PARTICIPATION AND PATHWAYS PLAN

• This Plan is to be completed by the Links to Learning Co-ordinator.
• The Participation and Pathways Plan outlines the personal goals of the young person, the steps involved in achieving these goals, the support needs, any educational needs or barriers and the participant’s next step activity.
• The participant’s progress is reported against the Key Competencies. Life skills and particular vocational skills developed during the course of activities are also identified.
• The Plan includes the following steps:
  Step 1: Establish participant’s Profile.
  Step 2: Establish process for assessing Individual Skills Progress and Outcomes.
  Step 3: Mid Activities Interview – Comment on the young person’s progress in gaining key competencies and life skills.
  Step 4: End of Activities Interview – Comment on the young person’s achievements in gaining key competencies and life skills. Finalise the Next Step.
  Step 5: Next Step follow-up.

STEP 1: PROFILE

Name:  
School:  
School year:  
or last school year attended:  
Personal interests:

EDUCATIONAL/EMPLOYMENT BACKGROUND
(also refer to the participant’s “Referral to Links to Learning” Form)

☐ Work experience  ☐ Structured workplace training  ☐ TAFE  ☐ Community activities
☐ Youth activities  ☐ Other courses and/or training  ☐ Employment
☐ Other relevant experience:

Details/Comments:
ONGOING SUPPORT NEEDS
Including:  □ Transport  □ Housing  □ Personal/Family Issues  □ Drug/alcohol  □ Physical  □ Mental health  □ Other – Please specify below:

PARTICIPANT’S GOALS
(This section can be copied and used for any changes to the participant’s goals during the Links to Learning Activities)
Please describe the participant’s long term goals in relation to employment, interest in gaining work, participating in work experience, structured work placements, apprenticeships and traineeships, interest in further education and/or training programs, etc.

STRATEGIES
What will the young person do to achieve his/her goals in the short term (2-6 mths)?

What will be the main skills developed through the Links to Learning planned activities?

What will the participant need to do to achieve his/her goals in the long term (years), after the Links to Learning activities and the Next Step activity?

TOTAL HOURS NEGOTIATED WITH THE PARTICIPANT:
Group session contact hours: __________________________ POF Section 4.2.1 (a)
Individual contact hours: __________________________ POF Section 4.2.2 (b)
Participant planning and liaising contact hours: __________________________ POF Section 4.2.3 (c)
Total contact hours negotiated: __________________________ (a)+(b)+(c) above

Name of Participant: __________________________
Signed: __________________________

Name of Co-ordinator: __________________________
Signed: __________________________
Date: / /
STEP 2: INDIVIDUAL SKILLS PROGRESS & OUTCOMES (Development of Key Competencies & other skills)

- This sheet is optional if other systems are in place.
- It is to be used for each participant for each Session of the planned Links to Learning activities.
- It identifies the participant’s progress in the development of the key competencies and other skills. (see example)
- It is to be used as a reference at the participant’s Mid Activities Interview and End of Activities Interview and attached to his/her Next Step Referral or Transition Plan.

<table>
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<tr>
<th>SKILL (Key Competency or other skill)</th>
<th>SESSION No.</th>
<th>ELEMENTS</th>
<th>PROGRESS</th>
<th>NONE, SOME, CONSIDERABLE Eg N, S, C</th>
<th>SIGNED &amp; DATED</th>
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STEP 3: MID ACTIVITIES INTERVIEW

Feedback from young person regarding their progress:

ASSESSMENT OF PROGRESS AND SUPPORT NEEDS:

Summarise the participant's achievements to date in the Links to Learning Activities? (Refer – Individual Skills Progress form)

Is the participant making progress towards the goals and strategies negotiated at the beginning of the Links to Learning activities? □ YES □ NO

If NO, what is preventing the student progressing? What assistance is required?

ATTENDANCE REVIEW:

CONTACT HOURS ACTUALLY ATTENDED/RECEIVED BY THE PARTICIPANT TO DATE:

Group session contact hours: 
Individual contact hours: 
Participant Planning and Liaising Contact Hours: 
Total contact hours actually received: 
Number of hours the participant missed:

Name of Participant: 
Signed: 
Name of Co-ordinator: 
Signed: 
Date: / /
STEP 4: END OF ACTIVITIES INTERVIEW

Feedback from young person regarding their progress:

ASSESSMENT OF PROGRESS AND SUPPORT NEEDS:

Summarise the participant’s achievements to date in the *Links to Learning* activities? *(Refer – Individual Skills Outcome form)*

Has the participant made progress towards the goals and strategies negotiated at the beginning of the *Links to Learning* activities?  □ YES  □ NO

If NO, what has prevented the student achieving his/her short term goals?

ATTENDANCE REVIEW:

**CONTACT HOURS ACTUALLY ATTENDED/RECEIVED BY THE PARTICIPANT:**

- Group session contact hours: 
- Individual contact hours: 
- Participant Planning and Liaising Contact Hours: 
- Total Contact Hours actually received: 
- Number of hours the participant missed: 

NEXT STEP

What has been identified as the young person’s *Next Step* Activity? *Who will deliver the Next Step Activity?* – Refer POF
Information/negotiation required with the school, providers and employers:

SUPPORT NEEDS
What support does the participant require to assist them with their Next Step activity?

What Provider would support the participant with the Next Step activity?

Name and contact details:

Step 5: NEXT STEP FOLLOW-UP
Did the participant actually commence the planned Next Step activity (and remain for at least 12 hours)?

☐ YES  ☐ NO  Comments:

Outcome/comments on the Links to Learning Provider’s follow up with the participant:

• One month after completion of the Links to Learning activities:

Name of Co-ordinator:  
Signed:  
Date:  /  /  /