



HARTPURY

MINUTES

Meeting Hartpury College Board of Governors 11.30am – 1pm Tuesday 9th November 2021 Gordon Canning and Via MS Teams

Present:	Mr Edward Keene (Chair)	University and College Board
	Mr Russell Marchant	Vice-Chancellor/Principal
	Mrs Barbara Buck	College Board (Vice Chair)
	Mr Patrick Brooke	College Board
	Ms Mary Heslop	College Board
	Mr Kam Nandra	College Board
	Mr Sean Lynn	College Board – Staff Governor
	Mr Alastair Grizzell	College Board
	Mr Chris Moody	University and College Board
	Ms Alice Bridges	College Board – Student Governor
In Attendance:	Ms Lynn Forrester-Walker	Chief Operating Officer
	Ms Claire Whitworth	Vice-Principal Further Education
	Ms Gillian Steels	Clerk to the Governors
Apologies		
	Ms Helen Wilkinson	College Board

		Action & Action Date
FE01/11/21	Scene Setting and Welcome The Chair reminded governors that these twice-yearly meetings provided an opportunity for the College Board to focus on areas relating solely to the College, and also to build relationships as a group. Alice Bridges and Alastair Grizzell were welcomed to the meeting.	
FE02/11/21	Apologies – as detailed above.	
FE03/11/21	Quoracy It was confirmed the meeting was quorate.	
FE04/11/21	Declarations of Interest It was noted that the Chair, Vice Chancellor & Principal & Mr C Moody – were also Members of the University Board.	
FE05/11/21	Gift Aid payments to Hartpury University Group The Board considered a paper which reminded governors that the group structure operated to enable long term sustainability of each entity and the mechanisms for the College – with no ownership of any major capital assets - to contribute to the group investment in asset development. The structure set up enables the College to operate in a self-sustaining way but it could get further funding from the University if required and if	

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	<p>this meets the charitable objective of Hartpury University. Equally, if the College makes a surplus then that surplus could be gifted to the University to support the charitable objects of the subsidiary and if the University can show it will use the grant to further its charitable purposes.</p> <p>Hartpury College has accrued Income and Expenditure reserves over the past 12 months of £1,202,278. Previous reserves amounting to £2,243,203 were gifted to the University at this meeting last year. In determining the level of any grant, the College needs to ensure that it remains a going concern and has sufficient cash reserves to meet its commitments. It also needs to be cognisant of the ESFA methodology for assessing the financial health of colleges.</p> <p>In terms of future commitments, the College must be able to meet its creditors as they fall due and meet its obligations to maintain the premises it leases from the University in a good state of repair (these two buildings are the Malcolm Wharton Centre and the CLC). This maintenance is undertaken by the University facilities department but should be funded by the College.</p>	
	<p>Having consider the current financial position of the College, the ESFA assessment criteria and future commitments the FE Board considered a grant to the University of full income and expenditure reserve of £1,202,278. Noting this would not impact the overall financial health assessment using either the current approach or the proposed approach and our financial health would remain Outstanding. It was confirmed this had been checked through the model and that Hartpury College would have sufficient funds to meet its solvency and performance needs.</p> <p>It was confirmed that it was planned to review the model in February for consideration by SFR. It was agreed that if it was possible to create a revised model that might be helpful as the current model meant that individuals who did not understand Hartpury's structure could not fully understand its performance.</p>	
	The FE Board APPROVED an agreed grant payment to the University as set out above.	
FE06/11/21	ESFA Feedback on Financial Health & Benchmarking based on Hartpury College of Further Education, College Financial Forecasting Return 2021 to 2023	
	The Board considered the ESFA Feedback on Financial Health & Benchmarking based on Hartpury College of Further Education, College Financial Forecasting Return 2021 to 2023. This confirmed the College was graded as outstanding and provided some benchmarking data for review. Governors queried why college income was shown as reducing in 2022/23 and were advised that this was because at this time the ESFA had not indicated that they would make a further contribution in relation to pensions.	
	The FE Board NOTED the ESFA Feedback on Financial Health & Benchmarking.	
FE07/11/21	Key Strategic Issues Facing Further Education	
	The Board considered potential changes to Funding, noting an announcement was awaited, options for diversification were considered.	

