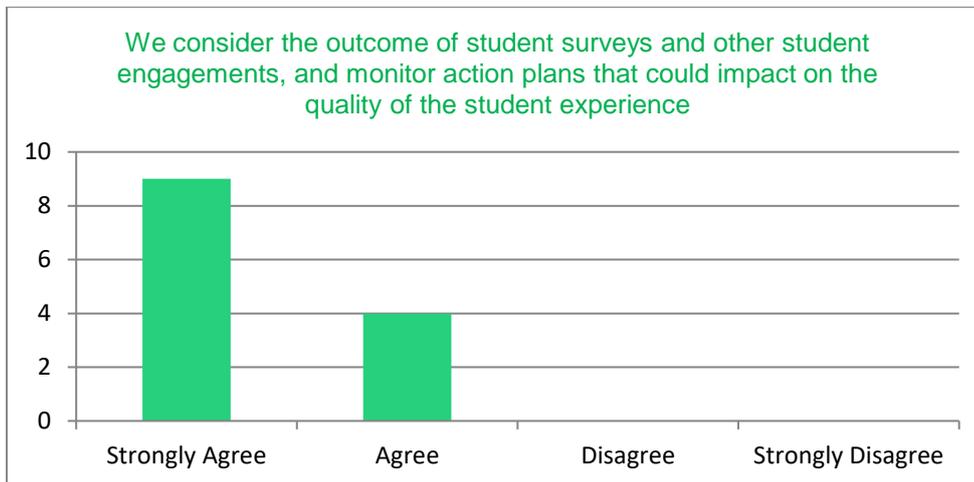
The Learning and Teaching Committee (L&T Committee) is a crucial forum for reviewing student development and activity, and it has a clear role in relation to the ROA, with strong evidence of putting the learner at the centre of its agenda.

The Students' Association has been increasingly promoted and resourced to drive student involvement and support, with a clear role to represent student views. It has a President/Vice-President led structure, supported by a range of mechanisms including a system of class representatives.

With the Student President and Vice-President as Members of the Board, they provide an update to every Board (and relevant committee) meeting and are routinely invited to provide comments or insights on papers and issues being considered. We ensured their views were included in this review, and the findings reinforced the positive nature of student involvement with the work of the Board, and indeed the wider college management team.

The Board's view that the student voice is core to the decisions it makes is reinforced through our survey of Board Members and the 1-to-1 interviews. The Board incorporates the Students' Association Report within the core business section of its meetings, alongside the Chair and Principal's report. This is seen as both a practical way to obtain important information and as symbolic of the status of the Students' Association/learner perspective to the Board's work.

The Board Member local induction programme includes a briefing session with the Students' Association. This ensures newly-appointed Board Members engage directly and hear from student representatives as part of their induction. Board and Committee sessions have also included virtual and/or student-focussed activities, such as the Audit Committee having an on-site visit to the Students' Association pre-lockdown.



Some key dimensions supporting the largely positive assessment (as reflected in and quoted from the College's self-assessment, and confirmed per our external validation) include:

- SPARKLE student evaluation surveys (and actions) are presented to the L&T and Finance and General Purposes Committees. Over 800 students completed this in late 2020 (an increase of 218 on the previous year). Overall results were deemed very positive, with students adapting well to blended learning and feeling supported by staff. Actions arising were addressed between December 2020 and January 2021 by Directors, Heads of Service, Learning and Skills Managers and Managers (coordinated by the Student Association and monitored by the Vice Principal for Learning and Attainment). The Board is fully informed of these activities.
- Student Association President and Vice President update the Board and take part in committees as well as full Board meetings.
- Student Association present a report to L&T Committee and Board, including commentary on the student experience, support provided to students, and Student Association activities.
- Student support reports produced by Head of Quality, Student Support & Learning Resources are considered by each L&T Committee.

Students can also feedback any issues or grievances via the complaints process. The College has an up-to-date, approved Complaints Policy and procedure which takes cognisance of the requirements of good practice external guidance.

