

## Please read this information first about the documents in each Learner's Individual (Green) File

This document explains the features and organisation of the **TEMPLATE** and **BLANK** documents used to build each learner's Individual (Green) Learner File. The **TEMPLATE** documents are read-only files, which give staff the guidance and requirements needed for the completion of the **BLANK** documents. The **BLANK** documents are those which staff download and type or write into to put together each learner's Individual (Green) Learner File.

There are also some 'Example' Documents in the **TEMPLATE** and **BLANK** documents folders – these are not mandatory documents to be completed by staff, but are included for guidance purposes as examples of what staff have produced.

This document details the staff who contribute to each **BLANK** document and the timings of those contributions and explains how the electronic versions of **BOTH** the **TEMPLATE** and **BLANK** documents are stored.

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### 1. Features common across documents

#### Most documents

1. (a) Have a **TEMPLATE** version, which is a read-only file, giving guidance and requirements for the completion of the **BLANK** documents.  
(b) Have a **BLANK DOCUMENT** version, which staff download and type or write into for use with each individual learner

#### BOTH versions

2. will be stored in one **folder** on the T drive, which details the version number of the documents, the date of the version and states clearly that it is the current version. For example:  
'Individual (Green) Learner File Documents\_v2\_July2010\_Current Versions'  
Within this folder, are the sub-folders for the **TEMPLATES** and the **BLANK DOCUMENTS**
3. have a **filename** which, for clarity gives a number to the document, and details its title, version number and the date of the version. For example:  
'Doc10\_ILP\_ v2\_July2010'
4. have a **header** on every page which shows the title of the document, its version number and the date of the version. For example:  
'Doc11\_SupportPlan\_ v2\_July2010'
5. have a **footer** on every page which shows the page number & the total number of pages. For example:  
'Page 1 of 3'
6. the **footer** on every page will also carry Orchard Hill College's name and the copyright symbol
7. display the Orchard Hill College **Logo**
8. where necessary, tables have automated features, to make completing them easier and more time efficient. For example, a table may be automated to repeat its 'header' row when it contains the names of learners, so that it is not necessary to repeatedly type in the names

## 2. Management responsibility for the template documents

The following table details the staff who hold management responsibility for the current version (v2\_July2010') of each of the documents and items

Please note that this table will be added to during the 10/11 Year as there will be staff changes

Document/item title	Who holds management responsibility? *
Please read this first!	
What we mean by 'SMART'	
Plan of T Drive	
Diagram_PCP+IAG+FL+Accreditation	

## 3. Responsibility for completion and monitoring of the Current Learner File Documents

Heads of Curriculum & Quality will monitor contributions to learners' green files by sampling. Heads of Curriculum & Quality will select between two and four files and offer feedback to lecturers on them. Lecturers will then be responsible for applying the agreed actions to the files of all learners for whom they are the personal tutor.

