

INDIVIDUAL LEARNING PLANS

Produced by: Head of Learner Services

Approved by: Operational Management Team	28/03/03	Minute 17
Academic Board	06/05/03	Minute 226
Curriculum & Quality Panel	08/05/09	Minute 393
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Curriculum & Quality Committee	19/05/03	Minute 70
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Implemented: 2003

Last Review date: May 2009

Next Review date: May 2011

Preamble to the Policy

Equal Opportunities

The College shall comply with all statutory duties in respect of equal opportunities in the areas of sex, race, age, disability, sexual orientation, transgender religion, belief and the rehabilitation of offenders. The college shall also comply with the Human Rights Act 1998 and any subsequent enactments or modifications.

Individual Learning Plans

1. Policy Purpose

- 1.1 This policy details the documentation and processes that are intended to help a learner and their tutor agree, plan and manage learning.
- 1.2 The policy dictates a number of standard forms and procedures that must be adopted across the College. These will form the core of learner planning ensuring learners and tutors consider appropriate strategies for the learner to achieve the best success possible. This core may be added to within the natural variances that occur in different curriculum areas. However, duplication must be avoided to ensure efficiency.
- 1.3 The whole purpose of this policy is to have a structured process of planning and reviewing a learner's progress, which encourages them to perform to their best ability. The learner is active in this process in order that they take control of planning and improving their own learning. This in itself equips them for lifelong learning.

2. Policy development

- 2.1 This policy was originally formulated as a result of the vision for such a system by a number of curriculum managers and tutors. A 'task and finish' group made up of representatives from across the college developed the policy.
- 2.2 In many respects the documentation and processes had been in place for many years. In such cases the group's task was to re brand some existing forms and processes so that they identify with learner planning. In other cases individual areas had developed their own solution to the same part of the process. The task here was to move to a common set of forms/procedures. The group also reviewed what existed and filled any perceived gaps. Examples of good practice were found both inside and outside the College which informed development.
- 2.3 The thrust of development was to arrive at a file, owned by the learner, consisting of standard documents, which are jointly discussed and completed, by the learner and relevant college staff. The contents of the file document the decisions made by the learner and college staff in managing their learning toward success.

3. Policy Promotion

3.1 Staff will be informed of any changes to procedures relating to this policy annually.

3.2 Learners will be informed through the College induction process.

4. ILP File and Forms

4.1 The following documents are part of a series that are used across the College to *record* the learning plan and progress of individuals. They are not discussed in detail in this policy document. Detailed notes of guidance will be issued in the form of instructions to tutors and guidance staff. All forms are reviewed and amended during March of each year in time to print forms for the following academic year.

ILP ref.	Form Title	Coverage	Form Purpose
ILP0	Enquiry Details	All Learners	To gather initial information on an enquirer in order to provide information.
ILP1	Application & Admission Interview	Full time learners & substantial part time	To place the Learner on the correct learning program and ensure appropriate guidance and support is obtained.
ILP2	Enrolment Form	All learners	To contract the learning the learner will receive from the College.
ILP3	ISLA	Full Time, Bilingual and SLDD learners	To affirm that the initial guidance is correct. To ensure induction, screening and support is explored and offered.
ILP3-PT	Part Time ISLA	Optional for Part time	To affirm that the initial guidance is correct. To ensure induction, screening and support is explored and offered.
ILP4	Progress Review A	All learners but optional on PT courses	To assess progress, with the emphasis on self-assessment. To identify support needs or changes. Also used to support achievement of 'IPOL' key skill.
ILP5	Progress Review B	All learners studying more than 50 hours and 20 weeks	To assess progress, with the emphasis on self-assessment. To identify chances of success and progression. Can be used termly for longer courses. Also used to support achievement of 'IPOL' key skill.
ILP6	Next Step Plan	All learners studying more than 50 hours	To confirm course exit strategy

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- 4.2 The forms used are produced in a carbonated manner to enable the learner, tutor and other College departments to retain identical copies. The learner will keep a file containing these documents. The tutor will maintain files for learners. These files will be retained for 6 years after the learner completes their studies. For ESF objective 1 learners files must be retained until 2011 (please refer to the Document Retention policy).
 - 4.3 The paper based ILP forms and processes will be translated to an electronic format where possible and on an increasing basis.
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5. Monitoring and Review
 - 5.1 Curriculum Area Managers will carry out a quality probe on ILP files each year to monitor policy implementation.
 - 5.2 The ILP Process and forms will be reviewed by the Learner Services Officer in February/March each year.
 - 5.2 The policy will receive a formal review every three years.

ILP
Notes of Guidance

1. General

- 1.1 Individual Learning Plans are a series of key documents used by the learner and staff to aid the learner plan and progress their learning.
- 1.2 The learner is very much at the centre of this process being encouraged to take responsibility for planning and improving their learning. The process is supported by tutors and other staff.
- 2 The College has developed a series of documents which act as the backbone of this process. They are completed at key stages with the guidance of key staff.

ILP ref.	Form Title	Coverage	Form Purpose
ILP0	Enquiry Details	All Learners	To gather initial information on an enquirer in order to provide information.
ILP1	Application & Admission Interview	Full time learners & substantial part time	To place the Learner on the correct learning program and ensure appropriate guidance and support is obtained.
ILP2	Enrolment Form	All learners	To contract the learning the learner will receive from the College.
ILP3	ISLA	Full Time, Bilingual and SLDD learners	To affirm that the initial guidance is correct. To ensure induction, screening and support is explored and offered.
ILP3-PT	Part Time ISLA	Optional for Part time	To affirm that the initial guidance is correct. To ensure induction, screening and support is explored and offered.
ILP4	Progress Review A	All learners but optional on PT courses	To assess progress, with the emphasis on self-assessment. To identify support needs or changes. Also used to support achievement of 'IPOL' key skill.
ILP5	Progress Review B	All learners studying more than 50 hours and 20 weeks	To assess progress, with the emphasis on self-assessment. To identify chances of success and progression. Can be used termly for longer courses. Also used to support achievement of 'IPOL' key skill.
ILP6	Next Step Plan	All learners studying more than 50 hours	To confirm course exit strategy

- 2.2 The course tutor will often add course specific documents to the above

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- 3 The learner fill have a specific file containing their ILP documents and the tutor will maintain files containing learner ILP documents. The tutor file needs to be retained for ESF audit until 2011.
4. The ILP documents are useful as evidence in the key skill and Inspection processes. Annex A gives an indication of the use of ILPs for Inspection evidence. Annex B indicates how ILP might be used in achieving Key Skills.

ILP 0 – Enquiry Form

1. **Purpose:**

- 1.1 The purpose is to record information gleaned when a learner makes an initial course enquiry in order that they can be advised appropriately.
- 1.2 Much of the data is entered into CMIS to start the compiling of a learner record.

2. **Coverage:**

The enquiry form will be used for all enquiries.

3. **Timing:**

The form is used when an enquiry is received.

4. **Usage:**

- 4.1 ILP0 will be used when collecting information during an enquiry.
- 4.2 The majority of the form is completed by the person taking the enquiry and they would usually be a Campus office member of staff.
- 4.3.1 The form will be used to send information and update the computer database.

5. **Filing:**

- 5.1 Presently the enquiry form, admission form, application form and other documents collected during the admission process are maintained in Learner Services until enrolment. At this point the documents are passed to the tutor in a file. This file becomes the ILP Tutor file.

ILP 1 – Application/Admission Form

1. Purpose:

- 1.1 The purpose is to record information gleaned and offer given during pre-entry guidance. To place the Learner on the correct learning programme and ensure appropriate guidance and support is obtained.
- 1.2 Much of the data is entered into CMIS to start the compiling of a learner record.

2. Coverage:

The admission form is presently used for full-time learners only. However, in the case of substantial part time study it is also useful.

3. Timing:

The form is used in the pre enrolment central admission process.

4. Usage:

- 4.1 ILP1 forms are used during the admission interview process for full time learners. The form's first page is completed by the learner in order to assess their basic skills.
- 4.2 The majority of the form is completed by the specialist admissions advisor in discussion with the learner. The form is designed to prompt discussion on issues that are key to planning the applicant's programme.
- 4.3 Finally the initial action plan is completed by the specialist tutor in order that a course offer is arrived at.

5. Filing:

- 5.1 Presently the admission form, application form and other documents collected during the admission process are maintained in Learner Services until enrolment. At this point the documents are passed to the tutor in a file. **This file becomes the ILP Tutor file.**

ILP2 – Enrolment Form

1. Purpose:

- 1.1 The purpose is to form a contract between the learner and College and collect vital data required to manage the learner's learning and obtain funding.

The enrolment form must be completed for all learners at the point of starting learning each year.

2. Coverage:

All learners

3. Timing:

The enrolment form must be completed at the point of joining a course.

4. Usage:

CMIS will issue instructions on the form's completion annually.

5. Filing:

The form is produced in four parts

- 5.1 Copy for CMIS/Administrative use
- 5.2 Copy for the Tutor File
- 5.3 Copy for ESF records
- 5.4 Copy for Learner ILP folder

ILP3 – Individual Learner Learning Agreement – ISLA

1. Purpose:

The purpose is too affirm that the initial guidance is correct and to ensure induction, screening and support is explored and offered.

2. Coverage:

Full Time, Bilingual and SLDD learners

3. Timing:

The ISLA is intended for completion at the end of a learner’s induction period.

4. Usage:

The learner is asked to confirm that they have received key information and guidance. It is recommended that the tutor uses the tick box section of the form as a focus for ensuring the learner has been thoroughly inducted. It is probable that a tutor would lead a group of learners through the completion of the form reminding them of the events/actions represented by the tick boxes.

5. Learners with special needs require an ISLA B that is available from the inclusive learning co-ordinator. This form is used to record and claim the support for a learner. **It is extremely important** that this is done and communicated to the inclusive learning co-ordinator as early as possible.

6. The ISLA starts to actively involve the learner in managing their own learning. Tutors may wish to add course specific forms to this document which plan the learning goals in greater depth.

7. Filing:

The form is produced in four parts

7.1 Copy for CMIS/Administrative use

7.2 Copy for the Tutor File

7.3 Copy for Learner ILP folder

ILP3-PT – Part Time Individual Learner Learning Agreement – ISLA

1. Purpose:

The purpose is too affirm that the initial guidance is correct and to ensure induction, screening and support is explored and offered.

4. Coverage:

Tutors have the option to use this for part time learners

5. Timing:

The ISLA is intended for completion at the end of a learner’s induction period.

4. Usage:

The learner is asked to confirm that they have received key information and guidance. It is recommended that the tutor uses the tick box section of the form as a focus for ensuring the learner has been thoroughly inducted. It is probable that a tutor would lead a group of learners through the completion of the form reminding them of the events/actions represented by the tick boxes.

5. Learners with special needs require an ISLA B that is available from the inclusive learning co-ordinator. This form is used to record and claim the support for a learner. **It is extremely important** that this is done and communicated to the inclusive learning co-ordinator as early as possible.

6. The ISLA starts to actively involve the learner in managing their own learning. Tutors may wish to add course specific forms to this document which plan the learning goals in greater depth.

7. Filing:

The form is produced in four parts

7.1 Copy for CMIS/Administrative use

7.2 Copy for the Tutor File

7.3 Copy for Learner ILP folder

ILP4 – Progress Review A

1. **Purpose:**
The purpose is for learners to consider how they have settled into their course and compare their perception with the tutor.
2. **Coverage:**
All learners
3. **Timing:**
This would usually be used about 7 weeks after enrolment. The form will be given to the learner to complete prior to a review meeting with the tutor.
4. **Usage:**
The tutor examines the form as completed by the learner, discusses the content and works with the learner to agree resulting actions.
4. **Progress is considered.**
 - 4.1 Is the learner coping with the course? The tutor should consider the learner's necessary. Has the learner adapted to the style of learning the course demands?
 - 4.2 **Attitude is considered.**
Does the learner's perception of their attitude match yours? Are they contributing to group discussion appropriately? Are they completing work to time. Do they make suitable efforts to submit quality work? Have there been any behaviour/attitude problems? Do they show lack of interest in they subject – is this the correct course to interest them?
 - 4.3 **Organisational Skills.**
Have they adapted to College life by managing their own time? Is attendance and punctuality acceptable? – missed tuition usually leads to failure. Are they managing to submit work on time? – remember to consider that tutors may be mis-timing work.
 - 4.4 **Social and Personal Skills.**
Is the learner enjoying their learning? Do others enjoy their company? Are they involved in wider college activities? Have they been bullied? Have they bullied others? Do minority learners feel comfortable/accepted?
 - 4.5 **Agreed Action Plan.**
Set realistic, time-bound actions which are agreed and accepted by both the learner and tutor. Note that the actions are usually for the learner but could be for the tutor.
5. **Filing:**
 - The form is produced in two parts
 - 5.1 Copy for the Tutor File
 - 5.2 Copy for Learner ILP folder

ILP5 – Progress Review B

- 1. Purpose:**

The purpose is to assess progress, with the emphasis on self-assessment, to identify chances of success and progression. It can be used termly for longer courses. It can also be used to support achievement of 'IPOL' key skill.
- 2. Coverage:**

All learners studying more than 50 hours and 20 weeks
- 3. Timing:**

Used in the mid part of the second term and can be repeated termly in courses longer than one year.
- 4. Usage:**

The tutor examines the form as completed by the learner, discusses the content and works with the learner to agree resulting actions.

