

Personal Learning and Thinking Skills (PLTS)

Evidence Recording Document

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1. Introduction

Purpose

This Evidence Recording Document has been developed to help the learner evidence the Personal Learning and Thinking Skills (PLTS) component of the apprenticeship frameworks. The Evidence Recording Document applies to apprenticeship programmes in England, where PLTS is a mandatory component. Although not formally assessed or separately certificated, evidence of completion, signed by the provider, employer and apprentice must be provided in order to obtain an apprenticeship completion certificate.

What are PLTS?

PLTS provide a framework for describing the qualities and skills needed for success in learning and life. The framework comprises six groups of skills that are essential to success in learning, life and work. The framework captures the essential skills of managing self, managing relationships with others, and managing own learning, performance and work.

Each group has a focus statement which sums up the range of skills and qualities involved. The focus statement is accompanied by a set of outcome statements that describe the relevant skills, behaviours and personal qualities.

The framework is as follows:

Creative thinkers (CT)

This is about generating and exploring ideas, making original connections. It involves trying different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value. Learners will demonstrate the following:

- CT 1- generate ideas and explore possibilities
- CT 2- ask questions to extend their thinking
- CT 3- connect their own and others' ideas and experiences in inventive ways
- CT 4- question their own and others' assumptions
- CT 5- try out alternatives or new solutions and follow ideas through
- CT 6- adapt ideas as circumstances change

Independent enquirers (IE)

This is about processing and evaluating information in investigations, planning what to do and how to go about it. It is about making informed and well-reasoned decisions, recognising that others have different beliefs and attitudes. Learners will demonstrate the following:

- IE 1- identify questions to answer and problems to resolve
- IE 2- plan and carry out research, appreciating the consequences of decisions
- IE 3- explore issues, events or problems from different perspectives
- IE 4- analyse and evaluate information, judging its relevance and value
- IE 5- consider the influence of circumstances, beliefs and feelings on decisions and events
- IE 6- support conclusions, using reasoned arguments and evidence

Reflective learners (RL)

This is about the learner evaluating their own strengths and limitations, setting realistic goals with criteria for success. It involves monitoring their own performance and progress, inviting feedback from others and making changes to further their learning. Learners will demonstrate the following:

- RL 1- assess themselves and others, identifying opportunities and achievements
- RL 2- set goals with success criteria for their development and work
- RL 3- review progress, acting on the outcomes
- RL 4- invite feedback and deal positively with praise, setbacks and criticism
- RL 5- evaluate experiences and learning to inform future progress
- RL 6- communicate their learning in relevant ways for different audiences

Team workers (TW)

Learners work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes. Learners will demonstrate the following:

- TW 1- collaborate with others to work towards common goals
- TW 2- reach agreements, managing discussions to achieve results
- TW 3- adapt behaviour to suit different roles and situations, including leadership roles
- TW 4- show fairness and consideration to others
- TW 5- take responsibility, showing confidence in themselves and their contribution
- TW 6- provide constructive support and feedback to others

Self managers (SM)

This is about learners organising themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities. Learners will demonstrate the following:

- SM 1- seek out challenges or new responsibilities and show flexibility when priorities change
- SM 2- work towards goals, showing initiative, commitment and perseverance
- SM 3- organise time and resources, prioritising actions
- SM 4- anticipate, take and manage risks
- SM 5- deal with competing pressures, including personal and work-related demands
- SM 6- respond positively to change, seeking advice and support when needed
- SM 7- manage their emotions, and build and maintain relationships

Effective participators (EP)

This is about learners actively engaging with issues that affect them and those around them. They play a full part in the life of their workplace or wider community by taking responsible action to bring improvements for others as well as themselves. Learners will demonstrate the following:

EP 1- discuss issues of concern, seeking resolution where needed

EP 2- present a persuasive case for action

EP 3- propose practical ways forward, breaking these down into manageable steps

EP 4- identify improvements that would benefit others as well as themselves

EP 5- try to influence others, negotiating and balancing diverse views to reach workable solutions

EP 6- act as an advocate for views and beliefs that may differ from their own

The PLTS groups are interconnected so it is likely that apprentices will encounter skills from several groups in any one learning experience. For example, when an apprentice works to improve their own and team practice in the workshop or workplace they will have demonstrated team worker (collaborate with others to work towards common goals), effective participator (identify improvements that would benefit others as well as themselves) and self manager skills (work towards goals, showing initiative, commitment and perseverance).

PLTS mapping

Some Awarding Organisations have mapped PLTS to their competence and knowledge qualifications frameworks. It is recommended that apprentices take full advantage of this mapping where provided and use it to help them record the PLTS evidence within this document.

2. Using the PLTS Evidence Recording Document

Using the Evidence Recording Document

The purpose of the Evidence Recording Document is to act as central location for the apprentice to record examples of where they have demonstrated PLTS within their work.

The apprentice, assessor and employer will need to complete the PLTS Evidence Recording Document identifying how and when each of the PLTS outcomes have been demonstrated.

It is anticipated that apprentices will complete the Evidence Recording Document during the course of their apprenticeship.