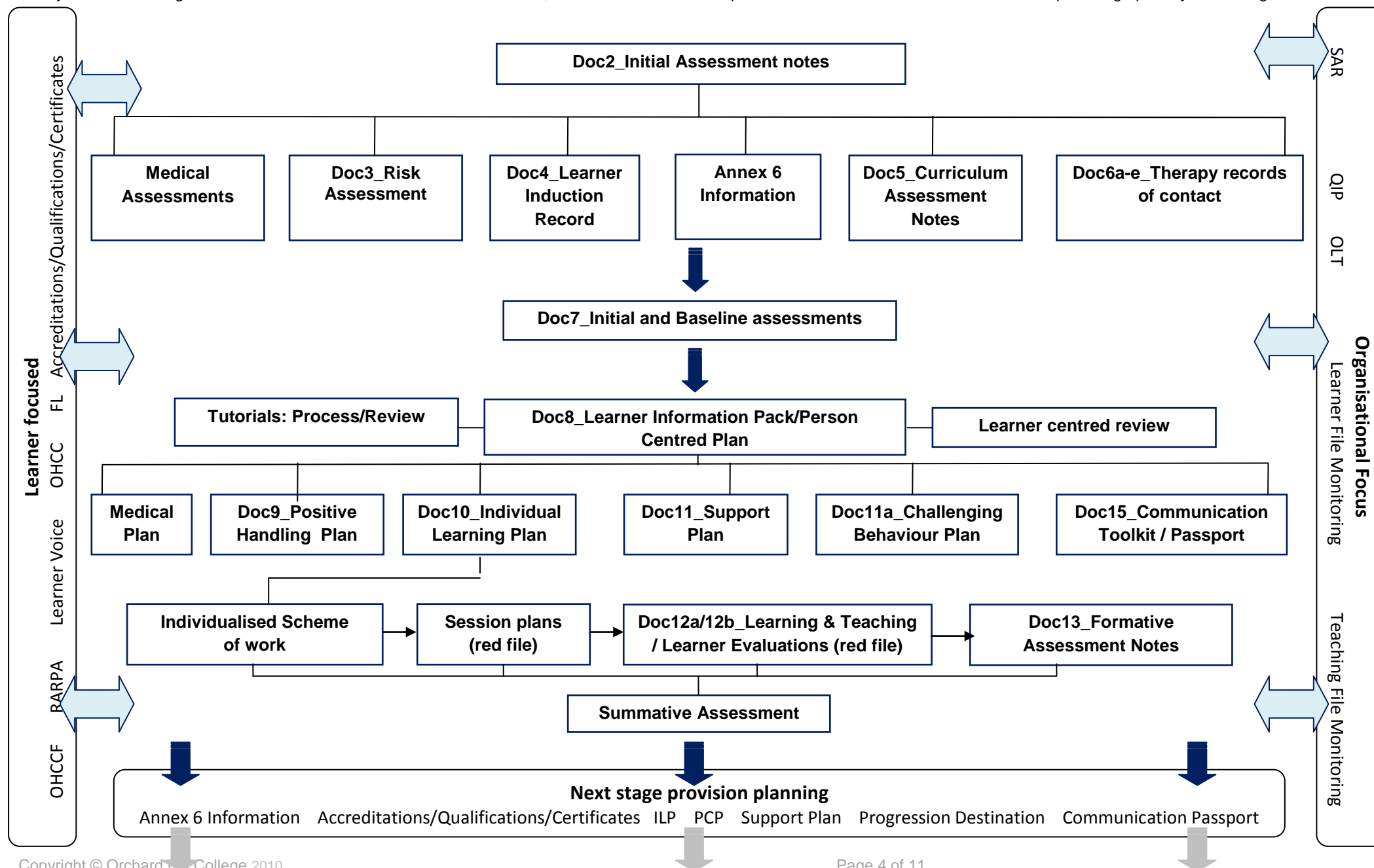
The table on the following page details the staff who contribute to (✓) and staff who are responsible for (✓) the Current (Green) Learner File Documents.

The last column shows who is delivering any necessary training and/or monitoring that is relevant to each document.

