



HARTPURY

MINUTES

Meeting Hartpury College Board of Governors 11.30am – 12.45pm Tuesday 13th February 2020 Gordon Canning Room

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 Graham Van der Lely	College Board
	Ms Helen Wilkinson	College Board
	Mr Chris Moody	University and College Board
In Attendance:	Ms Lynn Forrester-Walker	Chief Operating Officer
	Ms Claire Whitworth	Vice-Principal Further Education
	Ms Gillian Steels	Clerk to the Governors
Apologies		
	Mr Sean Lynn	College Board – Staff Governor
	Ms Ehlana Drury	College Board – Student Governor

		Action & Action Date
FE01/02/20	Apologies – as detailed above.	
FE02/02/20	Quoracy It was confirmed the meeting was quorate.	
FE03/02/20	Declaration of Interests There were no specific declarations of Interest. The Chair, Chief Executive and Principal and Mr Chris Moody hold standing Declarations as members of both Boards.	
FE04/02/20	Integrated Financial Model for Colleges The Board noted that in December 2019 the Education Skills Funding Agency (ESFA) as the regulator of the College issued a new Integrated Financial Plan which they required all FE Colleges to complete. It was confirmed that the deadline for submission of this new model was 28 th February 2020, but that in future years the deadline will probably be January. For 2020 extra time had been provided because of the complexity of the new model. It was noted that the plan aims to provide, in a single model, a reflective view of the previous financial year's out turn, the actual spend to the end of November, projections to the end of this year and a further two years forecast. The Board was advised that the	

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	<p>reasoning behind the introduction of the model was to support longer term cashflow monitoring, to support earlier identification of colleges likely to require intervention. The model had been based on the model used by colleges when intervention was ongoing but its national roll out had identified a number of issues with the model. A number of iterations had been issued to resolve the issues, but some remained to be ironed out (it was noted these were highlighted within the paper, for example in relation to Financial Health Rating which should have been indicated as Outstanding across the years of the model, but was incorrectly showing as Requires Improvement for 2018/19. It was confirmed ESFA were aware of this and had already received two returns which were indicating a Financial Health Rating of Outstanding.)</p> <p>The Board expressed concern regarding the extra work that the provision of a model that was not functioning correctly had caused staff through the need for repeated entry of information into a number of models. The Board requested that this concern be formally minuted. It was confirmed that the Association of Colleges had also raised the concerns with ESFA.</p> <p>The Chief Operating Officer took the Board through the paper, which had been considered by the Strategy, Finance and Resources Committee on 11th February. The Committee had recommended approval of the submission.</p> <p>It was noted that for Hartpury College, when compared to everyone else in the sector, this was a relatively easy model to populate as the College directly receives only ESFA income and a small amount of tuition fee income. Costs are limited to teaching staff and their related pension and direct teaching non pay, with the share of all other overhead costs being a single amount. It was clarified that in completing the model the 2018/19 figures relate back to the published college accounts signed in November, actual to date figures relate back to the management accounts with the balance for 2019/20 reflecting the balance to achieve forecast. It was noted that for 2020/21 and 2021/22 the forecast figures take account of the impact on income of the growth in student numbers attained this year and an increase in the base funding rate whilst staffing and other costs reflect the strategic financial plan.</p> <p>The Board considered the financial recharge made to the College by the University. It was noted that on the current model used by Hartpury that the College would build a cash balance every year. It was noted this was then consolidated within the Group accounts, however it was considered that there was the potential for the college's accounts to be misinterpreted and that it might provide greater clarity for any cash balance to be granted back to the University at the end of the year. This would then put the College in the same position as the other subsidiaries. The Board was supportive of this approach, which it was considered would</p>	

