

**Community Employment
Individual Learner Plan**

Individual Learner Plan: Guide to the ILP Documentation

List of ILP Documentation

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Completed forms should be retained and filed securely on your project. All DSP ILP forms are listed in Appendix 1.

The Individual Learner Plan (ILP): Guide to the Documentation.

This Guide sets out to introduce and explain the ILP documentation. The paperwork involved should be seen as being separate and distinct from the activities and processes that Supervisors and participants will engage in when they meet to explore, discuss, plan, implement and review the decisions and actions that contribute to making the ILP a successful and rewarding activity.

In almost all cases, the documentation simply confirms or provides evidence for the various activities involved. The worth and validity of the documentation depends on the quality of the face-to-face discussions and practical work that goes on during the ILP process. It will be seen that the different forms can also act as a prompt and a reminder of what needs to be done, and when it needs to be done. Good records give continuity to the process, serve as a reminder of what went before, and highlight what the new starting point is. The various forms that follow make up the documentary record of the Individual Learner Plan (ILP).

The documentation has different functions, and will need to be completed at different phases of the participant's time on the Community Employment project. This Guide to the documentation aims to explain the purpose of each Form. It also aims to give guidance in how to approach and complete each Form.

Each form will be dealt with separately and, finally, the inter-linkages between the forms will be outlined. A full set of blank forms is included in the Appendix at the end of this Guide. Developing and implementing the ILP is essentially a process of Needs Identification, Planning, Implementation and Review. As learning activity takes place, and as the participant reviews their learning, new needs will be identified, thereby restarting the cycle of Needs Identification, Planning, Implementation and Review.

The ILP process is flexible in that it allows for the cycle to be renewed at whatever time a new need or opportunity is identified. While this 'Guide to the ILP Documentation' gives an indication of when and how often discussions and decision-making should take place, it is up to the Supervisor and participant, in co-operation to ensure that action is taken at the most appropriate stages of the participant's time on Community Employment.

DSP LP-1 CE Project Job Description

The LP-1 Project Job Description should be filled out before the participant is recruited and allocated a job.

Please note the following:

- Consultation with the Sponsor will be needed;
- Each Job should be broken down into its main key tasks;
- The Form should identify the skills needed in order to carry out each key task;
- The Form should identify whether the participant needs training in order to attain the skills in question;
- Placing a tick under Yes (Y) means that the participant has the skill;
- Placing a tick under No (N) means that the participant will need training.

The LP-1 Form provides a factual basis for moving on to planning and training for project-related tasks. It is an important foundation document. If many, or all participants are expected to carry out the same Job, then the LP-1 Form will be the same for all of them, with the exception of whether the participants need training or not. Some may have the Skills required; others may not. The LP-1 should, therefore, always be completed for each participant separately, and placed in their ILP file. Samples of the LP-1 form are provided for your guidance.

CE Project Job Description: Sample

To be completed by the CE Supervisor, in consultation with Sponsor

Job Title:	Clerical Assistant		
Key Tasks	Skills	Y	N
1. Filing	<ul style="list-style-type: none"> • Correctly placing documents into appropriate folders on a regular basis • Maintaining files in proper order • Maintaining records of where files are located • Clearing old files and redundant papers • Maintaining security of files 		
2. Photocopying	<ul style="list-style-type: none"> • Using the photocopying machine correctly for the task at hand (stapling, collating, enlarging etc) • Maintaining adequate supplies of consumables for the machine and replenishing them when necessary. 		
3. Post	<ul style="list-style-type: none"> • Opening incoming post and date stamping all items and logging them, as appropriate. • Sort items for delivery to relevant persons • Addressing items for dispatch • Franking items for dispatch 		
4. Computer Applications	<ul style="list-style-type: none"> • Basic computer skills – use functions to access software, save/retrieve/edit documents, create/delete folders and files. • Word-processing – produce documents to acceptable standards i.e. letters, timetables, schedules, rosters, etc. • Spreadsheets – utilise spreadsheets for the production of statistics, wages, stock control etc. • Email and Internet – access email and the Internet. • Manage folders, send, receive and retrieve emails. 		
5. Telephone	<ul style="list-style-type: none"> • Deal with incoming calls by taking appropriate action (answering queries, transferring calls or taking messages) • Making outgoing calls • Maintaining good telephone manner • Ensure message follow-up 		

The above tasks can be acquired or supported by the completion of:

- **Office Administration (5M1997)**
QQI Level 5 Major Award in Secretarial and Office work.
- **Information and Administration (5N1389)**
QQI Level 5 Minor Award in Secretarial and Office work.