The student experience has also been enhanced by partnership. We have been able to verify from across the College's self-assessment in this area, including::

- SFC, Skills Development Scotland, a range of industry representatives, and local authority attendance across recent Board Strategy Days.
- Curriculum Planning workshops drawing a wide range of internal and external stakeholders (including Board members).
- The Principal's weekly email emphasises partnership activity. As per the College's self-assessment, we have verified this "updates on staff and student involvement in regional and national groups and initiatives, and how partners enhance the student experience and progression". Board members are included in the distribution for this update.

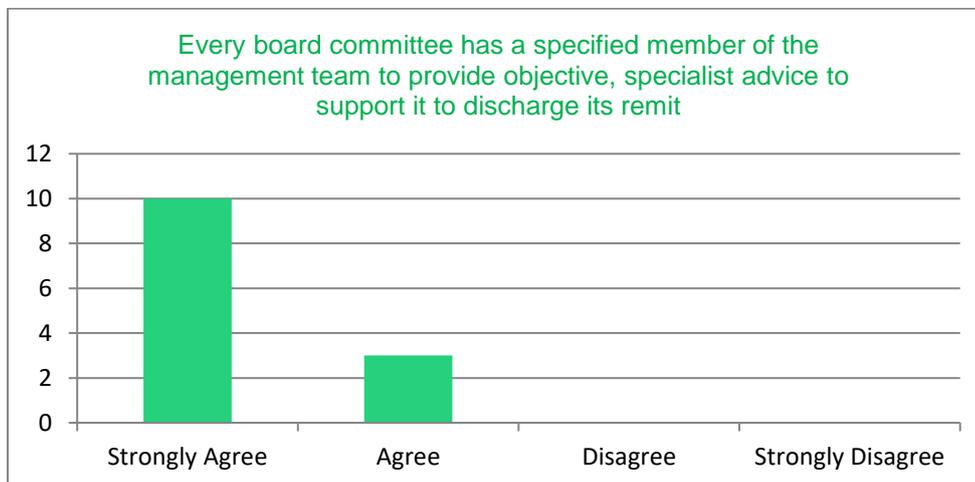
WLC's self-assessment views were well reflected in the feedback we received through our Board Member survey and reinforced in the 1-to-1 interviews (held with a majority range of Members). We were able to obtain and we reviewed a range of evidence (representations, written documentation, sample testing/detailed verification) to support the College's positive self-assessment.

Accountability

Good Governance Criteria:

- **The board must ensure every board committee has a specified member of the management team to provide objective, specialist advice to support it to discharge its remit.**
- **The board must set the risk appetite of the body and ensure there is an appropriate and clearly communicated balance between risk and opportunity.**
- **The board must ensure that sound risk management and internal control systems are in place and maintained. It must ensure there is a formal on-going process for identifying, reporting, evaluating and managing the body's significant risks and review the effectiveness of risk management, business continuity planning and internal control systems.**
- **The college board promotes positive employee relations and effective partnership between recognised trade unions and management.**

As noted above, the Board regularly monitors the College's performance against its ROA. Each committee Chair provides an oral update of committee business/performance and reports the minutes of every committee meeting to the following Board meeting. This approach helps support constructive dialogue and communication between the Board and its Committees. The Board and its Committees are served robustly and consistently by the management team, under an agreed framework and aligned to senior leadership responsibilities. Our testing, survey outcomes and 1-to-1 interviews reported this as working well in practice. Interview feedback suggested the culture and interpersonal relationships are particularly key to making this work well, with professional, engaged yet suitably independent and challenging respective positions.



Members have the opportunity to review the quality of management information provided to them at the end of each meeting and during the annual self-evaluation process. Members have confirmed that any feedback creating actions that need support by management are addressed promptly and professionally.