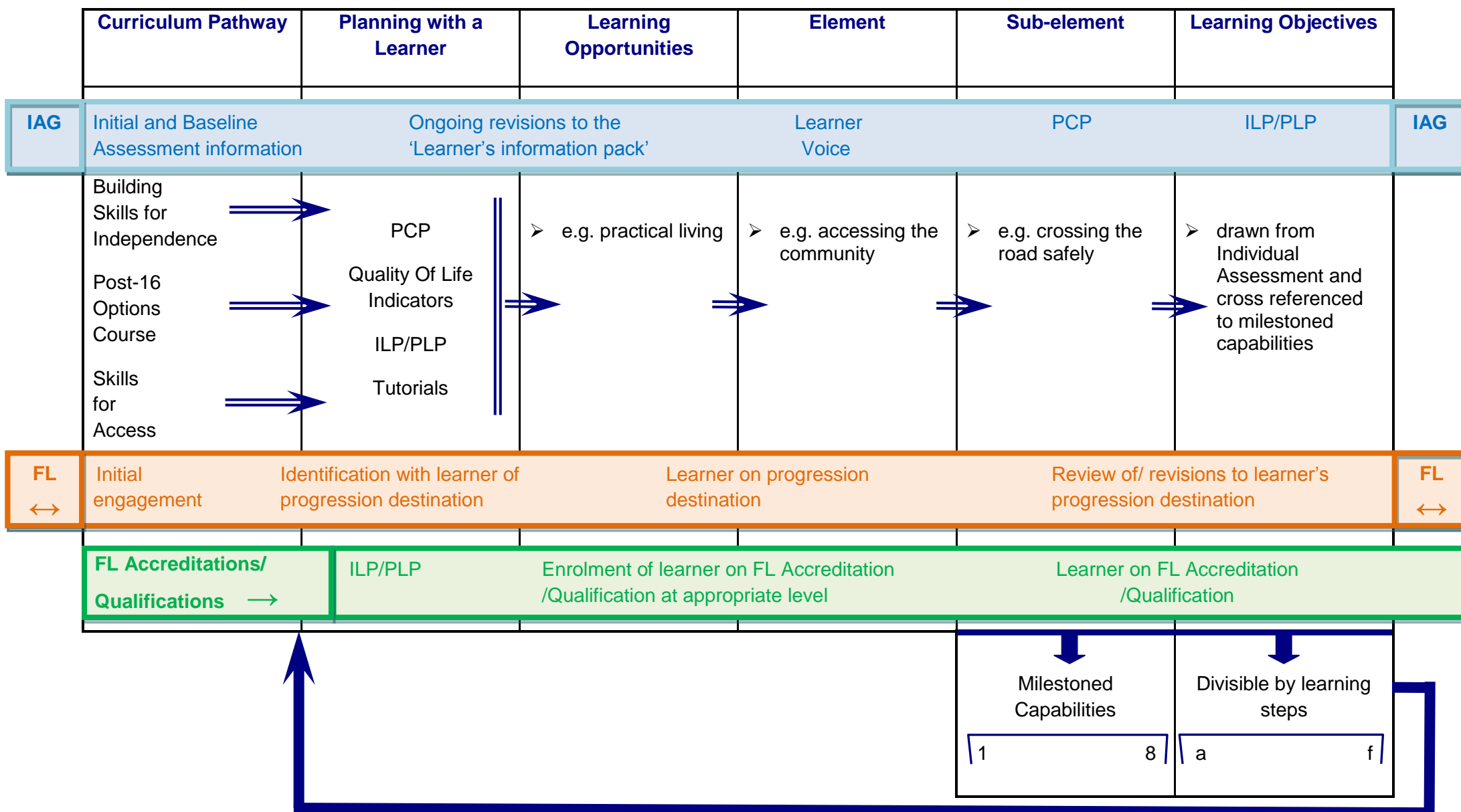
Document	When	Senior Manager	HOCQ	Advanced Practitioner	Personal Tutor	Senior Teaching Aid	Teaching Aid	Therapists	Nurse	Student Prog & Admsns Manager	Admin Staff	Training/Monitoring
Initial Assessment Notes	In Summer prior to entry				✓					✓	✓	SM/HOCQ
IAG Notes	In Summer prior to entry									✓		SM/SPAdM
Medical Assessments									✓			SM/Nurse
Risk Assessment	Termly & as appropriate				✓			✓	✓			SM/HOCQ/TM
Learner Induction Record	Start of Autumn Term				✓	✓	✓					SM/HOCQ
Annex 6 Information	In Summer prior to entry & as appropriate		✓	✓	✓			✓	✓	✓	✓	SM/HOCQ/TM
Curriculum Assessment Notes	Early Autumn				✓	✓	✓					SM/HOCQ
Therapy Notes / Records	As appropriate							✓				TM
Initial and Baseline Assessments	In Summer prior to entry & Autumn			✓	✓	✓	✓	✓		✓		SM/HOCQ/TM
Learner Information Pack / PCP	As appropriate				✓	✓	✓	✓	✓			SM/HOCQ/TM
Medical Plan									✓			SM/Nurse
Positive Handling Plan	As appropriate	✓		✓	✓	✓	✓	✓	✓			
Individual Learning Plan	Autumn Spring Summer				✓	✓				✓		SM/HOCQ
Tutorial Process/Review / Learner Evaluations	As appropriate				✓	✓	✓					SM/HOCQ
Support / Challenging Behaviour Plans	Autumn & as appropriate				✓	✓	✓	✓	✓			SM/HOCQ/TM
Formative Assessment Notes	Autumn & as appropriate			✓	✓	✓	✓	✓	✓			SM/HOCQ/TM
Communication Toolkit / Passport	Autumn & as appropriate			✓	✓	✓	✓	✓				SM/HOCQ/TM