CE Project Job Description: Sample

To be completed by the CE Supervisor, in consultation with Sponsor

Job Title:	Gardener		
Tasks	Skills	Y	N
1. Weeding	<ul style="list-style-type: none"> • Recognise weeds • Recognise root systems • Deal with weeds e.g. pull out, use weed-killer etc 		
2. Cut grass and trim hedges and edging	<ul style="list-style-type: none"> • Identify the right tool for the job • Use tools safely and correctly • Pay attention to detail 		
3. Sowing and planting	<ul style="list-style-type: none"> • Read labels or packets for instructions • Recognise different compost types • Choose correct containers for sowing/planting out • Sow/plant out at the correct time • Keep a note of plants sown 		
4. Take care of plants	<ul style="list-style-type: none"> • Recognise when watering and misting are needed • Notice pests and deal with them • Notice diseases and deal with them • Practice the safe use of pesticides 		
5. Attend to health and safety	<ul style="list-style-type: none"> • Store and use all tools safely • Store pesticides safely 		

The above tasks can be acquired or supported by the completion of:

- **Container Gardening (3N0883)**
QQI Level 3 Minor Award in Horticulture
- **Market Gardening (6N3614)**
QQI Level 6 Minor Award in Horticulture
- **Handling and Distribution of Pesticides (5N2466)**
QQI Level 5 Minor Award in Horticulture
- **Handheld Pesticide Application (5N0731)**
QQI Level 5 Minor Award in Horticulture
- **Safe Use of Pesticides (5N2433)**
QQI Level 5 Minor Award in Horticulture

CE Project Job Description: Sample

To be completed by the CE Supervisor, in consultation with Sponsor

Job Title:	Cleaner		
Key Tasks	Key Tasks	Y	N
1. Cleaning Floors	<ul style="list-style-type: none"> • Sweeping thoroughly • Mopping floors • Safe use of chemicals • Buffing floors and correct use of the machine • The correct use of warning signs for wet floors • Cleaning of equipment following each use 		
2. Cleaning toilets	<ul style="list-style-type: none"> • Cleaning mirrors, toilets, sinks • Replacing soap, towels • Ensuring area is clean and checked periodically • The correct use of warning signs for 'cleaning in progress' • Report of 'facilities completed' including the time and person who checked all was in order and tasks completed • Safe use of chemicals 		
3. Cleaning windows	<ul style="list-style-type: none"> • Safe access ensuring all H&S requirements are adhered to • Cleaning windows with correct solution • Safe use of chemicals 		
4. General area	<ul style="list-style-type: none"> • Ensure all areas are tidy with no obstructions • Reporting any obstructions to your line manager immediately • Use of warning signs if spillages/danger is sighted 		

The above tasks can be acquired or supported by the completion of:

- **Public Area Cleaning (3N0574)**
QQI Level 3 Minor Award in Domestic Services
- **Cleanroom Operations (5N1921)**
QQI Level 5 Minor Award in Cleaning
- **Cleaning and Decontamination Practice (5N3735)**
QQI Level 5 Minor Award in Cleaning

