

Quality Improvement Plan ☆ 📄 🔄

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1. →

Area to be addressed	Person(s) responsible (filled in by AEP)	Target date for achievement (filled in by AEP)	How? (filled in by AEP)	Milestones in achievement (filled in by AEP)	Recommendations	Good Practice
Testing and early identification of SpLDs (to tackle challenges identified/ undiagnosed learners willing to enrol to adult educational programmes)					Reach out to diagnostic centers in the area	„Slovenian Dyslexia Institute“ by AZM
Recognising strengths and potential of SpLDs (Every person who experiences SpLDs will have their own unique profile of strengths and weaknesses)					Finding instruments for recognising and updating of existing skills among learners with SpLDs	- „Lights on Rights“ by Folksuniversitetet - „COOCOU (Competence Oriented COUncelling for cognitively impaired persons)“ by vhs

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2. →

Area to be addressed	Person(s) responsible (filled in by AEP)	Target date for achievement (filled in by AEP)	How? (filled in by AEP)	Milestones in achievement (filled in by AEP)	Recommendations	Good Practice
Testing and early identification of SpLDs (to tackle challenges identified/ undiagnosed learners willing to enrol to adult educational programmes)					Reach out to diagnostic centers in the area	„Slovenian Dyslexia Institute“ by AZM
Recognising strengths and potential of SpLDs (Every person who experiences SpLDs will have their own unique profile of strengths and weaknesses)					Finding instruments for recognising and updating of existing skills among learners with SpLDs	- „Lights on Rights“ by Folksuniversitetet - „COOCOU (Competence Oriented COUncelling for cognitively impaired persons)“ by vhs

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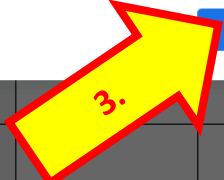
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Area to be addressed	Person(s) responsible (filled in by AEP)	Target date for achievement (filled in by AEP)	How? (filled in by AEP)	Milestones in achievement (filled in by AEP)	Recommendations
Testing and early identification of (to tackle challenge identified/undiagnosed learners willing to enrol in educational programmes)					Reach out to diagnostic centers in the area
Recognising strengths and potential of SpLDs (Every person who experiences SpLDs will have their own unique profile of strengths and weaknesses)					Finding instrument: recognising and updating of existing skills among learners with SpLDs

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