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	<p>provide a clearer picture of performance. It was agreed that in future this exercise should be undertaken when the Annual Financial Statements were approved. It was agreed the Chief Operating Officer would undertake the necessary review to support this. It was agreed a 1.2 current ratio was the target level and should be reflected in the future years of the financial model.</p> <p>The Board considered the assumptions within the paper and the information previously provided within the Financial Statements and Financial Plan which had previously been approved and submitted. It was confirmed that the supporting paper would be provided as commentary to the ESFA.</p> <p>The Board APPROVED the assumptions and the Integrated Financial Model for submission to the ESFA.</p>	Nov COO & Board
FE05/02/20	Transition to Exam Based Assessment	
	<p>Following discussions at the previous Board in relation to strategic changes for the College and discussions at QuEST the Board considered a presentation on actions undertaken to support the transition to greater levels of exam-based assessment across the curriculum, following national changes. This topic had also recently been considered by the Executive.</p>	
	<p>It was confirmed that the opportunity had been taken to learn from areas in the College which already had exam assessment, such as A'levels, and Sport Level 2 where exam assessment was being trialled; and also, from other colleges which had transitioned to exam-based qualifications earlier. It was noted that there had been some issues during transition with some qualification boards and that Hartpury had been waiting for transition issues to be resolved to ensure students had the best opportunities. Key issues identified had been effective sequencing and ensuring students had more than one opportunity to achieve.</p>	
	<p>A Steering Group had been put in place to resolve pedagogy and logistics issues. It was highlighted that no other land-based college was doing the volumes of Hartpury. Curriculum was also being modelled to provide a qualification opportunity after 2 years. The risk that this might mean a greater proportion of agricultural 3 year students left after year 2 was considered. It was confirmed that applicant day information had changed to ensure potential students realised the qualifications would include exam assessment. Staff development had also been put in place to support staff who had not previously used exam assessment. This had been built into the Teaching and Learning Strategy. Governors recognised that preparation of staff would be a significant challenge and asked for more detail on this. The Vice-Principal Further Education advised that Teaching, Learning and Assessment coaches were in place, twilight training sessions and a number of full day CPD sessions were planned for the summer</p>	

		Action & Action Date
	<p>(June and August). Governors queried if staff were likely to be lost due to the changes. The Vice-Principal Further Education advised there was no evidence of this to date. The need to have oversight of workforce data was highlighted by a governor. A governor queried how staff were feeling generally. It was confirmed that the aim was to treat HE and FE staff equally.</p> <p>The Vice-Chancellor and Principal advised that currently Hartpury was undertaking three remuneration reviews: HE Remuneration Review FE Remuneration Review Professional Services Remuneration Review.</p> <p>Feedback from these would be brought to the Strategy, Finance and Resources Committee and then on to the Boards.</p>	SFR June 2020
	<p>Governors questioned whether a greater use of exam assessment was likely to deter potential students, and queried whether the revised qualifications would provide employees with the skills employers required. It was noted that the requirement that all young people be with education, employment or training up to the age of 18 meant that other than apprenticeships the alternatives were limited. To date feedback from employers had not highlighted issues over the assessment method, but the transition remained ongoing. The continuing focus on the Hartpury Certificate aimed to ensure Hartpury students continued to have the skills and aptitudes valued by employers. It was noted that students who had recently transferred from schools were already used to exam assessment.</p>	
	<p>It was noted that the biggest impact on results was likely to be in 2021/22. Governors queried whether a plan was in place. It was noted that currently the Steering Group was overseeing actions and high-level aspects were incorporated within the Quality Improvement Action Plan. It was noted there were 800 learners who would be impacted. Governors asked how this was split across provision and were advised it would impact all level 3 students: sport, agriculture, animal and equine. Level 2 was not currently impacted.</p>	
	<p>The Board debated how it wanted to be updated on this issue and agreed it should be updated to QuESt and onward to the Board. The need to ensure reporting to the Board was at a strategic level was recognised. It was recognised the transition would mean that results were not comparable for a period of time and a method of reporting which reflected this would need to be considered. A governor raised the issue of the timing of the transition. It was noted that Hartpury had waited for the examination boards to have dealt with teething issues, recognising the scale of the transition. Colleges which had moved early had experienced some difficulties and results had fallen. The Vice Chancellor and</p>	VP- FE & Board Nov 2020

		Action & Action Date
	Principal commented on the need to ensure the student was at the heart of the decision-making process.	
	<p>The future role of T levels and their potential impacts was considered. The challenge of meeting the work placement element was highlighted.</p> <p>A governor commented on the need to ensure discussions within the Board focused on strategic matters, including strategic curriculum matters.</p> <p>The Update on Exam Assessment Transition was NOTED.</p>	
	Education Improvement Framework Follow Up Session	
	The Vice-Principal Further Education advised the type of questions this highlighted for the Board to consider. It was agreed these would be taken forward for consideration in November 2020.	VP FE Nov 2020
FE06/02/20	<p>Any Other Business</p> <p>The success of the Agri-Tech Centre was highlighted and the Vice-Principal Further Education congratulated for her role in achieving this.</p>	

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

3rd November 2020

Signed:

Mr Edward Keene – Chair FE Board

4th March 2020

Approved March 2020