

# LANTRA

Personal Learning and  
Thinking Skills (PLTS)

**Record of Achievement for  
Fencing  
Level 2**

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# **Record of Achievement for Personal Learning and Thinking Skills**

**Learner Name:** \_\_\_\_\_

**December 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 in Work-based Fencing**. 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, assessors 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. The sign off sheet should then be kept in the learner's portfolio.

### Unit/PLTS Reference Table

The units listed below form the Level 2 Work-based Diploma. In column 3 there is a PLTS reference number relating to each unit number. These unit numbers are listed in the "Suggested sources of evidence" column within the PLTS tables, to help you identify the unit/s, the evidence can be drawn from.

Unit title	Unit Reference Number	PLTS Reference Number
Locate and identify services	A/504/2461	Unit 1
Monitoring and maintaining health & safety	Y/501/6353	Unit 2
Establish lines and levels on site	F/504/2462	Unit 3
Receive, handle and store fencing materials on site	L/504/2464	Unit 4
Prepare and operate hand held power tools and attachments	A/504/2475	Unit 5
Reinstate defective fencing	T/504/2474	Unit 6
Excavate foundations for fencing	R/504/2465	Unit 7
Place and fix fence posts	Y/504/2466	Unit 8
Place and fix fencing components	H/504/2468	Unit 9
Excavate, prepare and form foundations for vehicle restraint systems	K/504/2469	Unit 10
Place and fix vehicle restraint systems	D/504/2470	Unit 11
Cast reinforced concrete for fence installation	K/504/2472	Unit 12

## Record of Achievement for PLTS – Independent Enquirers

PLTS Criteria	Suggested source of evidence within Workbased Diploma	Assessor devised alternative source of evidence	Unit Diploma within where alternative evidence occurred	Method of assessment	Date achieved
IE 1 To identify questions to answer and problems to resolve	Does the materials delivered meet specification and what do you do if not (Unit 4)				
IE 2 Plan and carry out research, appreciating the consequence of decisions	Request advice on how to deal with difficulties outside your level of responsibility (Units 3/4)				
IE 3 Explore issues, event or problems from different perspectives	Describe potential difficulties during fence installation and how to resolve them (Units 1/5)				
IE 4 Analyse and evaluate information, judging its relevance and value	Obtain specifications and ensure they provide the required information, identifying and reporting variations (Units 3/4)				
IE 5 Consider the influence of circumstances, beliefs and feelings on decisions and events	Ensure appropriate behaviour when working in particular locations, i.e. schools (All units)				
IE 6 Support conclusions, using reasoned arguments and evidence	Describe corrective actions in response to power tools and attachments (Unit 5)				

I confirm that this candidate has achieved the PLTS for Independent Enquirers.

Assessor name \_\_\_\_\_ Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

## Record of Achievement for PLTS – Creative thinkers

PLTS Criteria	Suggested source of evidence within Workbased Diploma	Assessor devised alternative source of evidence	Unit Diploma within where alternative evidence occurred	Method of assessment	Date achieved
CT 1 Generate ideas and explore possibilities	Deal with defects and use corrective action in response to power tools (Unit 5)				
CT 2 Ask questions to extend their thinking	Obtain sufficient information to be able to make decisions (Unit 4)				
CT 3 Connect their own and others' ideas and experiences in innovative ways	Work with your colleagues to jointly find solutions to overcome problems in innovative ways (Units 1/8/9/11)				
CT 4 Question their own and others' assumptions	Check planned method of installation against written specifications to ensure correct standard of work (Units 8/9/11)				
CT 5 Try out alternatives or new solutions and follow ideas through	Describe possible causes of variations and how to resolve the problem and establish new lines and levels (Unit 3)				
CT 6 Adapt ideas as circumstances change	Describe possible causes of variations and how to resolve the problem and establish new lines and levels (Unit 3)				

I confirm that this candidate has achieved the PLTS for Creative thinking.

Assessor name \_\_\_\_\_ Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

## Record of Achievement for PLTS – Reflective learners

PLTS Criteria	Suggested source of evidence within the Apprenticeship programme	Assessor devised alternative source of evidence	Unit Diploma within where alternative evidence occurred	Method of assessment	Date achieved
RL 1 Assess themselves and others, identifying opportunities and achievements.	The learner is given the opportunity to assess their progress towards the achievement of the apprenticeship. They should be encouraged to identify opportunities to develop their skills and knowledge in fencing and discuss with their supervisor/assessor when they feel they have made progress in this area. They may also be invited to assess how their peers are progressing towards certain tasks.				
RL 2 Set goals with success criteria for their development and work	This will be covered by the development of the individual learning plan.				
RL 3 Review progress, acting on outcomes	This will be covered by the quarterly reviews.				
RL 4 Invite feedback and deal positively with praise, setbacks and criticism	During a progress review, a learner should be encouraged to invite feedback on their performance and achievement towards goals set. Part of the process will inevitably include receiving praise, discussing setbacks and dealing with criticism.				
RL 5 Evaluate experiences and learning to inform future progress	As part of the review process, the learner must evaluate the learning experience and discuss with their supervisor/assessor. This will enable them both to plan future goals.				
RL 6 Communicate their learning in relevant ways for different audiences	The learner will need to communicate progress (or lack of) to their employer/supervisor and assessor.				