## Overview of the key documents in the individualised learning process (Green & Red files)

Documents which have an electronic template stored on T drive are shown in the diagram with their document number. This diagram shows the 'vertical' order and relationships of documents - clearly detail and changes to one document will affect that in another/others, however those relationships between documents are too numerous to represent graphically in this diagram



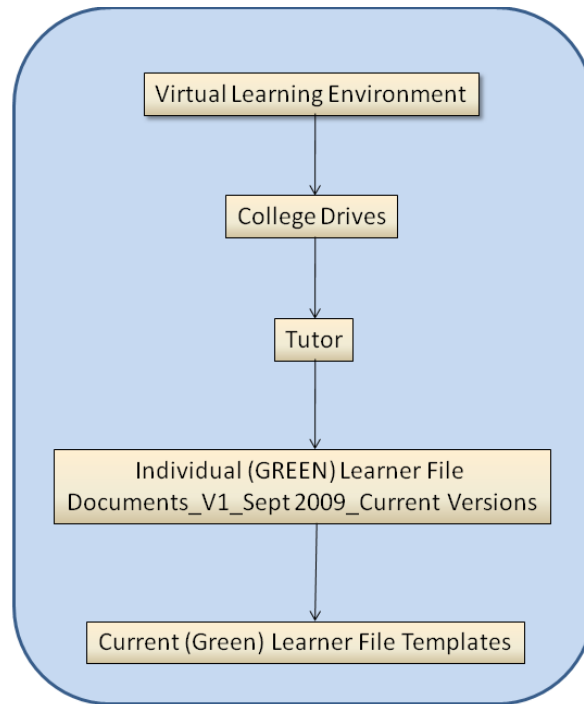
## Diagram to show how Person Centred Planning, Information Advice and Guidance, Foundation Learning (FL) and FL Accreditation come together



#### 4. How electronic copies of documents are stored

The (Green) learner file document **Templates** are stored as shown in the diagram below, using the directory path

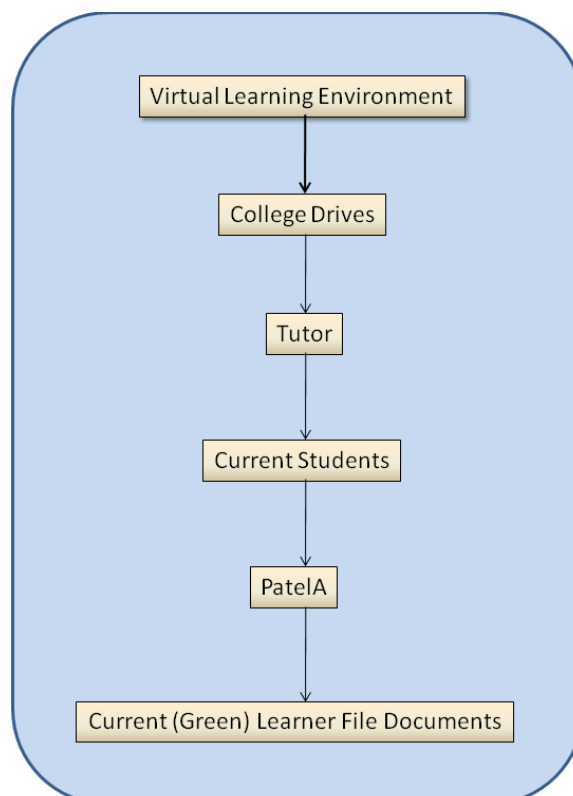
Virtual Learning Environment/ Tutor (T:) Drive/ Current (Green) Learner File Templates



The directory diagram below shows the location of a Learner's current Documents (that are in use) and the route by which they can be accessed.

In this fictional example; Aarti Patel's **Current** (Green) Learner File **Documents** can be accessed via:

Virtual Learning Environment/ Tutor (T:) Drive/ Current Students/ Patel, A (Surname of Learner/Initial of first name)/ Current (Green) Learner File Documents



## 5. What we mean by 'SMART'

This guidance outlines what we mean by SMART and exemplifies how SMART can be met. It shows, for example, that we think there are three R's in SMARRRT!

