

**Foundation Programmes Curriculum Meeting  
Monday 3rd April 2006 1.30-3.30pm  
Nottingham International Clothing Centre, Hucknall**

Name	Attended	Apologies	Copied To
Gillian Thompson (ACLS)	*		
Andy Ashley (ACLS)	*		
Chris Hall, WNC	*		
Claire Sawdon, Rumbles	*		
Andrea French, Mansfield mediation	*		
Lynda Brotherhood, PALS	*		
Brian Wilson		*	
Auriel Hall		*	
Sue Green (ACLS)			*

Item	Commentary	Actions/ Timescales
<b>1. Apologies</b>	There were apologies from Brian Wilson and Auriel Hall.	
<b>2. Introductions</b>	Gillian Thompson welcomed everyone to the meeting and thanked them for attending. Everyone introduced themselves. Gillian explained that this was to be her final Curriculum Team meeting. The role/purpose of the curriculum leaders and of curriculum team meetings was explained.	
<b>3. Re-inspection update</b>	<p>Copies of the re-inspection progress record were distributed. Gillian highlighted some of the key issues within the report –</p> <ul style="list-style-type: none"> <li>• no area of teaching and learning was graded as unsatisfactory</li> <li>• progress was being made but more was still needed</li> <li>• ILPs were being used more widely, but were not always being used effectively, especially with regard to planning learning</li> <li>• teaching enabled good skill development and was motivating</li> <li>• there were good opportunities for staff development</li> <li>• equality and diversity needed more promotion</li> <li>• anti-harassment and bullying approach needed development</li> </ul> <p>Andy Ashley explained that posters developed by West Notts College, outlining progression opportunities, equality of opportunity issues etc were being adapted for use across ACLS. Gillian reminded the team that ‘avoiding being discriminatory’ was not sufficient; positively promoting diversity and equality is the goal.</p> <p>The importance of induction was emphasised, as was the need to ensure non-readers had access to relevant information.</p> <p>The group was reminded that the re-inspection will take place week commencing 9<sup>th</sup> October 2006.</p>	

<p><b>4. Curriculum strategy</b></p>	<p>Gillian shared the draft Foundation Programme area curriculum strategy and asked for comments/suggestions. Andrea explained that Mansfield Mediation were planning to work more in secondary schools on family and conflict. Courses using ICT, especially digital cameras and Storybook Weaver were being developed at WNC, with progression onto National Tests being encouraged. Gillian explained that speaking and listening were currently under represented within the curriculum offer (nationally and locally) and that these were skills that were valued by employers. Some potential learners might also feel more confident about taking their first steps with a course that focused more on speaking and listening than on reading/writing. Gillian suggested that providers should make themselves aware of their Local learning Plans, via their COG development workers.</p>	<p>ALL</p>
<p><b>5. Functional skills update</b></p>	<p>Gillian explained the development of functional skills in Literacy, Numeracy and ICT. These will be available from Entry 1 up to level 3 or 4. By 2010, it is expected that adults and school children will be working towards these new qualifications. The curricula will be based upon Skills for Life and key skills standards, as well as input from employers. The literacy qualification will include speaking and listening and writing, and will therefore have more breadth than the current online National Test. Further information is available via:  <a href="http://www.qca.org.uk">www.qca.org.uk</a>  <a href="http://www.totallyskilled.org.uk">www.totallyskilled.org.uk</a></p>	
<p><b>6. H&amp;S Risk Assessment</b></p>	<p>Gillian distributed ACLS standard H&amp;S Risk Assessment proforma. She explained that all tutors should be aware of the risk assessments for their places of work.</p>	
<p><b>7. Resources</b></p>	<p>Gillian ensured that the group was aware of the NLN learning materials, and gave them the password. She explained that these resources were freely available, related to literacy, numeracy, independent living and most other ACLS curriculum areas. Chris explained the 'Moodle' learning platform. This enables tutors to upload lessons and learning resources, and learners to access these and therefore work at a time, pace and place that suits each individual. Andy explained that an ACLS website was in development:  <a href="http://www.nottinghamshire.gov.uk/adultandcommunitylearning.htm">http://www.nottinghamshire.gov.uk/adultandcommunitylearning.htm</a>  Andy also mentioned a Football Basics initial assessment tool. Chris mentioned BKSB – a thorough assessment tool, but that too detailed/inflexible for some courses. Gillian reminded the group that West Notts College has a</p>	

	resource room for Skills for Life practitioners – potentially a very valuable source of information, resources etc.	
<b>8. Quality and Self Assessment</b>	<p>Gillian gave the group some quality assurance information taken from the DfES ReadWritePlus website. The group then used a grid of grade descriptors to evaluate their own provision. A summary of self-perceived strengths and weaknesses is as follows:</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Pre-course assessment of learners’ needs and relationship building</li> <li>• Subject-specific knowledge</li> <li>• The variety of teaching and learning methods used to meet different needs</li> <li>• Learner involvement, active nature of learning</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Little variety on teaching methods due to time constraints</li> <li>• Pace and structure – lessons do not always rigidly follow plans</li> <li>• Paperwork and ILPs, goal and target setting with a diverse group of learners</li> <li>• Attendance and punctuality</li> </ul> <p>Gillian explained that inspectors would then be asking for evidence of these, and would also be asking how they impacted on the learners’ experiences.</p>	
<b>9. Learning for Living</b>	<p>Gillian showed the group some resources (booklets, DVDs) from this new initiative, aimed at learners with additional needs (disabilities, learning difficulties, probation or prison, disrupted education, mental health needs etc) and Skills for Life provision in a wider sense (including community-based activities, support staff and families).</p> <p>A more interactive, Powerpoint-based method of producing ILPs aroused a lot of interest. This enabled learners that had difficulties reading English to engage more fully in their progress and target setting as video, audio and photos could be added, and learners kept copies of information on CD ROMs, enabling them to share the information with family, friends and other support workers.</p> <p>Gillian explained that the resources were free and available to order now. The website address is:  <a href="http://www.dfes.gov.uk/readwriteplus/learningforliving/">http://www.dfes.gov.uk/readwriteplus/learningforliving/</a>  This includes telephone numbers and email addresses for ordering sets of materials.</p>	
<b>10. Date and time of the next meeting</b>	This will be arranged when a replacement Curriculum Leader has been appointed. Gillian thanked everyone for their attendance and wished them well for the reinspection.	