The Personal Learning Plan

Thanet College believes that every learner will have a better experience of studying and achieving if we are able to make plans to support learning that are personalised for and personal to the learner. There are many ways learning can be personalised but we want to use a Personal Learning Plan in particular to formally record how that learning journey looks. Like any plan, it must contain elements that make it clear to all those concerned, and primarily the learner, the measures of success for a given learner and the ongoing progress made towards achieving success. The PLP must state what is required, where the learner's journey starts, what needs to be done and what has been done in order to make sure the goals are reached in a timeframe.

As plans capture a personal journey they will be altered by the needs and nature of the learner's circumstances as the journey unfolds, taking into account the particular issues that will help or hinder the learner in achieving. Personal learning plans, by their nature, are not standard in form but can be standard in attributes. Consequently, all plans must be able to answer these questions to the satisfaction of the learner concerned and anyone else joined with the learner in their learning enterprise. Finally, to achieve this, the same people must be able to contribute to the plan. This guidance represents a starting point for the use of PLPs and it is likely that improvements in the detail collected and the use of the plan will continue to evolve.

An effective PLP should:

- develop learners' responsibility for learning
- enhance learners' self-esteem
- create partnership amongst professionals and stakeholders/parents/carers/ all professionals involved in a student's learning /development
- ensure that learners' new learning builds upon prior learning
- provide learners with a statement of expected outcomes of learning
- strengthen the professional relationship between teacher and learner
- inform decision-making about particular or additional resources needed
- involve learners in negotiating their personal learning targets for enrichment activities or those outside College (e.g. finding part-time work)
- contribute to the health and well-being of learners, using information about their health, social and other needs to support effective learning
- support transition across sectors (e.g. FE to HE)

To achieve this, a personal plan must be able to answer these questions or characteristics:

PLP Characteristic	What should this include?	How is this generated?	Where best to record this
Where is the learner starting from?	1.Initial assessment information 2.Record of induction having been completed 3.Strengths and weaknesses as identified by the learner	1. Data automatically imported from Pro-Achieve and Profiler 2. Checked box to confirm induction completion 3. Learner generated at initial snapshot one to one/first tutorial	Student Info
What is the learner's agreed final grade/course outcome?	This should be the agreed/course outcome decided at an initial tutorial meeting	Through review of the learner's previous attainment and the indicator that this provides for their targeted final	This **must** be the first target set with a

PLP Characteristic	What should this include?	How is this generated?	Where best to record this
		grade/course outcome.	review date at the end of the course
What is it the learner wants to achieve in the long term?	A piece of descriptive writing or a personal statement by the learner or with the learner to identify their long term goals and link successful completion of the course to how this will help them meet their aims	Written by or with the learner during Induction/ group tutorial session at the time of introduction to the PLP. It may include soft skills as well as formal outcomes.	Student Info
How well generally and specifically is the learner doing in achieving the outcomes	Generally, by a narrative that gives a general story of learning. This is added to at each tutorial. This content is not deleted but grows into a learning journey story; a narrative of the learning journey.	Written by the Course Tutor, the Learning Mentor or the learner. This is always added to, not deleted or withdrawn.	Progress Reviews (for the narrative).
What specific actions must the learner take in the short term to maintain pace and direction?	The longer journey is broken down into the shorter targets The targets help the learner address particular issues and challenges that keeps them on target in terms of outcome and time. Pace and challenge is obliquely addressed here.	Ideally these should be set by the learner; with supervision from Course Tutor, Learning Mentor and subject/specialist tutors.	Targets
Are there any current and specific circumstances that are hindering the learner achieving what the student needs to address?	Any concerns that the learner or other stakeholders have with regard to progress – this should include details of how and when these issues will be followed up.	Listed by Course Tutor, Learning Mentor and subject/specialise tutors, in consultation with the learner.	Concerns
What advice and guidance has come from tutors and other experts to help the learning enterprise?	Advice and guidance written by issue specific experts, who have support communities created on the Learning curve to which the learner might be enrolled.	By the specialist or subject tutor supplying the guidance. e.g. Dyslexia support	Subject Reports
How well generally is the learner meeting the pace and challenge of the learning?	It is essential that the tracking of the learner across all subjects is available for review within the PLP, so that the learner and all stakeholders with access to the PLP can check progress at any time A general overview might also be included either at a tutorial and/or by assessing progress in achieving targets set and concerns addressed. The learner 'at risk' status should also be maintained, including the use of the new 'silver' and 'gold' categories	Completed by Course Tutor, Subject Tutors and Learning Mentor and reviewed by the CCM Tutorial. **Typically the information will be shown in simple tabular form.**	Tracking Table by Subject Reports.