Monitoring programmes

The training provider should ensure that employers and any other people involved in the delivery of PLTS are provided with a copy of the agreed programme. It is also important to ensure mutual understanding, including apprentices, of the PLTS outcomes and to check this at regular intervals.

The apprentices should receive a brief introduction to each of the PLTS during induction so that they learn to recognise for themselves when and where they will be practicing these skills.

As a signatory to the PLTS completion, it is essential that apprentices are given a copy of the agreed PLTS programme in order to monitor and agree satisfactory completion and achievement of the learning outcomes.

As stated above, PLTS are a mandatory component of apprenticeship frameworks. However, there is no requirement for formal assessment. It is the responsibility of the provider and employer to ensure that all aspects of the specified content have been covered. Regular reviews with learners, involving both the provider and the employer, should be carried out to measure progress towards achievement of the PLTS outcomes.

Declaration of Completion

Evidence that PLTS have been covered within the apprenticeship programme must be sent with the apprenticeship certification request. This document when completed and signed will form that evidence requirement.

The form at the end of this Evidence Recording Document must be signed and dated by the provider, employer and the apprentice to confirm that all aspects of PLTS have been covered before the whole document is sent to request the apprenticeship certificate.

3. PLTS log

The apprentice, assessor and employer will need to complete the PLTS log identifying how and when each of the PLTS outcomes have been demonstrated. Supporting evidence may be gathered in the form of a log book or diary, portfolio entries, observations, tasks and underpinning knowledge tests.

PLTS Log

Name:

Intermediate/Advanced Level Apprenticeship (delete as appropriate) in (framework name)

Independent Enquirer

Independent Enquirer	Evidence of how and when this skill was demonstrated	Assessor/employer comments	Date of evidence
1. Identify questions to answer and problems to resolve			
2. Plan and carry out research, appreciating the consequences of decisions			
3. Explore issues, events or problems from different perspectives			
4. Analyse and evaluate information, judging its relevance and value			
5. Consider the influence of circumstances, beliefs and feelings on decisions and events			
6. Support conclusions, using reasoned arguments and evidence			

PLTS Log

Name:

Intermediate/Advanced Level Apprenticeship (delete as appropriate) in (framework name)

Creative Thinkers

Creative Thinkers	Evidence of how and when this skill was demonstrated	Assessor/employer comments	Date of evidence
1. Generate ideas and explore possibilities			
2. Ask questions to extend their thinking			
3. Connect their own and others' ideas and experiences in inventive ways			
4. Question their own and others' assumptions			
5. Try out alternatives or new solutions and follow ideas through			
6. Adapt ideas as circumstances change			

PLTS Log

Name:

Intermediate/Advanced Level Apprenticeship (delete as appropriate) in (framework name)

Reflective Learners

Reflective Learners	Evidence of how and when this skill was demonstrated	Assessor/employer comments	Date of evidence
1. Assess themselves and others, identifying opportunities and achievements			
2. Set goals with success criteria for their development and work			
3. Review progress, acting on the outcomes			
4. Invite feedback and deal positively with praise, setbacks and criticism			
5. Evaluate experiences and learning to inform future progress			
6. Communicate their learning in relevant ways for different audiences			

PLTS Log

Name:

Intermediate/Advanced Level Apprenticeship (delete as appropriate) in (framework name)

Team workers

Team workers	Evidence of how and when this skill was demonstrated	Assessor/employer comments	Date of evidence
1. Collaborate with others to work towards common goals			
2. Reach agreements, managing discussions to achieve results			
3. Adapt behaviour to suit different roles and situations, including leadership roles			
4. Show fairness and consideration to others			
5. Take responsibility, showing confidence in themselves and their contribution			
6. Provide constructive support and feedback to others			

PLTS Log

Name:

Intermediate/Advanced Level Apprenticeship (delete as appropriate) in (framework name)

Self Managers

Self Managers	Evidence of how and when this skill was demonstrated	Assessor/employer comments	Date of evidence
1. Seek out challenges or new responsibilities and show flexibility when priorities change			
2. Work towards goals, showing initiative, commitment and perseverance			
3. Organise time and resources, prioritising actions			
4. Anticipate, take and manage risks			
5. Deal with competing pressures, including personal and work related demands			
6. Respond positively to change, seeking advice and support when needed			
7. Manage their emotions, and build and maintain relationships			

PLTS Log

Name:

Intermediate/Advanced Level Apprenticeship (delete as appropriate) in (framework name)

Effective Participators

Effective Participators	Evidence of how and when this skill was demonstrated	Assessor/employer comments	Date of evidence
1. Discuss issues of concern, seeking resolution where needed			
2. Present a persuasive case for action			
3. Propose practical ways forward, breaking these down into manageable steps			
4. Identify improvements that would benefit others as well as themselves			
5. Try to influence others, negotiating and balancing diverse views to reach workable solutions			
6. Act as an advocate for views and beliefs that may differ from their own			

4. Declaration of completion

We confirm that all of the outcome statements for PLTS as identified in the PLTS log been met by the apprentice named below:

Apprentice

Name:

Signature:

Date:

Employer

Name:

Position:

Organisation:

Signature:

Date

Training Provider

Name:

Position:

Organisation:

Signature:

Date: