The Learner Journey

Writing an Effective Individual Learning Plan (ILP)

YOUR SUCCESS IS OUR BUSINESS
Aims & Objectives

1. What is an individual learning Plan?
2. To understand the benefits of ILPs
3. To understand how to manage the learner journey
4. Understand what to record –
   a). Recording the Initial Assessment Process
   b). Recording Training and Assessment
5. An overview of PTP’s new ILP
6. Understand what a good ILP should look like.
7. Understand how to revise and update plans
The individual learning plan is a starting point for planning an individual’s learning. It is not the only record of planning there will be for a learner, and producing an ILP doesn’t mean that the process of planning learning is finished. In fact, it’s only just started. The process of planning learning carries on continuously until learners reach their goals.

The ILP provides an essential record of what has been agreed at the start. Learner, employers and provider staff will want to refer to it from time to time, e.g. When they are checking progress. There are things to be kept up to date (such as records of progress) and it’s important that any significant changes to the programme are recorded on the ILP.
A quote from OFSTED

Over the years, OFSTED have identified that Individual Learning Plans were Unsatisfactory:

“Many were inaccurate and did not reflect personal needs...In many cases, the learning plans were insufficiently detailed, did not specify target dates for the completion of training and were neither referred to nor updated during progress reviews.”
What is an individual learning Plan?

An effective individual learning plan (ILP) is at the heart of assessment, learning, support and achievement. It helps the learner to become an active, motivated partner in learning. The ILP is:

- a dynamic working document, owned and used by the learner, supported by advisers/tutors, employers and others
- a personalised, flexible route map to guide each learner’s journey
- a record of learning goals and progression routes, initial and diagnostic assessment information, learning targets, progress and achievements within different contexts for learning
- a communication aid between the learner and others who support the learning process in various contexts
- a way of making and reinforcing links and connections between topics, subject and personal, learning and thinking skills

anchored in excellence
In practice, this means learners using their ILP to:

- Provide a record of what they want to achieve on their learning journey – their goals and progression options

- learning targets with outcomes and timescales, to achieve their overall programme of learning and future goals.
- details of the resources, support and guidance the learner will use
- details of where and how the learning will take place.
- through reviews and assessment planning a record of activities which will be used as a learning opportunity and to plan for the next steps in learning

negotiate and plan exactly what they are going to do, how and when. The ILP will include:

- what, and how, they learned
- what went well and why
- what went less well and why
- where they could use the skills and approaches again.

reflect on:
The benefits of ILPs

Learners can use ILPs to:
• take ownership of their own learning
• recognise the value of prior experiences
• make sense of new experiences and understand how they learn
• plan to practise skills and gain confidence by applying them in a range of different contexts such as the workplace, at home or in the community
• identify and understand barriers to learning, and where they can find support to remove them
• measure their own success.
Training Advisers/Tutors can use ILPs to:

• listen to learners’ voices, review performance and respond to learners’ needs
• integrate processes around the learner: initial and diagnostic assessment, action planning, learner contracts, additional support needs, tutorial records, learner performance, progression options and exit information
• match teaching and learning to learners’ strengths and needs, and ensure that learners are on the right programmes and achieving according to expectations
• plan opportunities for learners to extend their learning into contexts such as the workplace, community or leisure activities
• plan opportunities for progression to further learning.
Managing the learner journey

Where am I now?
(Interviews, discussions with tutors, self-assessment)

Where do I want to get to?
(Setting goals and progression routes. Why work for a qualification? What skills do I need to work on?)

How do I get there?
Individual and group learning activities.

How’s it going?
Reflection and review of progress.

How did I do? Did I get there?
(Reflection, final assessment and review. A qualification).

Where Next?
(Thinking about moving on. Finding information about progression opportunities)

How did I do? Did I get there?
(Reflection, final assessment and review. A qualification).
The learner’s journey is dynamic, not confined to a simple loop. Learners will pass through several cycles of learning and review. Involve learners by encouraging them to ask questions about their learning. As you negotiate meaningful ILPs with learners, your role is to:

• create a climate in which learners can negotiate and contribute to their own learning plans
• use teaching approaches that make learning skills explicit
• provide constructive feedback and support for learners as they develop reflection skills.
• Your role will vary from the ‘sage on the stage’ to the ‘guide on the side’ as learners gain skills and become independent.
Record the Initial Assessment Process

The individual learning plan should show that a thorough process of initial assessment has taken place and therefore should contain:

- A brief summary of the types of initial assessment used as detailed in the box below:

  | Application & IAG |
  | Essential Skills Assessment |
  | Learning Styles Assessment |
  | Skills scoping and learning required Scan (Scoping) |

- Whether, as result of initial assessment, the learner has been endorsed as eligible for additional learning or support needs.
- A summary of the learner’s relevant qualifications, experience and skills
- A summary of the assessment methods used, the results and recommendations for supporting the learner
- A brief record of the learner’s objectives relating to their employment, career and continuing learning.

(OFSTED): “Procedures for the initial assessment of learners were often inadequate... When drawing up individual learning plans, few providers took account of qualifications learners had already achieved or the results of any initial assessment they had received”
Individual learning plans should provide a broad outline of the training a learner will receive. They should give information about:

- The arrangements made for a learners induction training
- The QCF learning aims, including all the units to be taken, the date of registration and the anticipated completion date
- Essential skills training, including expected start and end dates
- Any other training/components that make up the learners learning programme such as ERR, PLTS and added value Training & Workshops.
How to complete PTP’s ILP
PTP’s ILP is made up of 5 pages

• Page 1 – An overview of learner/employer/Provider/programme details
• Page 2 – Initial assessment summary, additional support arrangements if applicable and career objectives
• Page 3 – Learning Objectives & prior learning/achievement (RPL)
• Page 4 – Delivery/Assessment/Induction/Review Arrangements
• Page 5 - Declaration/Learning Agreement to be signed by all parties
Have a look at each page in more detail by viewing the example ILP.
Re-Cap

• When all information has been put into the ILP, it should be signed by the learner, employer and provider as a formal record of their commitment to the programme. All three should get a copy of the plan, so that they know in broad terms what actions are to be taken and when
Revise and Update Plans

For most changes to the ILP, this can be recorded through the review process such as:

- Whether targets have been met – and the reasons for not meeting them
- Whether the programme is meeting the learners aims and objectives (Changes in units for example)
- Any additional training undertaken.

Any changes to the ILP need to be clearly noted, initialled by all parties (Adviser, learner, employer). In some circumstances you will need to liaise with BST who will advise you of any further actions to be taken.

The ILP is an ongoing, collaborative process, where plans change as new circumstances arise or different aims are developed. The ILP reflects this and is therefore a working document. Updates, revisions and reviews all form part of it.
How do I set SMART targets for learners?
How do I review their progress?

Want to know more? .......................... undertake the next e-learning modules in the Learner Journey series:

SMART Target Setting
&
Excellence in Reviewing Learners’ Progress