



HARTPURY

MINUTES

Meeting Hartpury College Board of Governors 12noon- 1.25 Tuesday 2nd May 2023 Via MS Teams and in Gordon Canning

Present:		
	Mr Edward Keene (Chair)	University and College Board
	Professor Andy Collop	Vice-Chancellor & Principal
	Mrs Barbara Buck	College Board (Vice Chair) – in the Chair
	Mr Patrick Brooke	College Board
	Ms Mary Heslop	College Board
	Mr Sean Lynn	College Board – Staff Governor
	Mr Chris Moody	University and College Board
	Ms Jennifer Garvey	College Board – Student Governor
In Attendance:	Ms Lynn Forrester-Walker	Chief Operating Officer
	Ms Claire Whitworth	Deputy-Principal Further Education
	Ms Gillian Steels	Clerk to the Governors
	Mr Nick Oldham	Co-opted Committee Member QuEST
	Ms Lesley Worsfold	Deputy-Principal Resources (for items 1-5 inclusive)
Apologies		
	Mr Alastair Grizzell	College Board
	Ms Helen Wilkinson	College Board

		Action & Action Date
FE01/05/23	Welcome and Scene Setting The Chair welcomed attendees to the meeting.	
FE02/05/23	Apologies – as detailed above.	
FE03/05/23	Quoracy It was confirmed the meeting was quorate.	
FE04/05/23	Declarations of Interest It was noted that the Vice Chancellor & Principal & Mr C Moody – were also Members of the University Board.	
FE05/05/23	Ofsted Residential Accommodation Action Plan Update The Deputy Principal Resources provided a comprehensive update on the actions taken or ongoing to take forward the Action Plan.	
	OFSTED Recommendation re Staffing – number, duties, training, support	
	Response - a review of the Residential Support Team (RST) - structure/ numbers/ balance of day: night staff had been undertaken, a new structure and additional posts had been put in place. There was an increased focus on wellbeing and safeguarding. Recruitment for new	

		Action & Action Date
	posts, and also to fill resignations – unrelated to the inspection, was ongoing. The revised structure was: <pre> graph TD Worsfold[Lesley Worsfold Deputy Principal Resources & DSL] --> Edwards[Rayna Edwards Head of Safeguarding, Wellbeing & Health/ DDSL] Worsfold --> Retais[Natalie Retais Head of Residential Life & Residential Services] Worsfold --> Hill[Darryl Hill Head of Student Safety & Resilience/Prevent Lead] Edwards --> RST1[Residential Support Team Night Staff/staff living on campus] Retais --> RST2[Residential Support Team Day Staff] </pre> A new post of Assistant Head of Safeguarding (evenings) had been successfully recruited to and was bedding in well. It was confirmed that the changes had improved development with increased opportunities for CPD and reflective practice. The changes mean the Residential Support Team can be part of the clinical governance framework. A trial was ongoing of external security (this would remove general security duties from the RST during evening/night). A Review of lock up procedure had taken place.	
	Ofsted Recommendation - Suitable sleeping accommodation – bunk beds concern	
	There had been a focus group with students on bunkbeds. This had not indicated this as a concern. Options had been explored for twin beds which students had been positive about. It was now planned to convert 50% of the bunk bed accommodation in Dingle 1 by Sept 2023 and the rest by Sept 2024.	
	OFSTED RECOMMENDATION – CCTV/surveillance equipment	
	As previously confirmed bodycam use had ceased following the inspection. Regular checks had been put in place to ensure cameras were positioned as planned. Eversheds had given guidance related to policy and processes. A Data Protection Impact Assessment had been undertaken. The signage was to be updated and Training put in place. Use of internal and external cameras reviewed with a focus on ensuring proportionality between safety and privacy.	
	OFSTED RECOMMENDATION – induction, training and cpd for volunteers and staff in residential areas relating to student needs	
	• Supervision in place for all members of RST (Residential Support Team) • Any training gaps to be addressed/ clinical governance framework/ new structure supports CPD & reflective practice • All RST members attended training session run by external trainer (Charlie Waller Memorial Trust) on mental health/suicide awareness, handling conversations with students and self-care • RST members attended ASIST training • Safeguarding session delivered to include County Lines, gangs, CSE and CCE plus online training on these topics cascaded • Monitor external supervision to ensure it continues to support staff needs	