<b>S</b>	<b>Specific</b>	clearly describing the <ul style="list-style-type: none"><li>- outcome (what will be done/what are the details?)</li><li>- range (degree/extent)</li><li>- situation (audience/purpose)</li></ul>
<b>M</b>	<b>Measurable</b>	linked to evidence, so that the target sufficiently determines how staff and learners will recognise success
<b>A</b>	<b>Achievable</b>	challenging, but partially within the learner's current abilities and experiences. One guide would be that about 80% of the environment, equipment, people etc are known or familiar to the learner and about 20% represent that which is new. This helps support the learner's decisions and facilitate appropriate risk taking, whilst avoiding unnecessary stress or stagnation for the learner
<b>R</b>	<b>(R<sup>1</sup>) Relevant</b>	to the learner's <ul style="list-style-type: none"><li>- life</li><li>- needs</li><li>- aspirations/progression destinations</li><li>- context for achieving the target</li><li>- progression destination, long-term aims and learning objectives</li></ul>
<b>R</b>	<b>(R<sup>2</sup>) Related</b>	when appropriate, to other aims/agreements in the learner's life, such as those interrelated to health issues/ behaviour/ financial issues
<b>R</b>	<b>(R<sup>3</sup>) Realistic</b>	describing what the learner is likely to be able to achieve, given the learning context/ learning environment
<b>T</b>	<b>Time-related</b>	stating a clear timescale for achievement. This should be challenging but not overwhelming or seemingly unachievable. Such perceptions may be related to the learner's previous experiences of success and/or failure, or to their emotional or mental well-being

## Question

If a target isn't SMART, how can we prove that it has been achieved?

This table shows examples of SMART components in use within SMART targets. It also helps to illustrate how some features within targets may have overlap between components, such as those which specify time or address measurement.

SMART component	Example within a target
<b>Specific</b>	<ul style="list-style-type: none"> <li>- '...doing this consistently ...'</li> <li>- '...remaining in all 'x' sessions...'</li> <li>- '...when communicating with other students...'</li> <li>- '...to make a choice about where to go...'</li> </ul>
<b>Measurable</b>	<ul style="list-style-type: none"> <li>- '...every Thursday...'</li> <li>- '...for more than half the time...'</li> <li>- '...will show that this has been met...'</li> <li>- '...'x' will be different in that...'</li> <li>- '... will show that Rashid was successful..'</li> <li>- '...helping another student by/to...'</li> </ul>
<b>Achievable</b>	<ul style="list-style-type: none"> <li>- '...Lien will improve her...'</li> <li>- '...will use existing knowledge of the library...'</li> <li>- '...will aim to use 'x' as part of his 'y' routine...'</li> <li>- '...Aisha will be able to...'</li> </ul>
<b>(R<sup>1</sup>) Relevant</b>	<ul style="list-style-type: none"> <li>- '...this target is important to him because...'</li> <li>- '... to enable Sarah to...'</li> <li>- '...to help her improve...'</li> </ul>
<b>(R<sup>2</sup>) Related</b>	<ul style="list-style-type: none"> <li>- '...along with Dave's aim to...'</li> <li>- '...this will also help her to...'</li> <li>- '...this will help to increase his...'</li> </ul>
<b>(R<sup>3</sup>) Realistic</b>	<ul style="list-style-type: none"> <li>- '...when with familiar adults...'</li> <li>- '...in the familiar setting of the Leisure Centre...'</li> <li>- '...to increase 'x' by...'</li> <li>- '...aim to achieve by...'</li> <li>- '...when communicating with unfamiliar people...'</li> </ul>
<b>Time-related</b>	<ul style="list-style-type: none"> <li>- '...at the end of each session...'</li> <li>- '...by the end of the Summer term...'</li> <li>- '...each day before leaving...'</li> <li>- '...every two weeks...'</li> </ul>



## **6. How to assess skills, knowledge and understanding and write learning objectives from the Orchard Hill College Curriculum Framework (OHCCF)**

For every curriculum sub-element from the (OHCCF) with which a learner is engaged...

