

**Case Study: Learner involvement in target setting**

*'Assessment and learning: involving the learner'. LSC funded project.*

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To develop documents and resources that allows the student greater ownership and decision making relating to their Individual Learning Plan (ILP)

**The context:**

Dilston College is an independent specialist FE College for young people with Learning Difficulties / Disabilities (LDD).

It is a residential College which operates a 24 hour curriculum. Formal sessions take place through the day in areas such as Catering and Hospitality, Land Based Studies, Lifestyle, Arts and Drama and Basic Skills.

In the evenings and weekends students develop and learn Independent Living Skills (ILS).

**The challenge:**

We are continuously striving to take a student centred approach in all areas of the college and we identified students input into setting their own targets was a challenge.

Some students lack motivation, especially within residential learning as some of them do not realise why they are at college. We thought it would be beneficial if students had more ownership of their ILP in order to focus them on their learning.

The challenge was to combine a number of resources and approaches into one document that can be accessed and used by all relevant parties but develop it so the learner makes the majority of decisions and choices that relate to the content.

**What we did:**

- Held a meeting with Speech and Language Therapist (SaLT) who has knowledge of student's communication needs. We also spoke with the Resource Officer.
- Discussed ways in which we could give students more ownership of their ILPs.
- Agreed it was necessary to keep a copy as it is for staff use.

- Created a learning activity where students could add pictorial symbols to ILPs by using a Publisher exercise to drop and drag symbols onto a simplified document with Personal Tutor/Key Worker. This would happen in a tutorial at beginning of each term. They could then print this off and keep it wherever they like – on bedroom wall, in accommodation file, communication file.
- Identified 2 students which we could try this with and their PTs/KWs. We chose two students who have very different communication needs but who both struggle with motivation.
- Plan to introduce at beginning of spring term when targets next get reviewed.

**The outcomes:**

- Developed a document / resource / policy & procedure which give the student an element of choosing their learning targets and making decisions towards meeting them.
- Student motivation to learn was enhanced and learning targets were achieved more quickly.
- Students reacted positively to having pictorial prompts to remind them to focus on learning.
- Communication was heightened between Personal Tutor and Keyworker.
- Development of IT skills for students was encouraged.

**The impact:**


As a result of the project the following impact was noted.

- Allowed greater interaction, learning and decision making concerning learning for the chosen 2 students.
- Made individual targets more accessible for all concerned working with those students. (PT/KW)
- Students identifying themselves as learners.
- Developed greater learning resources.
- The resource is being actively used within sessions at the moment within in some departments. The aim is to roll this out to all departments within the college.
- Student feedback was positive around the resources.
- An evaluation discussion was held with the learners who felt the resource was valuable.

*“Having the targets on the wall in my house has helped me prepare for my session and has made me think more about what I have to do in sessions.”*

**Supporting information:**

Attachments: Example of an accessible target tracker.









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# Example of an accessible target tracker

## Lifestyle Dept Tracker

### Personal Session Targets

Name:

 <p>Check</p>	 <p>Des</p>	 <p>Peer Tutoring</p>
	 <p>Work in a Pair</p>	
 <p>Choose</p>	 <p>Decision Making</p>	
 <p>Communication Skills</p>	 <p>Ask Questions</p>	
<p>Tutors comments:</p>  <p>Answer Questions</p>		