

Minutes of a meeting of the Quality Working Group held on Tuesday, 17th October 2017 at 5.30pm in F027 of the College.

Present: Michael Priestley; Tanya Crofts; John Dunn

Apologies: Helen Johnson; Robin Talbot

Also present: Daniel Braithwaite, Assistant Principal; Sharon Rogers, Director of Apprenticeships; Jane Murray, Clerk

18/17 Declarations of Interest

None received.

19/17 Apprenticeships – Sustaining Improvement

The Assistant Principal reminded governors that apprenticeships had been good at inspection, but that partly owing to data changes, considered by this group last year, had slipped back on the previous year's performance. He outlined the five key areas of focus for apprenticeships, resulting from the changes:

- 1) a drive to ensure that all elements of the framework are consistently applied and monitored;
- 2) focus on intervention and quality of support (confirmed following questioning that this discussion included employers):
- 3) ensuring the effectiveness of teaching and learning, and assessment;
- 4) robust monitoring of progress and performance;
- 5) the effective use of management information and targets linked to improved outcomes for the performance management of staff.

As demonstrated by the outcomes for 16-17, 74% achievement rate, it was felt that there had been a positive impact on performance. Managers were being held to account for their performance, coached and supported to achieve.

It was asked about sub-contractor performance and governors were reminded that while this may have impacted previously, the contracts were on run down.

It was asked whether learners' progress against targets was being robustly monitored and confirmed that there was more consistent use of the system for monitoring apprenticeships, Learning Assistant.

It was asked about retention and timely achievement and explained that there were a number of factors at play, including change of employment or pregnancy for example. It was noted that changes had been made to staffing to offer more specialist ICT, maths and English support and build capacity in these areas. Timely achievements would not be known for some time.

A more structured way of working with employers had also had an impact on data and was something it was intended to build on, recognising the need for effective recruitment and that the right learner was on the right course with the right employers and effective support.

In response to questioning about the appeal of theory-based classroom lessons for an apprentice, it was noted that the theory was increasingly being delivered in the workshops as a means of improving the delivery and the experience for the learner. This had seen some success and it was noted by Governors that this seemed to be an innovative approach worthy of mention to a wider audience.

The working group noted the improvement made and were reassured that, through a focused risk management approach, that these improvements were likely to be sustained.

The meeting closed at 7.00 pm