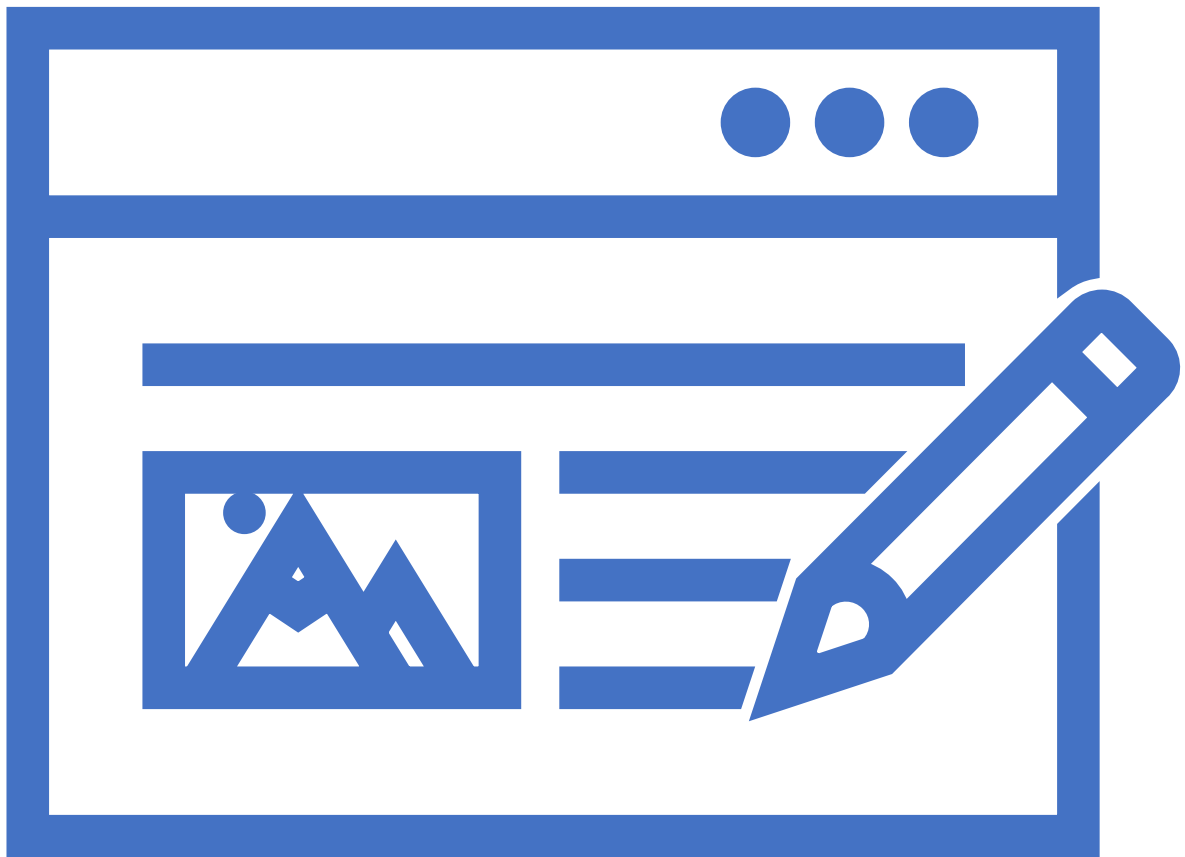




Manual

For the implementation of Learner Centred Planning



Project Result 4 of the Erasmus+ Palssen

Personalised Approach to Learning for Students with Special Needs

2021-1-NL01-KA220-VET-000025686



Introduction

This document one of 4 Project Results of the Erasmus+ project Palssen:
Personalised Approach to Learning for Students with Special Needs

This result is a guide to implementing the concept of ILP. The manual comes with a flexible digital tool (Excel file). The manual can be applied at individual, department, and organizational level, adapted to the individual needs of the students, the teacher, the coach and the organization and easy to use in communication about the students between teachers, coaches and management. Other vocational education providers can use the manual. It can be easily adapted to the specific context and/or needs of learning with SEN and the vocational education provider.

This Self-Assessment Tool is a tool to assess an organization's progress in implementing a more personalized approach to learning for students with special educational needs. (SEN). It consists of a questionnaire and a processing instrument.

