



INDIVIDUAL LEARNER PLAN

An **Individual Learner Plan (ILP)** is a crucial component for ensuring that learners receive tailored support and guidance throughout their educational journey, in line with their learning needs and goals. According to requirements, an ILP should be comprehensive, structured, and designed to support each learner's development in a way that is personalized, effective, and measurable. Here's a detailed breakdown of what an ILP should include:

1. Learner Information

The ILP should start with basic learner information to ensure it is individualized and accessible to relevant staff members:

- **Learner's Full Name**
- **Date of Birth**
- **Learner ID (if applicable)**
- **Contact Information** (email, phone)
- **Course/Qualification Title**
- **Start Date of Program**
- **Expected End Date of Program**
- **Mode of Study** (e.g., full-time, part-time, online)

2. Learning and Development Goals

This section should outline the learner's academic and personal development objectives. It helps to establish clear goals that are aligned with the qualification they are pursuing and any personal or professional aspirations they may have.

- **Short-term Learning Goals:** What does the learner want to achieve in the immediate future (e.g., within the next few months)? This might include specific modules or skills to be mastered.

- **Long-term Learning Goals:** Broader aspirations or objectives related to completing the qualification and future career or further study plans.
- **Personal Development Goals:** Skills or competencies outside of formal learning that the learner wishes to develop, such as communication, teamwork, or leadership.

3. Assessment Plan

This section should detail how the learner will be assessed during their course, including the methods, timelines, and assessment criteria. It ensures that both the learner and the assessors are clear on the expectations.

- **Assessment Methods:** Describe the types of assessments the learner will undertake (e.g., assignments, projects, exams, practical assessments, presentations).
- **Assessment Dates:** Provide a timeline or schedule for when assessments will take place.
- **Assessment Criteria:** Outline the standards or criteria the learner must meet to demonstrate achievement (e.g., assessment rubrics or grading criteria).
- **Feedback Schedule:** Detail how and when feedback will be provided to the learner after assessments.
- **Resit/Retake Opportunities:** If applicable, outline the procedure for resitting assessments if the learner does not pass.

4. Learning Support Needs

In this section, you should document any specific learning support needs the learner has identified or that have been assessed. This might include accommodations for disabilities, language support, or any additional resources to help the learner succeed.

- **Special Educational Needs:** If the learner has any identified disabilities or specific learning needs, this section should include strategies to address those needs (e.g., extra time for exams, alternative assessment formats).
- **Language Support:** For learners whose first language is not English, this might include additional language support or resources.
- **Additional Learning Resources:** Any additional resources that may be needed (e.g., tutoring, online resources, study groups, or library resources).

5. Learning Delivery Plan

This section describes how the learner will engage with their studies, including the structure of their learning, the support available, and any specific delivery methods used.

- **Learning Activities:** Detailed information about the planned learning activities (e.g., lectures, seminars, practical work, self-study).
- **Study Hours:** Breakdown of expected study hours, both in terms of classroom time and independent study.
- **Learning Support:** Describe the support mechanisms in place, such as tutor meetings, mentoring, or online forums, to assist the learner throughout their studies.

6. Personal Learning Style and Preferences

Understanding the learner's preferred learning style helps tailor the teaching approach to improve engagement and success. This section should reflect the learner's preferences for how they engage with content.

- **Preferred Learning Style:** Whether the learner prefers visual, auditory, kinesthetic, or reading/writing learning styles.
- **Study Environment Preferences:** Whether the learner prefers to study in groups, independently, or in a specific environment (e.g., quiet spaces or collaborative settings).

7. Progress Tracking and Milestones

The ILP should include clear milestones and a system for tracking progress toward achieving the learner's goals. This section is essential for motivating the learner and ensuring that they stay on track.

- **Key Milestones:** List important checkpoints throughout the program (e.g., module completion, assessments, skills development).
- **Progress Review Dates:** Set dates for regular progress reviews to monitor achievements, challenges, and any adjustments needed.
- **Personal Reflection:** Include space for the learner to reflect on their progress and identify areas for improvement or change.

8. Support and Guidance

Outline the support systems available to the learner, including who they can turn to for help with both academic and personal matters.

- **Tutor/Assessor:** The primary point of contact for academic and assessment-related concerns.
- **Mentors/Coaches:** If the learner has access to a mentor or coach, document this person's role in supporting the learner's progress.
- **Additional Support Services:** Include information on other support services such as counseling, career advice, or IT assistance.

9. Review and Evaluation

The ILP should be reviewed and updated regularly to ensure it remains relevant to the learner's evolving needs and goals. This is also the section where you assess whether the support strategies are effective and where adjustments might be needed.

- **Review Dates:** Schedule regular reviews of the ILP to track progress and make any necessary adjustments (e.g., at the end of each module, after key assessments).
- **Evaluation:** Evaluate whether the learning plan is effective and whether the learner is meeting their goals.
- **Adjustments:** If the learner is facing challenges, outline any changes to the learning plan, such as additional support or a modified assessment strategy.

10. Learner Signature and Tutor/Assessor Signature

At the end of the ILP, both the learner and the tutor/assessor should sign and date the plan to confirm mutual understanding and agreement.

- **Learner's Signature:** To confirm that the learner agrees to the plan and understands the support available to them.
- **Tutor's/Assessor's Signature:** To confirm that the tutor or assessor has discussed the plan with the learner and will provide the agreed-upon support and assessments.