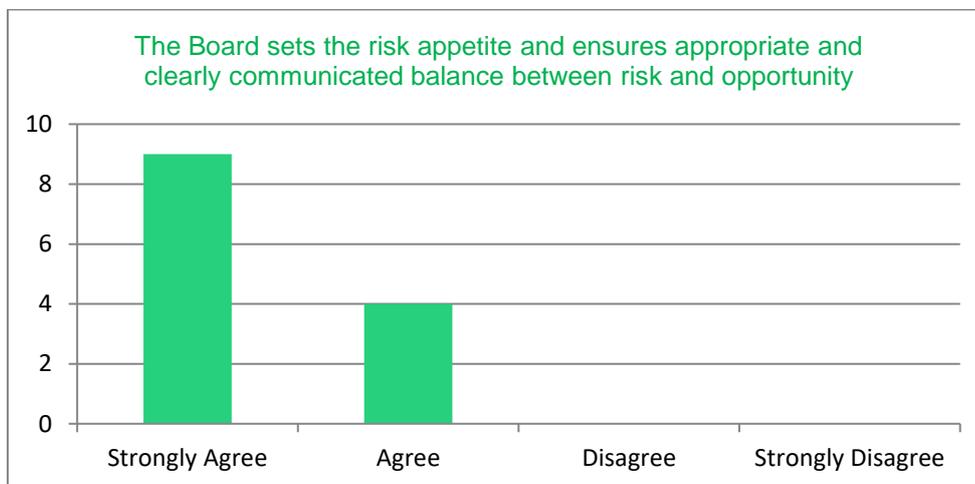
The Board and its Committees are required to undertake annual self-evaluations to identify good practice and potential areas for improvement within the structure and format of the committees and its meetings. Consistent with previous findings, Members have reported being provided with appropriate opportunities to contribute effectively at meetings and also feeling empowered to ask questions and challenge information provided to

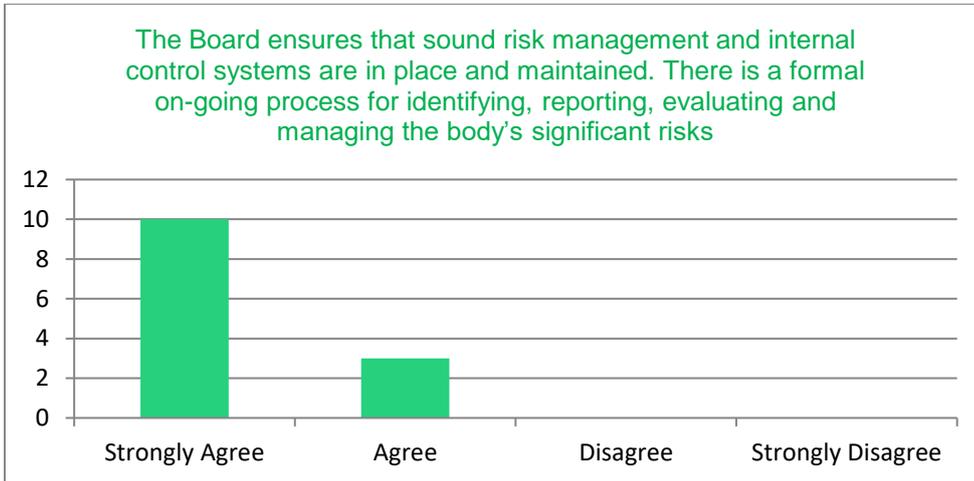
them that is not clear or understood. Members strongly feel they work together as a collective to achieve a common purpose which has had a positive impact on Member participation at meetings.

Risk management supports a shared understanding of key areas of challenge and the need for effective decision making. The College's policies set out a comprehensive risk management framework. The Risk Policy states that the Board of Governors should set the tone and influence the culture of risk management within the College, including by establishing the College's risk appetite. Until early 2021, the Audit Committee had been delegated responsibility for the ongoing monitoring of the College's risk register and for playing a key role in scrutinising the strategic risk register. The Audit Committee Chair would regularly provide the Board with a Strategic Risk Register update, ensuring oversight and scrutiny at the most senior levels. These arrangements have since been updated, so that the Board will take more of a direct lead rather than the Audit Committee in assessing the overall approach to managing risk and deploying the Risk Policy, with Committees then more free to "deep dive" challenge the risks aligned to them and their remits.