I confirm that this candidate has achieved the PLTS for Reflective learners.

Assessor name \_\_\_\_\_ Assessor signature \_\_\_\_\_ Date \_\_\_\_\_



## Record of Achievement for PLTS – Team workers

PLTS Criteria	Suggested source of evidence within Workbased Diploma	Assessor devised alternative source of evidence	Unit Diploma within where alternative evidence occurred	Method of assessment	Date achieved
TW 1 Collaborate with other to work towards common goals	Agree with colleagues work plans for the installation of a new fence (Units 8/9/11)				
TW 2 Reach agreements, managing discussion to achieve results	The agreement will include who excavates foundation and who will line and level the post (Units 3/8/9/11)				
TW 3 Adapt behaviour to suit different roles and situations, including leadership roles	At the end of installation agreement on carrying out final fixings and site clearing will be agreed and undertaken. (Units 9/11)				
TW 4 Show fairness and consideration to others	Ensure that there is an even distribution of heavy or hard work activities, ie. handling heavy materials (Unit 4)				
TW 5 Take responsibility, showing confidence in themselves and their contribution	Take responsibility to ensure posts are installed in correct line and level (Units 9/11)				
TW 6 Provide constructive support and feedback	When checking materials make sure you give detailed constructive feedback and offer support. (Unit 4)				

I confirm that this candidate has achieved the PLTS for Team workers.

Assessor name \_\_\_\_\_ Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

## Record of Achievement for PLTS – Self managers

PLTS Criteria	Suggested source of evidence within Workbased Diploma	Assessor devised alternative source of evidence	Unit Diploma within where alternative evidence occurred	Method of assessment	Date achieved
SM 1 Seek out challenges or new responsibilities and show flexibility when priorities change	When problems are highlighted on site they are flexible to change their work activities to meet installation demands (All units).				
SM 2 Work towards goals, showing initiative, commitment and perseverance.	Complete the fence installation and meet specifications and time limitations (Units 8/9/11)				
SM 3 Organise time and resources, prioritising actions	Ensure materials are stored in designated area ready for use (Unit 4)				
SM 4 Anticipate, take and manage risks	Identify health & safety risks in relation to the workplace and carry out measures to control that risk (Unit 2)				
SM 5 Deal with competing pressures, including personal and work-related demands	Work effectively to meet time limitations on the site and deal with difficulties with weather and other factors including personal needs (Unit 8/9/11)				
SM 6 Respond positively to change, seeking advice and support when needed	When factors affect the design and installation of the fence the right advice is sought and implemented effectively (Units 1/8/9/11)				
SM 7 Manage their emotions, and build and maintain relationships	When working in cold, wet and difficult conditions, a positive attitude is maintained and they support their colleagues (All units)				

I confirm that this candidate has achieved the PLTS for Self Managers.

Assessor name \_\_\_\_\_ Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

## Record of Achievement for PLTS – Effective participators

PLTS Criteria	Suggested source of evidence within Workbased Diploma	Assessor devised alternative source of evidence	Unit Diploma within where alternative evidence occurred	Method of assessment	Date achieved
EP 1 Discuss areas of concern, seeking resolution where needed	When problems are faced during installation learners work to overcome the problems and find solutions (Units 3/8/9/11)				
EP 2 Present a persuasive case for action	When identifying risk on site the learner informs appropriate person to ensure safe work practice is implemented (Units 9/11)				
EP 3 Propose practical ways forward, breaking these down into manageable steps	At the beginning of the day's work the learner agrees the plan of action and the steps to achieve this (All units)				
EP 4 Identify improvements that would benefit others as well as themselves.	The learner makes suggestions on easier methods of fixing fence panels (Units 8/9/11)				
EP 5 Try to influence others, negotiating and balancing diverse views to reach workable solutions.	As the team discuss alternative ways to overcome problems the learner plays an active role in these discussions. (Units 3/8/9/11)				
EP 6 Act as an advocate for views and beliefs that may differ from their own.	The learner will take on board the overall agreement of the team and work to these requirements (All units)				

I confirm that this candidate has achieved the PLTS for Effective Participators.

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 in Work-based Fencing 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 keep this sheet in the learner's portfolio.



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