

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. These are 'soft' skills including personal characteristics, effective communication and interpersonal skills, commitment to the University's mission, positive boardroom behaviours, analytical, 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) 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 following elements of the University’s ‘Vision 2030’ strategic framework:

- the four ‘strategic aims’: Student learning, life and futures; Our impact; Research, Enterprise, and Innovation; People, Culture, and Community; and
- the six ‘cross-cutting themes’: Sustainability; Compassion; Wellbeing; Partnerships; Inclusivity; and Global.

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				All Governors should possess the majority of the core skills
Personal Characteristics (Nolan Principles)				
Commitment to the University's mission and values (https://www.canterbury.ac.uk/about-us/our-story/mission-and-values)				
Commitment to the University's Vision 2030 (https://www.canterbury.ac.uk/about-us/our-story/vision-2030)				
Analytical				
Personal Development				
Communication and Interpersonal Skills				
Strategic Planning				
Strategic Leadership				
Governance				
Teamworking				
Stakeholder Engagement				
Positive Boardroom Behaviours				
Knowledge and Experience				Ideally at least 1 Governor should self- assess as highly competent or competent in each area R=0 A=1 G=3
Student Experience				
Higher Education				
CEO, NED or Senior Exec level				
Collaborative Partnerships				
Secondary and Further Education				
Graduate Outcomes / Employment				
Academic Strategy				
Research, Innovation and Enterprise				
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				
Equity and Inclusion				
Mental Health / Welfare/ Compassion				
Project Management				
Business Continuity / Disaster Planning				
Sustainability				
Professional Skills				
Legal and Regulatory				
Financial and Audit				
Medical, Health and Social Care				
IT				
Estates Management / Construction				
Marketing / PR				
Human Resources				
Data Management				
Digital Transformation (including new technologies)				