The instrument provides the following information:

- Why certain criteria are important for implementing a more personalized approach to learning in vocational education
- Feedback for those who contributed to this self-assessment process
 - To what extent the criteria are met.
 - To what extent participants in the self-evaluation process have a common view of current performance.
- Recommendations per criterion to improve performance

The processing tool is a separate attachment in Excel.

Equity, not Equality

We believe that the key to Inclusive Vocational Education and Training is the acceptance and the support to ensure that education and training facilities are accessible for all students. The European Agency of Special Needs and Inclusive Education states that ‘the ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers.’ Such vision requires a change in teaching and in supporting the learning process of students with SEN. It also requires moving away from the approach a ‘one -size-fits-all’ education and training, towards a more person-centred and tailored-made approach. To implement a more Personalised Approach of Learning for students with Special Educational Needs, teachers should gain competences to enable them in identifying and in meeting the needs of these students. The ultimate goal of the PALSSSEN-project is that students with SEN can receive meaningful, high-quality Vocational Education and Training together with their peers in mainstream Vet-providers. Therefore, students with SEN will work with an individual learning plan which



reflects their individual needs, talents, and opportunities. This new way of working aims to achieve formal professional qualification in the mainstream Vocational Education and Training system. The key to equal opportunities is equity, not equal treatment. Only by delivering tailor-made programs based on needs assessment this can be accomplished.

Impact

The Erasmus+ program pays a lot of attention to impact. By this they mean the change that is achieved (partly) thanks to a project – for an individual, for an organization and for society. The fundamental change the project wants to contribute to is one of the indicators to rate the project.

The aimed impact for partner organisations is that they:

- Are considered as good practice of implementing National policy of Inclusive Vocational Education and Training
- Are considered as good practice of implementing European policy of Inclusive Vocational Education and Training
- Have an increased awareness of concrete opportunities of facilitating Inclusive VET
- Have increased concrete actions of breaking down barriers
- Have an increased concrete action of facilitating Inclusive VET

The aimed impact for students with SEN (Target Group) is that they

- Enjoy Vocational Education and Training program in mainstream education with their peers.
- Have a Learner Centred Learning Plan which reflects their individual needs and opportunities.
- Have increased the opportunity to achieve professional qualification in mainstream Vocational Education and Training.

Aims

The Palsen project aims to increase the effectiveness of the outcomes of VET to students with SEN. The project also aims to increase the competences of teachers and VET-organisation providing LCA for each student in their own organisation so they can increase the achievements of their educational and training efforts.

More specific the objectives of the project are:

- To understand the concept of Learner-Centred-Approach, the core-aspects of Learner-Centred Approach and characteristics and elements of an Individual Learning Plan
- To identify and describe innovative teaching methods, techniques and materials which contributes to a Learner-Centred Approach



- To identify and define criteria for developing individualised and flexible curricula
- To gain and to improve competence of teachers in developing an Individual-Learning-Plan for each student based on the concept of Learner-Centred Approach.
- To test and to implement (put-into-practice) the Learner-Centred-Approach and Individual Planning in the daily practice of the teachers of the project

Project Results

In the project we have produced 4 Project Results:

Project Result 1: Learner-Centred-Approach and Persons Centred Planning

A description of the concept, methods, and techniques

This result describes various concepts 'Learner-Centred-Approach' (LCA) and 'Individual Learning Planning' (ILP): background, application, challenges in the implementation, specific methods, techniques, and examples of ILP. It provides methods, techniques, practices, and examples of LCA in VET and gives more confidence to teachers to create VET that take diversity of learners into account.

Project Result 2: Facilitators, barriers, and recommendations

A description of facilitators and barriers and recommendation to the implementation of LCA and ILP in mainstream VET

This result gives a comprehensive overview of facilitators, barriers, and recommendations of implementing LCA and including key differences of national VET systems in the partner countries. Barriers are categorised in two categories: within the scope and outside the scope of influence.

Project Result 3: Self-assessment Instrument for Learner Centred Approach

This result is a tool that supports VET providers to assess their current performance of applying a LCA and ILP. Through this self-assessment process VET providers will have the opportunity to identify priorities for improving their performance. It provides feedback on current performance and support the process of setting priorities. The self-assessment instrument can be applied at individual, department and at organisational level; the outcome of the self-assessment process is visualised and direct available; the instrument is easy to use in any 'Excel environment' and can also be used to monitor achievements of improvement actions.