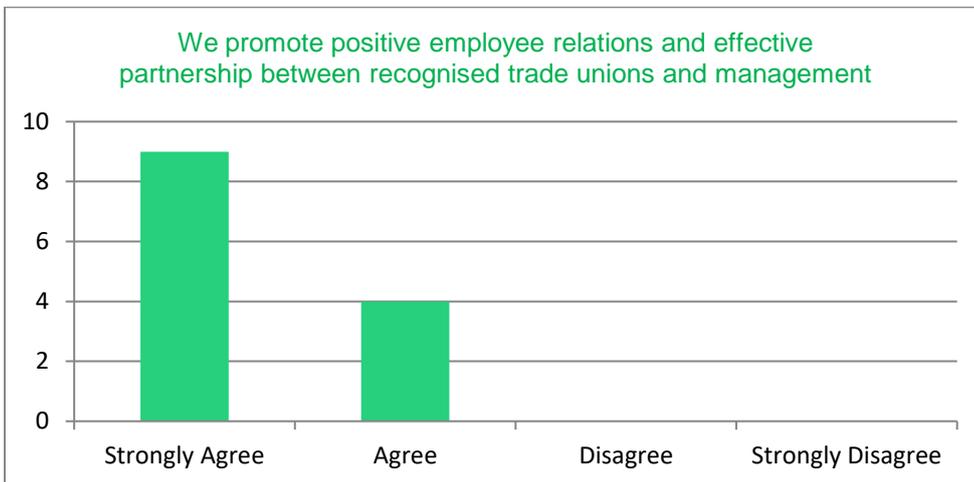
Specific dimensions to support positive practice identified by the College's self-assessment and which we have verified (and indeed to an extent supported) include:

- An annual board risk workshop focuses on the Board evaluating and agreeing significant risks and the appetite for risk is set. This assists the College Leadership Team in managing the tolerance for risk and risk management across the relevant risk dimensions.
- A risk workshop has also been undertaken with the College Leadership Team, to support shared and embedded practice in relation to risk management and help inform discussion and monitoring by leaderships of strategic risks throughout the year.





Other positive aspects in terms of accountability include the Board appointing a Senior Independent Member with a specific remit to act as a “check and balance” within the governance framework, a wide suite of documentation available on the College’s website covering governance, performance, scrutiny outcomes and financial information, and clear evidence in place of the Audit Committee and Board are receiving regular reports and assurances on risk developments/evolution and internal controls.



The self-assessment, survey and interviews all indicate a generally positive approach to employee and related engagement. There are a range of formal and semi-formal engagement activities, including staff surveys, regular publications/communications, and periodic “drop in” style forums. However, this in an area not under the College’s direct and full control; national bargaining and related workforce matters was repeatedly referred to across this review. Whilst these matters are clearly towards the fore of thinking amongst a range of WLC members and management, there remain some issues across the FE sector.

We have obtained evidence that the College is taking a proactive and engaged approach to tackling these issues as far as possible, both locally and through wider engagement. Both the Principal and Chair are engaged directly in national negotiations.

Effectiveness

Good Governance Criteria:

- **The board and its committees must have the appropriate balance of skills, experience, independence and knowledge of the body to enable them to discharge their respective duties and responsibilities effectively.**
- **The principal, as a board member, shares responsibility for good governance. The principal enables good governance through supporting effective communication and interaction between the body and the rest of the college.**
- **The chair ensures new board members receive a formal induction, tailored to need. The board secretary should support the chair in the provision of relevant induction for new board members.**
- **The board must ensure that new committee members receive a committee induction and have their specific training needs assessed and met.**

