

Committee:	Date:
Governance and Effectiveness Committee of the Guildhall School of Music and Drama	1 April 2019
Board of Governors of the Guildhall School of Music and Drama	13 May 2019
Subject: Skills Survey 2018	Public
Report of: Town Clerk	For Decision

Summary

The last skills survey of Governors was carried out in 2014 and, at the request of the Board Governors, a new survey has been carried out to assess personal skills and attributes including specialist and technical areas relating to the School. A revised version of the outcome of the survey is now presented for the consideration of the Governance and Effectiveness Committee and the Board of Governors.

Recommendation

The Governance and Effectiveness Committee and the Board are asked to note the contents of this report and the results of the skills survey and to consider any appropriate actions in relation to the outcome of the survey.

Main Report

1. The skills survey form used for the refresh was identical to that used in 2014 and is attached as **Appendix A**. The received results are included at **Appendix B**. These results demonstrate that the Board is strong in areas of governance, strategic management and risk and audit and that Governors have an interest and knowledge of the arts. There is, however, a lack of identified skills regarding teaching experience (all categories listed), legal and estates and facilities management.
2. The review also highlights that the Board is comprised of a number of Governors who have specific and relevant skills and knowledge to carry out their role, such as Governors who sit on other educational governing bodies or have Higher Education Policy background, Research with HE / Performing Arts context, and those with qualifications in Education, Music and Theatre, which all serve to strengthen the governance of the School.
3. The Governance and Effectiveness Committee considered a report on the outcome of the survey at its meeting last October and asked that additional information be provided from the raw data collected to show average rating scores for Board members across each individual category of the survey.

4. This information was added and the paper was then presented to the inquorate Board meeting in February, when those Members present noted submitted comments from 2 co-opted Board Members.
5. Professor Geoff Crossick commented that information on the average score for any particular skill or experience is of less value than the number of Board Members with a high score (4 or 5) for that area. He added that it should not be expected that Board Members be accomplished in lots of areas, but that it should be ensured that there is a small number of Members (1 to 3) with a high score in all that is regarded as necessary for the Board's ability to discharge its responsibilities. Professor Maria Delgado also considered that the numerical information did not show the reach and breadth of the skills and that with the Knowledge Exchange Framework, the industrial strategy and the release of funding related to building up Research and Development, research has gained increasing prominence and skills and expertise in this area might be useful, as would skills on Widening Participation. Professor Delgado questioned whether the skills audit undertaken (which refreshed the survey undertaken in 2014) appropriately covered the skills needed for governance in higher education in 2019.
6. As a result, and to take account of those comments, a revised version of the report that now includes details of the number of Board Members with a score of 4 or 5 in each area, is now being resubmitted to the Governance and Effectiveness Committee and the Board of Governors. The category areas where there are no Governors reporting scores of either 4 or 5 are health and safety; estates and facilities management; and teaching – further.

Appendices

- Appendix A – Skills Survey
- Appendix B – Survey Results

Martin Newton

Committee and Member Services Officer

Town Clerk's Department

T: 020 7332 3154

E: martin.newton@cityoflondon.gov.uk