CE Project Job Description: Sample

To be completed by the CE Supervisor, in consultation with Sponsor

Job Title:	Caretaker		
Tasks	Skills	Y	N
1. Building	<ul style="list-style-type: none"> • Keep outside area clean and tidy • Report any building issues to management • Sweep carpark • Store and use all tools safely 		
2. Inside	<ul style="list-style-type: none"> • Identify matters which require attention • Report matters to management to ensure required materials are supplied • Clean marks off walls/floors • Keep are clean and tidy • Ensure heating is on two hours before use • Ensure heating is turned off before lockup • Ensure all persons sign in/out in the attendance book 		
3. Maintenance	<ul style="list-style-type: none"> • Fix items which require fixing • Identify tools required • Ensure all health and safety at work conditions are applied and adhered to • Report any building/electrical/plumbing issues to management • Store unused paints/materials/tools safely • Ensure the safe use of tools • Ensure there is safe signage where required for 'work in progress'. 		
4. Bookings	<ul style="list-style-type: none"> • Take queries or bookings for hall • Ensure no double bookings are made • Ensure all bookings are recorded • Ensure all details of person are taken, including occasion for booking and requirements for same, contact number, address, date of booking and date of hire 		

DSP LP-2 Identification of Learner Needs: Participant Profile Discussion Document

The LP-2 Form provides a format in which to briefly record the main points that emerge from discussions between the participant and the Supervisor. It will result from a series of ongoing meetings. It aims to record very briefly in the form of bullet points, basic information about the participant's previous work and training history, their interests, and their skills (related to the project-job and in general).

Through ongoing discussions the Supervisor and participant will explore and make decisions and action plans about the training that the participant will need to take, initially regarding their project job (LP-2 Question 4 and LP-1 CE Project Job Description Form will assist in making these decisions). These discussions will move on to exploring what skills the participant would like to develop during their time on the project, including work/job-related skills for their future after CE, and personal/social skills (LP-2 Question 5 and LP-1 Form). While initial discussions may only start the process of considering these issues, they can and should be returned to at later discussions, and noted on the LP-2. The issue of literacy will arise at this stage, and should be dealt with in a very sensitive manner.

In general terms, the LP-2 form is simply an on-going record of matters that are discussed at Supervisor-participant meetings. The LP-2 form aims to provide continuity to these discussions, and to note decisions taken at each stage, so that each new discussion can start with a reference point from the previous discussion.

The LP-2 form is a crucially important form, but unlike the LP-1 form it is not concerned with hard facts and details. Very sensitive information that arises during discussions does not need to be recorded. Brief bullet-point notes are perfectly adequate. The LP-2 form also provides clear and simple evidence that one-to-one discussions have been carried out. Decisions made and actions planned during these discussions will lead on to detailed information that will be entered on other forms.

While the LP-2 form is important, the discussions themselves are much more important. The form should not come in the way of good Supervisor-participant interaction. The work that is done at the early stages of the participant's time on the project is noted on the LP-2 form. Later reviews, such as those recorded on LP-3 and LP-4 – quarterly programme review and final review will continue the process.

DSP LP-3 Quarterly Programme review (including Annual Review) by Participant

The LP-3 Form should be used to record the results of discussions held between the participant and the Supervisor. Formal discussions should take place quarterly with the participant. This form is a continuation of the records first made using the LP-2 Identification of Learner Needs form. Like the LP-2 form, it is a brief recording of the main points and issues that are covered during discussions. The process of the discussion is itself, therefore, the most important thing. In conducting the discussions the Supervisor and participant should draw on the information that was noted in the LP-2.

The discussions should explore the participant's overall progress to date, and how their ideas about the future are developing. As with the LP-2, these LP-3 forms should conclude with an agreement between the Supervisor and participant about what should happen next.

DSP LP-4 Final Review of CE Participation by Learner

The LP-4 Form is designed for use within 3 months before the participant exits CE. It provides a basis for discussing the individual's state of readiness for leaving, and checks whether all the important preparations and connections for post-CE support have been put in place. It also provides an opportunity for planning last-minute actions that may help the participant.

The LP-4, like the LP-2 and LP-3, should simply note important information in bullet-point form. Taken together they represent evidence of Supervisor-participant discussions and interactions, as well as showing that an on-going process of identifying, agreeing, planning, implementing and reviewing learning took place.

LP-5 Proposed Training Provider(s) to be Contracted

This form has an important function. It provides the DSP Community Development Officer (CDO) with the information that he/she will need in order to approve a training provider. This applies whether the project is proposing to contract with an institution (such as a college, school, agency or university) or with an individual training provider.