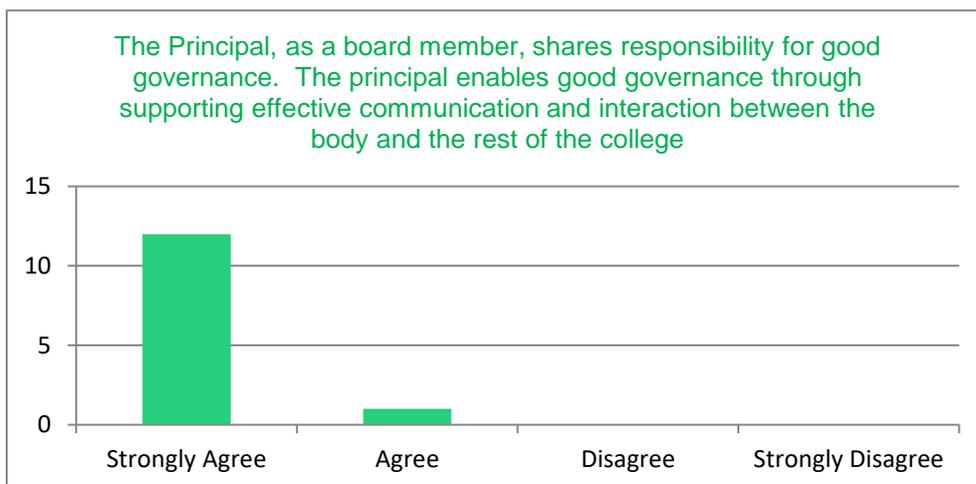
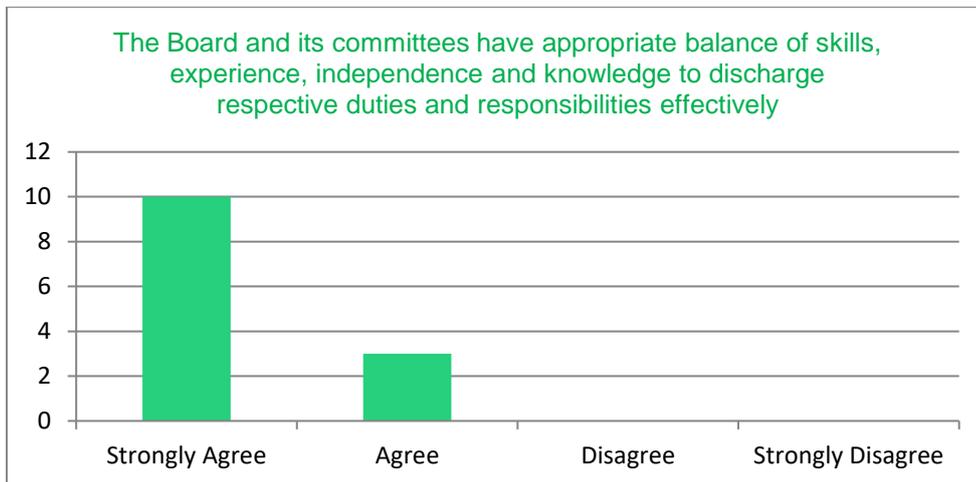
West Lothian College continues to work with a strong Board, both by design and taking cognisance of the current Membership. The mix of new and extant Members has provided consistency and continuity alongside some fresh approach and challenge.

There is an established skills matrix for the Board and a clear understanding of the need to ensure a balanced and rounded Membership to allow it to function efficiently and effectively. This draws on public, private and third sector expertise, alongside representation by the Principal, staff Members and students.

The College recently undertook a recruitment exercise to appoint new Board Members. The College targeted Members whose skills and experience would supplement the existing skills mix of Members, as well as ensuring sufficient skills and expertise going forward. The skills and experience of the Board is reviewed by the Nominations Committee on at least an annual basis.

Board Members believe the Board has the appropriate skill, experience, independence and knowledge to be effective. In 1-to-1 interviews and in our wider review work, we noted that the College has made good in-roads in terms of gender balance representation but has struggled to secure appointments to better reflect diversity of ethnicities represented.

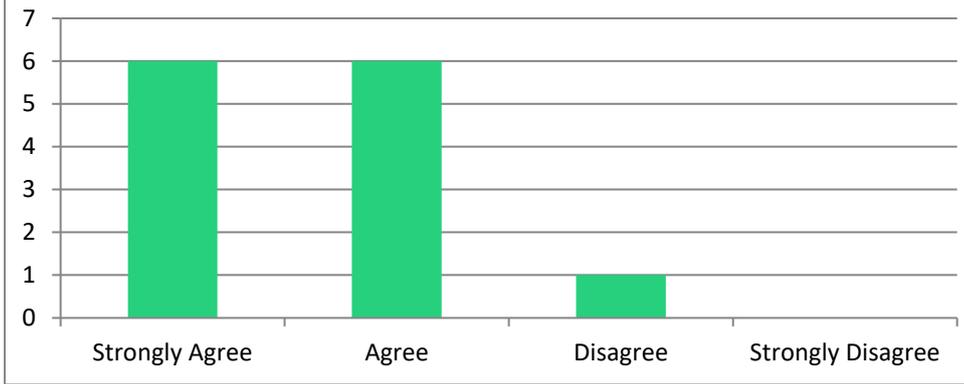
Where there are identified skills gaps or potential to further support a level of existing skills, this has been identified and taken forward by the Board. Co-opting of Members has been pursued in the last few periods to optimise the situation in practice.



The Principal's role in driving good governance and linking the work of the Board and Committees to the delivery activities of the College as a whole received particular praise. This was in evidence in the survey responses and the individual interviews; in the case of the latter, a range of respondents including those with the most day to day involvement with the College's operations shared positive observations on both the professional and interpersonal dimensions of the Principal's efforts in this area. This was reinforced by wider review of communications and updates and the Principal's reporting to the Board.

The College has also developed a comprehensive induction programme for new Board Members, integrated with formal induction training provided by the College Development Network. The programme is tailored to suit the specific needs of new Members. An induction timetable is developed for new Members and they have the opportunity to meet with the Board Secretary and/or Chair to review the training programme and identify any further training or development needs. Survey feedback indicates positive views amongst Board Members of the induction and ongoing training they receive. The 1-to-1 interviews reinforced this view, with Members stating that they felt comfortable and able to seek further support if required. The disagree comment (in the graph below) related to one response suggesting the "Committee induction should be strengthened", given that more emphasis was perceived as being placed on Board-level induction and that more could be done when a Member joins a particular Committee.

New committee members receive a committee induction and have their specific training needs assessed and met



Relationship and collaboration

Good Governance Criteria:

- **The board must ensure effective partnership working with local and national bodies including businesses, public and third sector organisations to develop commonly agreed priorities following the principles of effective collaborative working.**
- **The board must encourage and support effective partnership working and collaboration within and across regions to address local needs and meet national priorities and specialisms.**

The College has identified a range of elements supporting strong practices in this area. We have been able to confirm a broad range of partnership working initiatives are in place and further opportunities continue to be explored.

In June 2020, the Principals of Edinburgh, Fife, Forth Valley and West Lothian Colleges “formed a four-college collaboration to develop a multi-region response to economic recovery in East Central Scotland”. This led to the “creation of a suite of strategic initiatives that were discussed and agreed with the Chief Executives of the SFC and SDS. The Scottish Government agreed to fund two of these initiatives at a national level through the Young Person’s Guarantee Funding” (as per the College’s self-assessment).

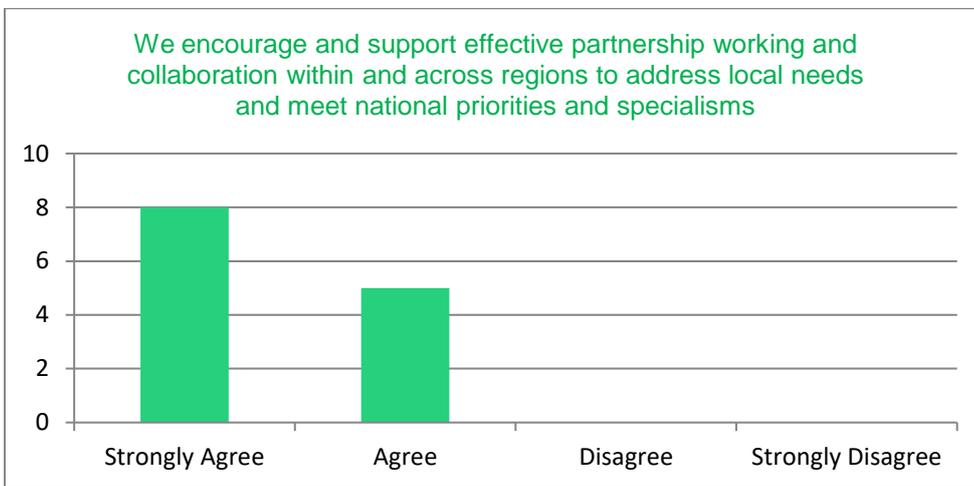
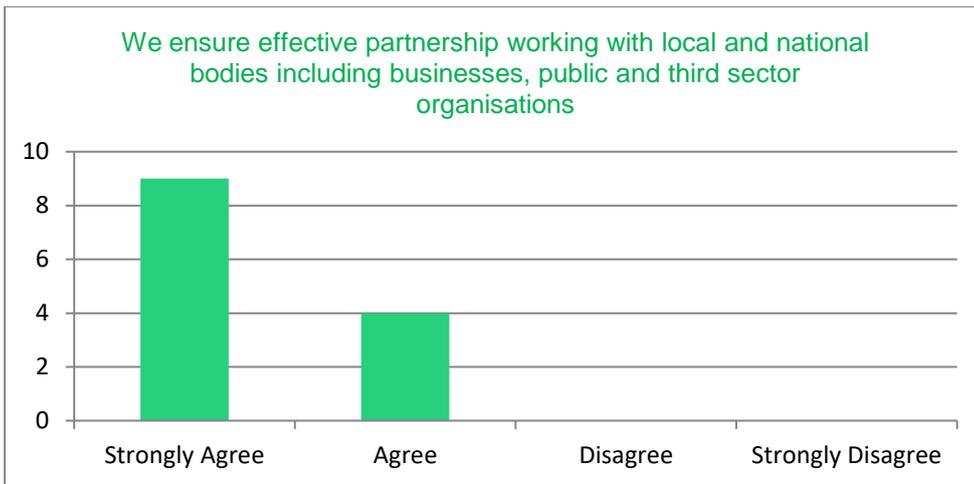
Other verified examples of partnership working (with Board and Committee oversight and encouragement) are set out in the bullet points below, as highlighted in the Board’s self-assessment:

- Cross-college working as part of the Edinburgh and South East Scotland City Regional Deal (through the Data Driven Innovation Gateway project), to develop a suite of courses that enhance the digital skills of groups including those furthest away from education and employment, women returners, and those seeking reskilling.
- In partnership with West Lothian Council, maximising additional Flexible Workforce Development Fund funding for small and medium-sized businesses. The council’s matched funding has provided a further £150,000. The College has been engaging with the Federation for Small Businesses and the Chamber of Commerce to raise awareness of this funding.
- Delivery of the BA Business and Management degree in partnership with Edinburgh Napier University.
- Working in partnership with Heriot-Watt University, Scottish Enterprise and a range of companies to bid for the establishment of a Centre for Regulated Bio-Manufacture..

The College has shown evidence of strong commitment to partnership and collaborative working, at both Board/Committee and management levels. A range of engagement with employers and employer groups, local authorities, community groups, unions, HE/FE partners and student representatives was verified as part of our work. A key member of the Community Planning Partnerships, this offers the College an established forum to work collaboratively and strategically with other bodies to deliver effective outcomes. There continues to be close working relationship between the College and the local authority, which is a critical partnership for the College’s success.

Discussion, updates and reviews of outcomes are regular items on Board and Committee agendas and at development session discussions. Monitoring of partnership working performance includes through monitoring

ROA performance, and reviewing and scrutinising the Principal's Report which incorporates regular detail on partnership working.



Our survey outcomes indicate that Board Members believe the College is using its partnerships to develop and improve collaborative working. Coupled with our range of testing and validation of the self assessment, along with review of other available evidence, we can back up the College's positive assessment outcomes.

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