**UNIVERSITY BOARD**

**SKILLS REVIEW MATRIX July 2018**

Each key skill is linked to relevant strategic objectives and/or the Board’s Statement of Primary Responsibilities (SPR) as highlighted in red. *To assist with the assessment of Board Members’ skills, suggested definitions are provided to illustrate a ‘High’ skill level.*

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|  | **KEY SKILLS**  | **Strategic Importance of the skill (Rank 1=high 2=medium 3=low)** | **Members’ Skill Levels** |
|  | **CORE SKILLS: All members would be expected to possess all of these skills to varying degrees.** |  | **HIGH** | **MEDIUM** | **LOW** |
| **1** | **Personal Characteristics**All Board Members should have empathy with the values of the Higher Education sector and the University’s own characteristics and values. They must also be committed to creating and supporting a diverse organisation and understanding the importance of equality and diversity. |  |  |  |  |
| **2** | **Strategic Leadership** Statement of Primary Responsibilities (SPR) 1, 2A person with a high skill level would be able to contribute effectively to collective decision making and take necessary actions in the best interests of the University and represent the University favourably. They would have a proven ability to analyse issues and contribute to solutions at Board level. They would fully recognise the proper separation between governance and executive management. |  |  |  |  |
| **3** | **Strategic Planning**SPR 1,2A high skill level would indicate an ability to identify and critically assess strategic opportunities and threats at a corporate level and contribute to the development of strategies in the context of the Institution’s values and objectives. |  |  |  |  |
|  |  | **Importance** | **High** | **Medium**  | **Low** |
| **4** | **Boardroom Behaviours and Collective Decision Making**SPR (all)A high skill level indicates a person with strong interpersonal skills and extensive experience of Board level work and an understanding of collective decision making. They would have a proven track record of being able to prioritise key issues and challenge appropriately. They would act fairly and impartially in the interests of the University, using independent judgement and maintaining confidentiality as appropriate. |  |  |  |  |
| **5** | **Ethics & Integrity**SPR 3, 7, 8A high skill level indicates a proven knowledge of ethical issues in a corporate environment and an ability to conduct themselves in accordance with accepted standards of behaviour in public life. They would make full and timely disclosure of personal interests in accordance with the approved procedures. They would understand the University’s charitable purpose and work to ensure financial viability and safeguard its assets. |  |  |  |  |
| **6** | **Communication Skills**SPR (all)A high skill level indicates an ability to contribute to Board discussions and articulate complex issues effectively and succinctly. They can debate constructively, question intelligently and be respected by other Board members. |  |  |  |  |
| **7** | **Governance** SPR 3, 8, 13, 15, 16, 16A high skill level indicates a person with proven experience in working within a relevant regulatory framework and an understanding of compliance requirements. |  |  |  |  |
| **8** | **Risk Management**SPR 3, 8, 13, 15, 16A high skill level would indicate a person with demonstrable experience of risk management principles who is able to contribute effectively and appropriately to the Board’s oversight of the University’s risks. |  |  |  |  |
| **9** | **Strategic Performance Management**SPR 5,6 A demonstrable ability to monitor the University’s performance against its agreed strategic objectives, by contributing to the setting of appropriate Key Performance Indicators and effectively overseeing progress against these measures. |  |  |  |  |
|  |  | **Importance** | **High** | **Medium**  | **Low** |
| **10** | **Stakeholder Engagement**A highly skilled Board member would demonstrate an ability to represent the Board and the University externally, using personal influence and networking skills appropriately on behalf of the University and liaise with key stakeholders if required. |  |  |  |  |
|  | **CHARACTERISTICS AND EXPERIENCE: These are more specialist attributes, knowledge and experience (a balance of these attributes is required across the Board and requirements will vary according to changing strategic priorities)** |  |  |  |  |
| **11** | **The Student Experience and Graduate Employment**SPR 14A high skill level would be someone with relevant and current understanding of the student experience in the HE environment and issues relating to student employability and who is able to contribute to these discussions at a strategic level. |  |  |  |  |
|  |  | **Importance** | **High** | **Medium**  | **Low** |
| **12** | **Higher Education and Academic Quality**A high skill level would be an appropriate academic qualification and a current working knowledge of relevant issues in higher education, including research performance. They would use this knowledge to help the Board to ensure effective operation of academic governance and in order to maintain quality in the interest of students. They would also use this knowledge to inform the Board’s debate and oversight of institutional performance. |  |  |  |  |
| **13** | **Senior recruitment and remuneration**PSPR 9,10A high skill level would indicate a person with demonstrable experience in the successful recruitment and remuneration of senior management within a comparable organisation and an understanding of the Board’s responsibilities and the framework for senior level remuneration. |  |  |  |  |
|  | **PROFESSIONAL SKILLS: These more specialist skills which would normally be accompanied by a professional qualification (a balance of these attributes is required across the Board and requirements will vary according to changing strategic priorities)** |  |  |  |  |
|  |  | **Importance** | **High** | **Medium**  | **Low** |
| **14** | **Financial & Audit**, SPR 12A high skill level would be a fully qualified accountant or auditor with Board level experience in an enterprise or institution of equivalent or greater size and complexity. They should have recent relevant technical knowledge beyond a basic familiarity with financial statements.  |  |  |  |  |
| **15** | **Human Resources and Organisational Development**SPR 11A high skill level would indicate a person with extensive knowledge and experience of human resources and organisational development at a strategic level, possibly including a relevant professional qualification. |  |  |  |  |
| **16** | **Estates and Sustainability**A high skill level would indicate a person with extensive professional experience in the field of estates (possibly with relevant qualifications) and a thorough working knowledge of the property sector, locally and nationally. They would also have a knowledge of strategic corporate sustainability issues and environmental issues. They would be able to contribute to discussion of the University’s carbon management strategy and other relevant objectives. |  |  |  |  |
| **17** | **IT/Technology**A person with a high skill level would have a proven track record of developing IT strategies in large organisations, possibly with a relevant specialist qualification, and a current detailed knowledge of relevant technologies. |  |  |  |  |
| **18** | **Marketing/PR/ Communications**SPR 8A high skill level would be someone with extensive experience in medium or large organisations at developing and successfully implementing marketing and communications strategies.  |  |  |  |  |
| **19** | **Legal**SPR 13 A person with a high skill level would hold a relevant professional qualification and possess legal experience relevant to the University’s activities. They would demonstrate an understanding of the Board members’ roles and responsibilities in seeking independent legal advice where required and be able to contribute effectively to discussion of these issues. |  |  |  |  |