The Supervisor must make sure that the information provided is accurate, adequate and relevant. Some of the information that is needed will already be available from other LP forms completed, or from previous year's documentation.

The LP-5 is important in that it provides evidence that every effort has been made to get the best possible provider; that they are qualified and/or experienced; that their fee represents good value for money; and that they are able to provide accreditation. The form therefore contributes to showing that the process of selecting providers is quality assured.

Your Provider Selection Criteria are likely to include factors such as:

- Evidence of good provision to you or another CE project in the past, as supported by participant feedback;
- References from other Supervisors, or other users;
- Ability to provide accredited training;
- Recognition of the provider by academic, professional or other accrediting bodies; and
- Competitive value-for-money

The Supervisor should clearly indicate how the provider's costs are arrived at. In some cases (e.g. a course provided by a college or university) the fee will be per person; in other cases it may be a fee that you have negotiated. In either case it is important that details are provided.

This form must be signed-off by your Sponsor/Participant Development Officer (PDO). This 'signing-off' must be done before training commences. This form must be retained in hard copy. The Supervisor must not proceed to implementation, or indeed, to making a formal agreement with the provider, until he/she receives approval from DSP. All LP-5 forms should be safely stored in a project Training Provider File.

CE Project Job Description

To be completed by the CE Supervisor, in consultation with the Participant

The Y/N column should be completed **after** consultation with the participant and should denote whether the participant has the skill or not. The skills that need to be learned should be then included in the participant's Individual Learner Plan.

Participant Name: _____

Work Title:			
Job Description:			
Key Task / Activity	Skills	Y	N
Key Task / Activity	Skills	Y	N
Key Task / Activity	Skills	Y	N
Key Task / Activity	Skills	Y	N

Data Protection Statement

I am aware that data provided with regard to any briefings, education, training and work experience undertaken during my participation on Community Employment will be provided by my sponsor (employer) and forwarded to the Department of Social Protection. I consent to have information submitted to the Department by hard copy or by electronic means for consideration. I am also aware that this information may be exchanged with other Government Departments / Agencies in accordance with the law.

Applicant/Participant Signature: _____

Date: _____

Explanations and terms used in this form are intended as a guide only and are not a legal interpretation.

Identification of Participant's Needs and Career Planning

This form is to be completed by the Supervisor in consultation with the CE Participant. The questions are to be used as prompts in a guided conversation, and in conjunction with the ILP Guidelines. Both parties must agree that the information noted here is an accurate record of the discussion.

Participant Name: _____

Work Title: _____

Job Description: _____

Career Plan: _____

Section A (Details can be obtained from CV if available)

1. Your previous work history

Job	Employer	Duties	Duration

2. Education and/or training courses or schemes you have already completed

Education/Scheme/Course	Skills/Qualifications Attained	Date

3. Main skills, abilities, and work experience you already have

4. Examine the list of Key Tasks and Activities required in your current project job which are listed in the LP-1 CE Job Description Form. Which, if any, do you need training in?

Key tasks/activities	Training Needed	
	Yes	No

5. Skills and abilities you would like to develop

(a) Related to work / employment
(b) Personal and social

Signed by Participant: _____ **Date:** _____; **Signed by Supervisor:** _____ **Date:** _____

Section B

The questions below are to be used as prompts in a guided conversation. Be aware of the potential sensitivities of this subject matter.

6. Your reading and writing skills

Level	Comment
Do you feel comfortable with most reading and writing tasks?	
Do you like to have some help with reading and writing tasks?	
Do you like to have a lot of help with reading and writing tasks?	

7. Would you be interested in/benefit from literacy development? Yes No

8. What, at this point in your CE placement, do you hope to have achieved at the end of your current year on CE?

(Your ideas may develop during your time on CE).

a) General learning goals (including personal and social goals):
b) Work-related learning goals:

Signed by Participant: _____ Date: _____ ; Signed by Supervisor: _____ Date: _____

Section C: Summary of planned activities, reviews and briefings/meetings (as agreed or arising from the discussions).