1. Consider and write assessment statements on paper copies of the 'Curriculum Assessment Notes' in your own words for each curriculum sub-element. For example:  
*'Freda communicated that she recognised a bus when it arrived...'*
2. Find the Milestoned Capability statement in the OHCCF that most closely corresponds to your assessment statement: (PL\_TT\_UPT/MC3.4)  
*'Anticipate known events which follow a regular sequence...'*
3. Write a Baseline Assessment using the OHCCF wording, together with your specific example:  
*'Freda has anticipated known events which follow a regular sequence, such as when responding to the presence of a bus by independently stepping onto it.'*

### **If it is consistent with the learner's Progression Destination and one of their Long Term Aims**

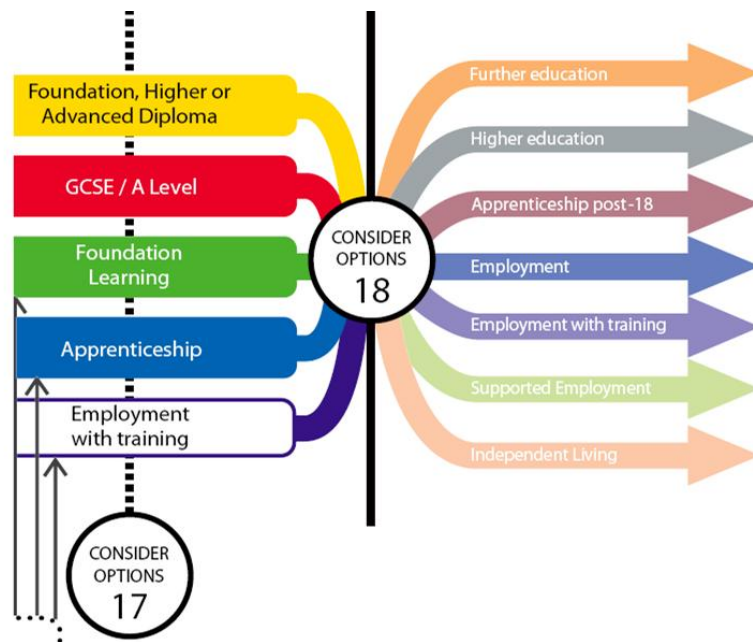
1. Write an objective for the learner's next step. In Freda's case, her next objective related to this curriculum sub-element represented vertical progression to MC5 (PL\_TT\_UPT/MC5.3)  
*'With support, take part in routine and simple procedures in familiar contexts by showing her oyster card after stepping onto the bus.'*

### **Please note:**

- A. Do include text from the milestoned capability statement; not just the code for it
- B. Do not use a milestoned capability statement from the OHCCF verbatim – it must be taken and adapted to suit the planning needs of the learner

## 7. Guidance on writing Progression Destinations and related Long Term Aims

The following diagram is from the DCSF publication 'Foundation Learning - A guide' (2010); the quotable Progression Destinations are shown in the arrows on the right hand side:



It is important to emphasise that for some learners at Orchard Hill College, Independent Living may be fully or partially supported and may be something that learners are working towards as a Progression Destination.

Orchard Hill College uses the following format to reflect national Guidance and its own good practice in terms of person centred planning and educational provision.

- 1) We express a Progression Destination in the format of:  
'X's Progression Destination is: Y'  
so an e.g. is – **Mark's Progression Destination is: Supported employment**
- 2) We then have what we call a 'Long Term Progression Aim', which derives directly from the learner's Progression Destination and we express in the format of:  
'X's Long Term Progression Aim is to ...'  
so an e.g. is – **Mark's Long Term Progression Aim is to look at work opportunities in Retail which will offer him supported employment**

When working with learners, parents, carers and other professionals, we have found it helpful to give definition to what we mean by the

- ▣ forms of employment
- ▣ experiences of employment
- ▣ experiences related to, but not within employment

that learners at Orchard Hill College may encounter.

Forms of employment for Orchard Hill College learners include:

- Full time
- Part time
- Supported, including activities involving job coaching and/or job carving
- Voluntary
- Social enterprise
- Paid
- Sheltered
- Temporary
- Permanent

Experiences of employment for Orchard Hill College learners include:

- Full time
- Part time
- Paid
- Supported, including activities involving job coaching and/or job carving
- Voluntary
- Work shadowing
- Work experience -
  - On-block
  - Full time
  - Part time
  - 'bite-size' / 'taster' sessions

There are also experiences related to, but not within employment for Orchard Hill College learners, these include:

- role play
- simulation
- enterprise activities
- skills for employability education and training
- Information, Advice and Guidance activities