Project Result 4: Manual Learner Centred Planning

This result is a manual for implementing the concept of ILP. The manual comes with a flexible digital tool (Excel file). The manual can be applied at individual, at department and at organisational level, adapted to individual needs of the students, the teacher, the coach, and the organisation and easily used in the communication about the learners between teachers, coaches, and management. Other VET providers can use the manual. It can easily be adapted to specific context and/or needs of the learning with SEN and the VET provider.



Participating organisations

The Netherlands

REA College Pluryn

ROC RijnIJssel

All about Quality Consultancy

Slovenia

Biotehniški izobraževalni Center Ljubljana

Portugal

CFAE CENTRO-OESTE

Italy

Forbusiness Lifeskills S.r.l.



Self-Assessment Student-Centred-Plan

This Self-Assessment Instrument provides a structure for assessing measures, identifying gaps and prioritising the development of an individual plan for each student: a Student-Centred-Plan. The criteria for a Student-Centred-Plan are based on the concept and philosophy of Person-Centred-Planning which includes criteria to be taken into account.

You are kindly asked to assess your current plan for students with Special Educational Needs (SEN) by responding to each statement with a “X” in the cell:

YES: Then the current plan for students with SEN meets the description of the statement.

NO: Then the current plan for students with SEN does NOT meet the description of the statement.

If you are not able respond to the statement because you do not know if the current plan for students with SEN meets the description of the statement, then leave the cell BLANK.

Student-Centred-Plan			
Plan Creation & Implementation			
Preparation of the Student-Centred-Plan (SCP)		Yes	No
1	There are process descriptions for developing a Student-Centred-Plan.		
2	Timing, location and participants of planning sessions are included.		
3	There are process descriptions for implementing the Student-Centred-Plan.		
Documentation of a Student-Centred-Plan (SCP)		Yes	No
4	There is a written planning document for each student with SEN.		
5	The written planning document reflects the Student-Centred philosophy.		
6	The student has a copy of his/her plan.		
7	The Student-Centred-Plan is added in student’s file.		
Updating the Student-Centred-Plan (SCP)		Yes	No



8	The Student-Centred-Plan is updated on regular basis.		
9	Implementation of the Student-Centred-Plan is monitored on regular basis.		
10	The student is involved in updating his/her SCP.		
11	The student is involved in monitoring the implementation of his/her SCP.		

Student-Centred-Plan			
Plan Content			
Goal-statement		Yes	No
12	The SCP describes: student's needs and desired outcomes .		
13	The SCP describes the educational and training services .		
14	The SCP describes the support services which are important for the student.		
15	The SCP describes the outcomes of assessments .		
16	The SCP describes the student's preferences for the delivery of support services.		
17	The SCP describes the goals of the plan written in student's own words .		
18	The goals of the SCP are based on student's interest .		
19	The goals of the SCP are based on student's preference .		
20	The goals of the SCP are based on student's strengths .		
Strengths and barriers of the student		Yes	No
21	The SCP includes the potential strengths of the student.		
22	The SCP includes the interest of the student.		
23	The SCP includes the talents of the student.		
24	The SCP includes how to use strengths, interest and talents to pursue goals and objectives.		
25	The SCP includes the barriers of the student with SEN.		
26	The dominant focus of the SCP are the strengths of the student.		
Objectives for the student		Yes	No



Student-Centred-Plan			
Plan Content			
27	The SCP has meaningful short-term objectives for the student.		
28	Objectives are formulated in change of functioning .		
29	Objectives are formulated in change in behaviour .		
30	Objectives are formulated in meaningful achievements .		
31	Objectives are formulated in an achievable way .		
32	Objectives are formulated in a measurable way .		
33	Objectives are formulated in a time framed way (date for completion).		
34	Objectives are formulated in an understandable way for the student .		
Action steps / interventions		Yes	No
35	The SCP includes interventions carried out by the student .		
36	The SCP includes interventions carried out by teachers .		
37	The SCP includes interventions carried out by the coach (support person).		
38	The SCP includes interventions carried out by other persons .		
39	The SCP includes methods .		
40	The SCP includes educational and training services .		
41	The SCP includes support services .		
42	The SCP includes planning aspects .		
43	The SCP has community inclusion components .		