		Action & Action Date
	External supervision provider to attend x 3 Residential Support Team meetings for group reflective practice Processes had been put in place to build trusted relationships with students. These included all residential students starting on campus on the same date for September 2023, a residential student team building event within induction, the RST to change the form of visits to the residential buildings to check-ins, weekly and weekend drop ins to the residential buildings, meet the Night Team event, RST to utilise the office in Heroes – the under 18 common room. There had been a revamp of Non-Academic Behaviour Management Process to focus on restorative approaches and resilience building, this will be implemented for 2023/24.	
	OFSTED RECOMMENDATION - records	
	Head of Safeguarding, Wellbeing & Health reviewed current audit process/cases reviewed in 1:1's. A mapping exercise to ensure all RST have appropriate access to information required to promote the wellbeing of residential students had been undertaken. An External audit was planned. Behaviour management records had been fully integrated with MyConcern. The Deputy Principal Resources thanked a governor for helpful information relating to use of My Concern and audit which had supported the actions taken.	
	The Board thanked the Deputy Principal Resources for the way she and her Team had positively embraced the disappointing inspection outcome to make changes which would improve the student experience. It was agreed the approach demonstrated Hartpury's commitment to continuous improvement. The Deputy Principal Resources advised the changes reflected many suggestions from the Team who were fully engaged with the changes which had been made. A governor queried whether all relevant staff would have an understanding of the changes that had been made and whether the changes were embedded. The Deputy-Principal Resources confirmed the process had involved taking staff within Hartpury through the changes. The staff governor confirmed staff had engaged and understood and supported the changes. Governors asked if there had been feedback from students. The Deputy-Principal Resources advised that students from Dingle 1 had been fully involved in the changes. The student governor advised that she had heard positive feedback from students from Dingle 1 and other areas. The student governor commented on the positive role CCTV could play when poor behaviour might be captured or prevented, particularly for larger blocks. The Deputy-Principal Resources confirmed that it would continue to be in use over entrances and that the wider use would be kept under review, with the focus on proportionality. She advised that there would be focus groups with students on CCTV to get their perspective. A governor queried whether there was an "independent Listener" role at Hartpury to hear the student voice from students who might not engage with a focus group. The Deputy-Principal Resources advised there were	

		Action & Action Date
	a number of ways they could make reports, such as through Whisper which provided an opportunity for anonymous reporting. The Deputy-Principal Further Education advised there were reps' meetings, and that students could provide comments for reps to feedback anonymously. She also advised that the Student Union collected feedback and fed this back as broader themes for consideration. The student governor suggested that a further way to engage with students who might be reluctant to engage with focus groups etc would be to get feedback from the regular tutor meetings, perhaps on a termly basis. She commented that tutors had built trusted relationships, and students were present as a group which tended to give confidence to contribute, and students could also speak to tutors separately. The Deputy-Principal Resources advised this could be further explored. A governor queried if county lines awareness training was in place for students and staff, this was confirmed. This included a theatre company production within Wellfest to engage broadly. Governors queried if Ofsted would be able to see the revised record keeping processes during a future visit and this was confirmed. The FE Board NOTED the positive progress on the action plan to respond to the FE Residential Ofsted Inspection. 12.35 the Deputy Principal Resources left the meeting	DP Resources Ongoing
FE06/05/23	Skills Review – Hartpury and LSIP Findings	
	The Deputy-Principal – Further Education provided an update on the Skills Review and the LSIP (Local Skills Improvement Plan) Findings and the Accountability Agreement. She set out the interrelationships between the DFE requirements.	
	It was noted that the Skills Review requirements were: • The Governing Body must conduct regular reviews of how well the education and training provided by the college is meeting local, national and regional skills needs and wider learner needs • 3 years to conduct the review from the July 2022 guidance coming out (& every 3 years thereafter or when a new LSIP is published, if earlier) • Requirement to conduct the review as part of the strategic planning process for the organisation • Governing Body have to approve the approach for carrying out the Review and consider the actions and associated implementation from the findings • To publish the outcomes on the college website	
	It was noted that Governing bodies were expected to collaborate across the county – local and regional. The Deputy-Principal Further Education advised that College's were approaching this in different ways, one area was having a Principals and Chairs awayday. Hartpury was exploring a Landex Governing Bodies collaboration option. It was noted that a review needed to be ➤ evidence based ➤ focus on improvement (plus assessment of key barriers) ➤ collaborative	

		Action & Action Date
	➤ involve stakeholders – local employers, etc – also need to review before publication ➤ Must focus on immediate and future needs ➤ integrated into the strategic planning cycle ➤ Student voice ➤ Integrated into SAR planning cycle ➤ Proportionate ➤ Needs to reflect academic and vocational curriculum, work exp, high quality careers advice, pastoral care and support • Governing bodies must consider what actions they and other providers can take to better meet local needs, in particular to better ensure learners have the skills needed to secure suitable employment • Accountability Agreements should reflect any actions governing bodies have agreed as a result of the Review (it was confirmed the Review does not have to take place before the publication of the Accountability Statement in May 2023)	
	The Board considered the following suggested approach to the Skills Review: 1. Jan 2023 – Summer 2024 - tie to 2030 Strategic Planning Process 2. May 2023 - Determine/agree 'local' area; regional and national reach 3. May 2023 – May 2024 – evidence gathering The breadth was discussed and supported – it was agreed it provided a rich set of sources which included industry, other providers, student voice, existing information. 4. May/June 2024 Formulate Findings and Produce Draft Report using questions from guidance as headings, determining immediate and future skills needs 5. End June/July 2024 - Validation and challenge from employers/other stakeholders (Skills Review board?), agree stakeholder endorsements and actions 6. July 2024 Board Approval 7. July 2024 Publication – has to be 3 months from completion of review 8. July 2024 onwards - Actions should be integrated into the curriculum, estates and financial planning process	
	Board members commented that it was a comprehensive process. They queried if it would cause pressure on the team to complete. The Deputy-Principal Further Education advised that she considered the process achievable as it used existing meetings/focus groups in many cases, with some adjustments to content, additionally the Business Development Team were going to support the pulling together of data sources. Examples of the type of questions governors could consider as part of the review were provided, for example - <i>How do governing bodies and other providers know they are meeting local needs, in particular local employment-related needs?</i> Existing collaborative work with other colleges and universities was highlighted. It was recognised that Hartpury had a niche offer which complemented that of other providers in the county.	
	The Board considered the proposed Skills Review Approach.	

		Action & Action Date
	The Board APPROVED the proposed Skills Review Approach and timeline.	
	LSIP Findings	
	It was noted that the priorities identified which related to Hartpury were in the areas of agriculture, agri-tech and land management, wider transferable skills and digital skills. It was confirmed that it was hoped that future LSIPs would also incorporate sport through its interrelationship with sport. It was noted that skills highlighted in relation to agri were biodiversity, stewardship, net zero, machinery repair etc. It was recognised that these were skills requirements which would take time to respond to which would need investment from the government in the required facilities. It was noted that short courses for adults were not currently funded through the adult funding and that potential take up for full cost courses was an aspect that would need to be further explored. It was noted that Hartpury had used SDF funding for a simulator unit at the farm which would respond to some aspects of the skills needs identified. It was recognised that Hartpury's plans relating T'levels and apprenticeships would also respond to the identified skills needs.	
	The Deputy-Principal Further Education commented that the Report seemed to reflect feedback provided. The Initial LSIP Findings were NOTED.	
FE07/05/23	Accountability Statement	
	The Board was reminded that: 1. The published Annual Accountability Statements will set out how providers have engaged with employers and responded to LSIPs, including LEPs, Mayoral Combined Authorities, ERBs. 2. They will set out the provider's key aims and priorities for the year ahead, including curriculum changes and adaptations to provision and how these contribute to meeting skills needs, including those set out in the relevant LSIP. 3. The agreement allows colleges to focus in on what and how they intend to deliver to support local, regional, and national needs. 4. The coverage is the funding year, 1 August to 31 July	
	The Deputy-Principal Further Education confirmed the Hartpury Accountability Statement contained the required information: 1. Mission and Purpose 2. Context and Place 3. Business and Economic Profile 4. Approach to Development the Annual Accountability Statement 5. Contribution to National, Regional and Local Priorities 6. Target Outcomes reflecting (5) 7. Corporation Statement and Approval 8. Relevant Supporting Documents The comprehensive evidence base used for its development was detailed. This included industry and governor engagement. The planned steps, relating to Hartpury's overarching strategy, to be taken and the related targets deadlines were detailed within the Accountability Statement.	
	It was noted that the Accountability Statement was a public facing document which had been designed to be easy to access and engage with. The key strategic objectives were considered:	

		Action & Action Date
	• Roll out landbased T'levels from 2024 • LSIP findings relating to wider transferable skills would be incorporated in the annual review of the Hartpury Certificate. • Use LSIP findings to shape curriculum content where possible • Develop a Student portal to support access to LMI including employer vacancies. • Launch short Agri-tech CPD events • Increasing agricultural apprenticeships	
	Governors suggested it would be helpful if the Accountability Statement made it more explicit how the Hartpury Accountability Statement complied with the requirements and that it was made clearer how the LSIP and LEP evidence had been used. It was agreed that in the future it would be helpful to have a wider understanding of the resource implications of the objectives. It was noted these would be incorporated in the budget. Some resource changes had already been made, for example investment in apprenticeships. The most challenging target would be the student portal, recognising recent staff changes in the ICE area.	
	It was agreed opportunities to collaborate in relation to digital would need to be further explored with other local providers.	
	The Accountability Statement was APPROVED, and AGREED for submission to ESFA and publication on the website by 31st May 2023.	
FE08/05/23	Any Other Business - None	

Dates of Future Meetings - all scheduled to commence at 11.30am except where noted.
7th November 2023

APPROVED MAY 2023