Record of briefings to include Induction Briefing, Career Planning, and Exit Planning.

	Date of Briefing/ Discussion	Details	Target and Goals if applicable	Participant to Initial
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Signed by Participant: _____ Date: _____ ; Signed by Supervisor: _____ Date: _____

Section D: Training Activities and Training Reviews

Record to include:

- For training activities under the QQI, industry related or other training: Course Title, Module Code, Level, Awarding Body, Hours and Planned Start Date as applicable.
- For review of training: Certification achieved/not achieved and comments on training delivered.

	Date	Planned - Training details	Participant to Initial	Completed Y/N	Date	Review	Participant to Initial
1.							
2.							
3.							
4.							
5.							

Signed by Participant: _____ Date: _____ ; Signed by Supervisor: _____ Date: _____

Section E: Work Experience – External/Internal

Record to include:

- For External/Internal Work Experience the following details are required: Name of Provider, Nature of Business, Hours & Planned Start Date & finish date.
- For the review of External/Internal Work Experience provide a description of the work and what the participant learned.

	Date	Planned – Work Experience details	Participant to Initial	Completed Y/N	Date	Review	Participant to Initial

Signed by Participant: _____ Date: _____ ; Signed by Supervisor: _____ Date: _____

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Applicant/Participant Signature: _____ Date: _____

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Quarterly Programme Review (including Annual Review) by Participant

This learning review should be undertaken regularly (at least every 3 months) and the questions are to be used as prompts in a guided conversation

Participant Name

Participant Review No. 1 for first review, 2 for second, etc.

A look-back at the summary reviews on the LP-2 since the last review discussion will help in carrying out this review.

1. What have you done? List the training activities, work experience and achievements.

2. Skills and abilities you have developed so far:

3. What key learning goals remain to be achieved in relation to...?

General Learning (including personal & social goals)?	Work-Related learning goals?

4. Decisions / Action Plans Agreed?

5. Annual Review (e.g. 1st Year, 2nd Year or 3rd Year as applicable)

Review of goals, development areas and future plans

Participant Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Data Protection Statement

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Applicant/Participant Signature: _____ Date: _____

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Final Review (Exit Planning) with CE Participant

The questions below are to be used as prompts in a guided conversation

Participant Name
 Date of Review

A look-back at all the planning and review sheets for your time on the project will help in carrying out this review. For each CE participant there should be an exit plan in place at least 3 months before they exit.

1. The main skills and abilities you have developed and qualifications achieved during your time on CE are?

2. What were the main benefits for you of participating on CE?

3. Preparation Checklist for Leaving CE

Have you received a copy of your Record of Achievement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you received a copy of your Job Description?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you an updated CV?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you a draft letter of application for jobs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you undertaken mock interviews & job-seeking skills training?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you made contact with Employment Services/Intreo?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you a list of Employers contact names and phone numbers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

4. Final Decisions / Action Plans Agreed / General Comments

Participant Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Data Protection Statement

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Applicant/Participant Signature: _____ Date: _____

Explanations and terms used in this form are intended as a guide only and are not a legal interpretation.

Proposed Training Provider(s) to be Contracted			
Project Name			
Project Ref. No.			
Training / Learning Activity Title			
Module Title(s)			
Module Code(s)			
Awarding Body	None <input type="checkbox"/>		
Level of Award	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> Other _____		
Learning Objectives	<i>List Output Indicators. At the end of the training/learning activity, the Participant will...</i>		
Name & Address of External Trainer / Provider			
Learning Location / Venue (Address)			
Qualification & Relevant Experience of External Trainer / Provider			
Fee of External Trainer/Provider	€	Hourly/Daily Rate (If appropriate)	€
Total Number of Direct Training Hours		Total Number of Participants	
Additional Costs Allowable (specify)	€		
Total Cost of Activity	€		

Sponsor is to ensure that Public/Employers Liability Insurance is in place.

Signed by Supervisor _____ **Date:** _____

Signed by Sponsor/PDO _____ **Date:** _____

This document must be signed by the Sponsor/PDO before training is delivered.
A copy of this document is to be held by the project.