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	<p>It was noted that government clarity on the future of General Qualifications, such as BTECs was awaited.</p> <p>The Principal noted that currently students seemed to be showing less resilience following the impact of Covid on their academic lives. This was making College Life more of a challenge and potentially had led to some withdrawals, although the Vice-Principal FE advised that currently withdrawals were broadly in line with the previous year.</p> <p>It was noted that the target for the college was 2000FTE by 2025. This would be reviewed within the FE Strategy Review which would be considered at the April Strategy Days. The Student Experience and Student Journey were key aspects to be considered.</p> <p>A governor queried if the introduction of exams for BTECs was altering the nature of this cohort. The Principal and Vice-Principal FE advised it had not changed the type of student being attracted. It was recognised that the changes were national and that students therefore had no choice. The marketing for the courses clearly spelt out the requirements. The Vice-Principal FE advised that they were running mock assessments for BTECs to gauge where students were post lockdown education impacts. It was noted these students had not done formal exams and that the experience would be unfamiliar to them which might cause mental health issues. It was recognised that the results would need to be carefully monitored and might affect the College's profile. It was recognised some Colleges had moved to exam based BTECs earlier and that examination bodies had therefore had the opportunity to develop their understanding for setting exams in these qualifications.</p> <p>The Vice-Principal FE advised that within Promonitor students now had an aspirational target and a minimum target, both of which could be used in reporting. She confirmed the aim was to have clear and transparent reporting as Hartpury transitioned to this new form of assessment for BTECs. It was recognised that the introduction of examination assessment was also a significant change for staff. It was confirmed, as previously updated, that staff were being supported through the change and that CPD was in place. It was noted that not all staff were delivering for exam assessment as the courses included a range of assessment methodology.</p> <p>It was confirmed parents were also being given resources to help support students. It was confirmed that the Preparation for Success training helped support students and build resilience.</p> <p>A governor queried how often the College obtained feedback from industry. The Vice-Principal FE advised that this was done regularly, currently work was ongoing to standardise the process, building on the good practice in agriculture. The balance between use of varying individuals from industry or building relationships was considered – and it was agreed that each would be appropriate in some circumstances.</p> <p>The Board considered the changing curriculum landscape – in particular:</p> <ul style="list-style-type: none"> • T'Levels • Apprenticeships • A'levels • Applied General Qualifications 	

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	<p>And the relative risks around them.</p> <p>It was agreed that T'levels were potentially an exciting development which had been developed with employers but funding and student uptake were both unknowns. It was confirmed they contained industry placements of 45 days. It was recognised that getting placements for all Animal Management students would be challenging. A governor expressed concern that with a T'level that if a student failed any component they failed the course, whereas with A'levels they had three separate qualifications. Maths and English requirements were also a concern – if students could not achieve these they would have to do an apprenticeship if they wished to continue to study.</p> <p>It was recognised that there continued to be much uncertainty around the way these curriculum changes would be taken forward.</p>	
	The Strategic Discussion was NOTED.	
FE08/11/21	OFSTED Update	
	<p>Key changes highlighted in the guidance related to sexual abuse and ensuring an appropriate response for all forms including peer on peer abuse. It was confirmed the updated guidance and the Keeping Children Safe in Education guidance had been shared with staff and training provided. It was confirmed that student guidance and training was renewed on an ongoing basis to ensure students were able to raise these issues. It was confirmed governors were updated on this important area through the annual Safeguarding Reports, the Self-Assessment Report and Quality Improvement Plan. The Principal advised that Safeguarding was a fixed item on the SMT agenda to enable monitoring, and response to, trends and patterns. It was noted there were also weekly safeguarding reports.</p>	
	<p>Governors were advised of the following key themes from recent inspections:</p> <ul style="list-style-type: none"> • Focused on biggest and 'worst' overall (for us, Sport as biggest and ED3 Ag as 'worst' due to lowest retention, albeit above national rates) • In A Levels, likely to pick the largest subject and 'worst' • High Needs deep dives focused on themes i.e. students with autism • Will pick learners for deep dives although we may also be able to pick some too; may pick adults in English GCSE for example • Apprenticeships – wanted to see structured off the job training, induction, initial assessment and how this is used to inform delivery, how going above and beyond Standard, how identifying skills and knowledge gaps, how sequencing • Exploring staff expertise and why they are experts in their field <p>Safeguarding culture, workload, work scrutiny, skills gaps and wellbeing were all areas for consideration.</p>	
	<p>It was noted that we were operating Deep Dives as part of our preparation:</p> <ul style="list-style-type: none"> • Mirror Ofsted inspection • Support staff with articulation • Curriculum based – teacher staff, middle manager and student focused 	

		Action & Action Date
	<ul style="list-style-type: none"> Share experiences with peers <p>Governors noted that Tom Hallam, who had been an OFSTED inspector had left and queried whether other staff might become inspectors. The Vice-Principal Further Education advised this might happen in the longer term.</p>	
	The OFSTED update was NOTED.	
FE09/11/21	Any Other Business - A governor requested an update on sustainability from a college perspective at the next meeting. It was agreed this would either come here or to the Strategy Days	Principal

Dates of Future Meetings - all scheduled to commence at 11.30am except where noted.

10th February 2022

15th November 2022

APPROVED