

ACLS Curriculum Team Meeting (General)
Summit Centre, Kirkby in Ashfield
Monday 8th May 2006, 2.00p.m.-4.00p.m.

Name	Attended	Apologies	Copied To
Andy Ashley (ACLS)	x		
Jill Bewick (Sutton Centre)	x		
Janice Cawkill	x		
Ken Mead (Sutton Centre)	x		
Sarah Hampton (Sutton Centre)	x		
Philip Upton (Sutton Centre)	x		
Sylvian Ronson (Sutton Centre)	x		
Helen Tarry (Sutton Centre)	x		
Anne Stevenson (Sutton Centre)	x		
Sylvain Drouhot (Dukeries College)	x		
Heather Brooksbank (Literacy Volunteers)	x		
Mavis Allin (Dukeries College)	x		
Nicola Proctor (Sutton Centre)		x	
Rebecca Newell (Netherfield Forum)		x	
Elaine Parry-Crick (Advocacy 2 Engagement)		x	
Julie Thorpe (Advocacy 2 Engagement)		x	
David Harris (Sutton Centre)		x	

Item on Agenda	Commentary	Actions/ Timescales
1. Apologies	See above.	
2. Introductions	Andy welcomed everyone to the meeting. Everyone introduced themselves.	
3. Aims of the meeting	Andy explained that the aims of the Curriculum Team Meetings were to bring tutors together to share Good Practice and discuss common issues. He said that there had been Curriculum Team Meetings for tutors in specific areas of learning such as art, ICT and Skills for Life. However this meeting was for tutors in Areas of Learning where the number of courses is not so high, so it was not practicable to have separate meetings.	
4. Initial Assessment / Induction	Andy explained that Initial Assessment had been an item on the agenda for other Curriculum Team Meetings at tutor's request. He therefore felt it would be useful to include at this meeting as it was an issue relevant to everyone. Andy invited those present to share their ideas on Initial Assessment. Jill said that Sutton Centre was planning to include this at a staff training event. Philip commented that completing Initial Assessment was important as it meant it can mean you don't have to cover areas that learners already know. He tends to use questioning as a method of initial assessment. Comment was made that some learners are not always	

	<p>honest with the answers they give during Initial Assessment so as to play down their level of knowledge. It was felt that this can be combated by using a variety of methods. It was agreed that it was important to record the findings of Initial Assessment not just on the ILP but also in the Course File. Sarah said that she uses a chart to record where learners are at the start of the course.</p> <p>There was a general consensus that initial assessment needs to be flexible so learners starting the course after the first session can complete it. Heather reported that Literacy Volunteers are assessing people's suitability to be a volunteer as part of their initial assessment. As their courses are only 6 hours long they use the single session ILP.</p> <p>Comment was made that the Community Colleges are considering lowering the price of a course for induction week in recognition that time would be spent away from the main activity of the course. It was agreed that there was a need to make induction fun. Andy said that there was no need for all aspects of induction to be covered in the first session and some topics could be left for later sessions.</p> <p>The idea of getting the group to establish course ground rules was discussed and felt to be a good idea. These could be displayed each week. The issue of learners arriving late was discussed. It was suggested that arriving on time could be one of the ground rules that learners could be encouraged to have on their list so if a learner was late he/she could be reminded of the agreed rules.</p>	
<p>5. Curriculum Strategy</p>	<p>Andy explained that a Curriculum Strategy was being developed by himself and the Curriculum Leaders. He asked those present if there were any areas of curriculum development that should be included in the strategy.</p> <p>It was suggested that there should be improved information available about the courses that are available across the county. The possibility of a booklet was mentioned although it was felt that it would be better to make use of the ACLS website as this could be updated more regularly and community and voluntary sector providers could use it to advertise their courses.</p> <p>It was also suggested that tutor details could go on the website so if a provider was looking for a tutor to deliver a specific course they could find someone from the website. Andy said that there were plans to include provider details on the site.</p>	
<p>6. Lesson Observation Update</p>	<p>Andy circulated a report with information about lesson observations completed during the first 2 terms of 2005-2006.</p>	
<p>7. Group networking</p>	<p>Tutors divided up into smaller groups to spend time with their own curriculum leader. A variety of topics were discussed.</p>	

8. ACLS Update	<p>Andy reported that the provisional dates for the tutor conferences were Saturday 9th September and Wednesday 13th September 2006.</p> <p>The re-inspection will be taking place week commencing 9th October 2006. A planning visit took place in March during which some art and ICT classes were observed. All classes were satisfactory or better.</p> <p>ACLS is producing its own course files which will be available for all courses from September.</p> <p>Personnel from Lancashire University will be undertaking a "SWOT" analysis of the Service on the 22nd and 23rd May.</p>	
9. AOB	<p>Helen asked if there was funding from ACLS for tutors to attend course. Andy said that such funding should come from the tutors employer although ACLS does run training for specific issues such as RARPA and ILT</p>	
Date of next meeting	<p>Date of next meeting to be confirmed.</p>	