 - 4.1 Actions from last review.** Assess progress on actions that had been planned in ILP4 or last ILP5.7
 - 4.2 Progress is considered.** Is the learner continuing to progress on the course? The tutor should consider the learner's potential to achieve in line with expectations and possibly consider a support or other action if necessary. Is the learner keeping up with assessments and assignments? Is work meeting the standard required?
 - 4.3 Organisational Skills.** Is attendance and punctuality acceptable? – missed tuition usually leads to failure. Are they managing to submit work on time? – remember to consider that tutors may be mis-timing work.
 - 4.4 Social and Personal Skills.** Is the learner enjoying their learning? Do others enjoy their company? Are they involved in wider college activities? Have they been bullied? Have they bullied others? Do minority learners feel comfortable/accepted?
 - 4.5 Next Step -** is there a clear view on what the learner will do after this course? Does the learner require help from the Careers staff? Has the learner got a Career Plan yet? - if so is there a copy in their ILP file?
 - 4.6 Agreed Action Plan.** Set realistic, time-bound actions which are agreed and accepted by both the learner and tutor. Note that the actions are usually for the learner but could be for the tutor.
- 5. Filing:**

The form is produced in two parts

 - 5.1 Copy for the Tutor File
 - 5.2 Copy for Learner ILP folder

ILP6 – Next Step Plan

1. Purpose

The purpose is to confirm course exit strategy

2. Coverage:

All learners

3. Timing:

Used in the mid part of the last term.

4. Usage:

The tutor examines the form as completed by the learner, discusses the content and works with the learner to agree resulting actions.

4.1 Actions from last review. Assess progress on actions that had been planned in ILP5

4.2 Progress is considered. Is the learner continuing to progress on the course? The tutor should consider the learner's potential to achieve in line with expectations and possibly consider a support or other action if necessary. Is the learner keeping up with assessments and assignments? Is work meeting the standard required?

4.3 Next Step - is there a clear view on what the learner will do after this course? Does the learner require help from the Careers staff? Has the learner got a Career Plan yet? - if so is there a copy in their ILP file?

4.4 Help - identify sources that can help with any issues.

4.5 Agreed Action Plan. Set realistic, time-bound actions which are agreed and accepted by both the learner and tutor. Note that the actions are usually for the learner but could be for the tutor.

5. Filing: The form is produced in two parts

5.1 Copy for the Tutor File

5.2 Copy for Learner ILP folder

How do Individual Learning Plans Map to Inspection Self Assessment?

This mapping indicates where ILP documents provide either direct or indirect evidence

Ref	Indicators of Quality
1.2	Do learners achieve agreed learning targets and goals?
1.3	Do learners reach appropriate levels in key skills, including bilingual competence?
1.8	Do learners understand what they are doing, how well they are progressing and what they need to do to improve?
1.9	Do learners make good progress towards fulfilling their potential and moving on to the next stage of learning?
1.10	Do learners show motivation, work productively and make effective use of their time?
1.11	Do learners behave responsibly and show respect for others?
1.12	Do learners achieve high levels of attendance and punctuality?
1.13	Do learners develop the capacity to work independently, including the skills necessary to maintain lifelong learning?
2.1	Do teachers and trainers stimulate and challenge learners to achieve excellence?
2.2	Do teachers and trainers establish good working relationships that foster learning?
2.8	Do teachers and trainers plan to meet learners' individual needs flexibly and to monitor and review their progress?
2.9	Do teachers and trainers assess learners' achievements and progress fairly, accurately and regularly?
2.12	Do teachers and trainers inform those with a legitimate interest about learners' progress and achievements?
3.1	Do learning experiences meet learners' aspirations and, where appropriate, give them the opportunity to achieve accreditation?
3.3	Do learning experiences develop learners' basic and key skills?
3.6	Are learning experiences enriched by effective partnerships with other providers and with all interested parties?
3.14	Do learning experiences reflect national priorities for lifelong learning and community regeneration?
4.3	Are learners provided with information on all the opportunities available and impartial guidance that helps learners choose the course which is right for them?
4.4	Do induction programmes help learners settle in quickly, understand their rights and responsibilities and the demands of the course and programme?
4.5	Are learners provided with high quality personal support and guidance, including access to personal and social education, tutorial programmes and specialist services?
4.6	Does the provider monitor learners' punctuality, attendance, behaviour and performance, and take early action where appropriate?
4.7	Is there effective effective careers education and guidance that helps learners to make informed choices?
4.10	Does the provider effectively diagnose individual learning needs?
4.11	Is there additional support to meet individual needs, including those for learners with learning and/or physical disabilities, sensory impairments and other special needs?
4.12	Is there appropriate support for learners those behaviour impedes their progress and that of others?

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4.13	Does the provider support and guide learners appropriately, taking account of their social, educational, ethnic or linguistic background?
4.16	Does the provider have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment?
4.17	Does the provider secure equal treatment of disabled learners and make reasonable adjustments to avoid putting them at substantial disadvantage?