Student-Centred-Plan			
Student-Reported Outcome Performance			
Outcome Performance Aspects		Yes	No
44	The student is informed about his/her rights .		



45	The student is able to access his/her own plan .		
46	The student is empowered to take decisions about his/her plan.		
47	The student is informed about decisions of his/her plan.		
48	The student is aware of his/her strengths .		
49	The student is enabled to address goals, preferences , things which are important to the student		
50	The student is enabled to express his/her satisfaction with the facilitator		

Facilitators				
Competency				
Knowledge, Skills and Competences			Yes	No
1	The facilitator has knowledge of Student-Centred-Approach policy .			
2	The facilitator has knowledge of Student-Centred-Approach principles .			
3	The facilitator has skills of facilitating the development of a Student-Centred-Plan			
4	The facilitator has knowledge about the student .			
5	The facilitator has knowledge about resources available to the student.			
6	The facilitator has knowledge about policies that impact.			
7	The facilitator has knowledge about regulations that impact.			
8	The facilitator has appropriate cultural competences .			

Facilitators				
Communication				
Facilitating and administrating communication			Yes	No
9	The facilitator documents the student's preferred spoken language .			
10	The facilitator ensures that the student has language services available.			
11	The facilitator makes other communication tools available .			



Facilitators			
Plan Content Development			
Development aspects		Yes	No
12	The facilitator engages in timely assessments .		
13	The facilitator reviews the Student-Centred-Plan .		
14	The facilitator updates the Student-Centred-Plan .		
15	The facilitator tracks what happens after an Student-Centred-Plan is operational.		
16	The facilitator writes the Student-Centred-Plan within the required time frame.		

Systems			
Structures			
Training programs		Yes	No
1	There are training programs to ensure Student-Centred-Plans are created.		
2	There are training programs to ensure Student-Centred-Plans are implemented.		
3	There are training programs to ensure Student-Centred-Plans are updated.		
4	There are training programs having a ratio of facilitators to participants that supports an environment conducive to learning.		
5	There is professional latitude for the facilitator to exercise the necessary flexibility to carry out effective planning.		
Available resources		Yes	No
6	Resources are allocated to those who work within the system are able to effectively provide Student-Centred-Planning.		
7	Resources are allocated to those who work within the system are able to effectively provide Student-Centred-Practices.		
8	Resources are allocated to those who work within the system are able to effectively provide Student-Centred-Services.		



Systems		Yes	No
9	There are measures to ensure that the Student-Centred-Plan continues without unnecessary interruption in cases of staff turnover.		
10	There are measures to ensure that the Student-Centred-Plan continues without unnecessary interruption in cases of losses.		
11	There are measures in place for stakeholder engagement.		
Accessibility		Yes	No
12	Students have access to experts in Student-Centred-Planning.		

Systems			
Processes & Procedures:			
Processes / procedures:		Yes	No
13	There are processes to assess Student-Centred-Plan completeness.		
14	There are processes to assess effectiveness of staff training competences.		
15	There are processes to assess participation rates of students with SEN.		
16	There are processes to ensure that Student-Centred-Plans are created.		
17	There are procedures to ensure Student-Centred-Plans are implemented.		
18	There are procedures to ensure Students-Centred-Plans are updated.		
19	There are procedures to collect data of students on services on regular basis.		
20	There are procedures to collect feedback for students on services on regular basis.		
21	There are procedures to gather input from family on organisational performance.		
22	There are procedures to gather input from community partners on organisational performance.		
Stakeholder engagement		Yes	No
23	External stakeholder engagement policies are defined.		
24	External Stakeholder engagement policies are implemented.		



Systems				
Processes & Procedures:				
Processes / procedures:			Yes	No
25	External Stakeholder engagement policies are improved based on feedback.			

Systems				
Outcomes				
Student-Reported-Outcomes			Yes	No
1	There are Students-Reported-Outcomes in education and training.			
2	There are Students-Reported-Outcomes in Quality-of-Life of the students.			
3	There are Students-Reported-Outcomes in satisfaction with education and training.			
4	There are Students-Reported-Outcomes in satisfaction with support services.			
Satisfaction of the student			Yes	No
5	There is information about satisfaction of students with overall organisational performance.			
6	There is information about satisfaction of students about quality of support services.			
7	There is information about satisfaction of students about access of the support services.			
8	There is information about satisfaction of students about delivery of the support services.			