

Personal Learning and Thinking Skills (PLTS)

Record of Achievement for Animal Nursing Assistants Level 2

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Record of Achievement for Personal Learning and Thinking Skills

Learner Name: _____

July 2012

Introduction

All apprenticeship frameworks must specify the outcomes which an apprentice is to achieve in the six Personal Learning and Thinking Skills (PLTS) listed below and how they are evidenced. Achievement of PLTS must be based on evidence that is subject to quality assurance. This Record of Achievement is based on quality assured evidence within the **Level 2 Diploma for Work-based Animal Nursing Assistants**. The six PLTS and their outcomes include:

- **Independent enquiry**
- **Creative thinking**
- **Reflective learning**
- **Team working**
- **Self management**
- **Effective participation**

PLTS must be formally assessed. However, Lantra considers that assessment of units within the Work-based Diplomas provides relevant evidence for the achievement of PLTS. To this end, examples of where this evidence occurs and can be assessed, is provided within this document. Where there is an opportunity for a PLTS to be assessed, this appears as a blank (white) box. Assessors will need to list examples of evidence of how the PLTS have been achieved. Alternatively, assessor may devise their own sources of evidence and this needs to be specified, along with the unit within the Diploma where this alternative evidence occurred. Assessors will need to also sign and date at the end of each section.

Lantra does not require PLTS to be accredited. Although PLTS are referenced and mapped to QCF units within the Work-based Diplomas, assessors should be flexible in their interpretation to avoid discrimination against those with a learning difficulty. For example care should be taken to ensure that interpretation of references to 'speaking and listening' are inclusive, as far as possible, of those with speech and hearing difficulties.

PLTS should be assessed alongside the learner's assessment for the Work-based Diplomas and once achieved should be recorded on the following record sheets.

The sign off sheet at the end of the document should be completed by the learner and the assessor. The PLTS sign off sheet should be subject to the normal Internal Verifier sampling arrangements and so there is an opportunity for them to sign if appropriate. **A copy of** the sign off sheet should then be submitted to Lantra SSC when a claim is made for the Apprenticeship Certificate.

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Independent enquirers	Creative thinkers	Reflective learners
<ol style="list-style-type: none"> 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 decision and events 6. Support conclusions, using reasoned arguments and evidence 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Assess themselves and others, identifying opportunities and achievements 2. Set goals with success criteria for their development and review 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 7. Communicate their learning in relevant ways for different audiences
Team workers	Self-managers	Effective participators
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 the balancing diverse views to reach workable solutions 6. Act as an advocate for views and beliefs that may differ from their own

Diploma for Animal Nursing Assistants Mandatory Units		Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
Unit no.	Unit Title						
D/502/1473	Provide feed and water to animals						
L/502/1467	Prepare feed for animals						
H/502/1507	Promote and maintain the health and well-being of animals						
A/503/9009	Assist with the provision of basic nursing care to animals						
M/503/9010	Monitor and care for veterinary inpatients in accommodation						
M/502/7617	Principles of basic animal nursing assistance						
J/502/7617	Companion animal nutrition						
A/502/7622	Companion animal anatomy and physiology						
M/502/7620	Principles of infection control for animal nursing assistants						
L/502/7625	Companion animal parasitology and zoonosis						
F/502/1689	Maintain and develop personal performance						
T/502/1690	Establish and maintain effective working relationships with others						

Reasons/examples of how learners may achieve the marked PLTS

Please indicate the method of assessment used within the relevant boxes.

I confirm that this candidate has achieved the PLTS for this framework.

Assessor name: _____

Assessor signature: _____

Date: _____

Record of Achievement for Personal Learning and Thinking Skills

Learner Name: _____

Sign off sheet

I confirm that the learner has completed PLTS for the Level 2 Diploma for Work-based Animal Nursing Assistants as part of an Apprenticeship Framework (please complete in BLOCK CAPITALS).

Learner Name: **Signature:**

Date:.....

Assessor Name: **Signature:**

Date:

Internal Verifier Name: **Signature:**

Date:

Please return this sheet to Lantra SSC on completion of the Apprenticeship Framework.

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