



Canterbury Christ Church University

Governor Skills and Experience Framework and Self-Assessment Matrix

1. Introduction

In order to support the University to achieve its strategic objectives and to provide sufficient challenge to management and institutional performance, the University expects the Governing Body to demonstrate certain skills and experiences.

In addition to the skills and experience detailed in this framework, the University is required by its Articles of Association and Instrument of Government to ensure that at least ten Governors are members of the Church of England. The Articles also state that at least eight members of the Governing Body are to have experience of, and have shown capacity in industrial, commercial or employment matters, or in the practice of any profession.

2. Individual Requirements

Certain skills and experience are expected of all Governors, and certain skills and experience will be specific to members of the committees or a role (such as a Chair, Deputy Chair, Senior Independent Governor or a Governor Champion). Where certain skills are required of a role or member of a committee these will be set out in the appropriate role description or Committee Terms of Reference.

The skills and experiences required of Governors fall into three categories:

| Core Skills | Background and Experience | Professional Skills |
|---|---|---|
| All members of the Governing Body are expected to possess a high percentage of the core skills, including personal characteristics (Nolan Principles), effective communication and interpersonal skills, commitment to the University's mission, positive boardroom behaviours, analytical skills, strategic planning, leadership, governance, teamworking, personal development and stakeholder engagement | Specialist attributes, knowledge or experience. These requirements are in line with the University's strategic aims and objectives, together with its 'cross cutting themes'. | Specialist skills, normally supported by a professional qualification (e.g. education, medical, health and social care, HR, legal or financial and audit) or significant experience in a relevant role. |

The Skills and Experience Matrix will be used to ensure that the Governing Body is constituted in accordance with the Articles namely that at least eight Governors have shown capacity in industrial, commercial or employment matters, or in the practice of any profession. Additionally, Governors will be invited to undertake an annual self-assessment using the Skills and Experience Matrix to identify any experience gaps or training and development requirements within the Governing Body.

The Skills and Experience Matrix is cross referenced to the eight 'cross-cutting themes' from the University's Strategic Framework 2015-22, to demonstrate support for the University's strategic aims and objectives. The cross-cutting themes are: Internationalism; Student and Staff Wellbeing; Employability; Partnerships and Community; Widening Access, Inclusion and Participation; Equality, Diversity and Inclusion; Sustainability; and Digital Experience.

Governors will be invited to self-assess their skills in various areas, ranging from *highly competent* to *not yet developed*.

| Highly Competent | Competent | Developing | Not Yet Developed |
|---|---|---|--|
| The Governor would have significant knowledge and practical experience in this area. They would undertake regular and planned work to maintain this level of expertise. | The Governor would have some practical experience in this area. This is a skill that the Governor uses infrequently. The Governor undertakes regular training or improvement activity in this area. | The Governor would have little practical experience in this area but would be proactively working to improve skills or knowledge. | The Governor would have no knowledge or practical experience in this area. They are not engaged in training. |

3. Governing Body Overview

The University maintains a Consolidated Skills and Experience Matrix demonstrating overall Governing Body compliance with the required skills and experience. This is populated using information provided by Governors on appointment and updated annually, based on a self-assessment exercise. The majority of Governors are expected to meet the requirement of highly competent or competent within the Core Skills section.

| Skills/Characteristics | No. Competent / Highly Competent | No. Developing / Not yet developed | RAG Rating |
|---|---|---|---|
| Core Skills | | | |
| Personal Characteristics (Nolan Principles) | | | All Governors should possess the majority of the core skills. |
| Commitment to the University's mission | | | |
| Positive Boardroom Behaviours | | | |
| Analytical | | | |
| Personal Development | | | |
| Communication and Interpersonal Skills | | | |
| Strategic Planning | | | |
| Strategic Leadership | | | |
| Governance | | | |
| Teamworking | | | |
| Stakeholder Engagement | | | |
| Knowledge and Experience | | | |
| Student Experience | | | Ideally at least 1 Governor should self assess as highly competent or competent in each area R=0 A=1 G=3 |
| Higher Education | | | |
| CEO, NED or Senior Exec level | | | |
| Collaborative Partnerships | | | |
| Secondary and Further Education | | | |
| Graduate Outcomes / Employment | | | |
| Academic Strategy | | | |
| Research | | | |
| Senior Level Recruitment and Remuneration | | | |
| National Policy | | | |
| Local Authority | | | |
| Trades Unions | | | |
| Students Unions | | | |
| Health and Safety | | | |
| Medical, Health and Social Care | | | |
| STEM | | | |
| Faith | | | |
| Risk Management | | | |
| Charitable organisations | | | |
| EDI | | | |
| Mental Health / Welfare | | | |
| Project Management | | | |
| Business Continuity / Disaster Planning | | | |
| Sustainability | | | |
| Professional Skills | | | |
| Legal | | | |
| Financial and Audit | | | |
| Medical, Health and Social Care | | | |
| IT | | | |
| Estates Management / Construction | | | |
| Marketing / PR | | | |
| Human Resources | | | |
| Data | | | |