

LANTRA

LANTRA

Personal Learning and
Thinking Skills (PLTS)

**Record of Achievement for
Veterinary Nursing
Level 3**

July 2011

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Record of Achievement for Personal Learning and Thinking Skills

Learner Name: _____

July 2011

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 3 Diploma in Veterinary Nursing**. 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. The sign off sheet should then be submitted to Lantra SSC when a claim is made for the Apprenticeship Certificate.

Record of Achievement for PLTS – Independent Enquirers

PLTS Criteria	Suggested source of evidence within Workbased Diploma This skill could be covered by learners when completing assignments for unit SAVN14 and unit EQVN20	Assessor devised alternative source of evidence	Unit within Diploma where alternative evidence occurred	Method of assessment*	Date achieved
IE 1 To identify questions to answer and problems to resolve	By using a model of nursing the learner must identify the patient's requirements of nursing care. Problems to resolve include identifying pathology, diagnostic process, anaesthesia requirements, and surgical procedure and post operative treatments.				
IE 2 Plan and carry out research, appreciating the consequence of decisions	Research is required to know and understand the signs of health and ill health. The consequences of decisions relating to incorrect understanding of signs of health and ill health could have serious health and welfare consequences for the patient – for example, ignoring an obvious loss of appetite could result in the late diagnosis of a significant health problem				
IE 3 Explore issues, event or problems from different perspectives	When caring for the health of patients learners must consider problems from the perspective of the patient and its owner. For example, incorrect medication and diet for a diabetic patient may result in compromising the stability of the patient.				
IE 4 Analyse and	To formulate a care plan the learner must				

PLTS Criteria	Suggested source of evidence within Workbased Diploma This skill could be covered by learners when completing assignments for unit SAVN14 and unit EQVN20	Assessor devised alternative source of evidence	Unit within Diploma where alternative evidence occurred	Method of assessment*	Date achieved
evaluate information, judging its relevance and value	analyse and evaluate the patient's needs taking into account nursing treatments and/or therapies for example, administration of medication, wound management. The relevance of this information will be valuable to the learner in recommending future nursing care.				
IE 5 Consider the influence of circumstances, beliefs and feelings on decisions and events	In certain health cases, a patient has to be managed in a way which causes short term discomfort to gain long term benefit - such as diabetes and obesity. The learner will need to reconcile their feeling and beliefs of providing short term comfort which might be to the detriment of the long term future of the patient. Many ailments that the learner will come across in the routine care of patients are likely to bring this conflict.				
IE 6 Support conclusions, using reasoned arguments and evidence	The learner will need to use critical analysis in the light of available literature to describe their plan for caring for the patient.				

*Please indicate the method of assessment used. 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 Work-based Diploma This skill could be covered by learners completing risk assessments within the veterinary practice. (unit VN1) or nursing care plans for patients (unit VN7)	Assessor devised alternative source of evidence	Unit within Diploma where alternative evidence occurred	Method of assessment*	Date achieved
CT 1 Generate ideas and explore possibilities	On completion of a risk assessment the learner will identify risk factors and explore measures of controlling risks.				
CT 2 Ask questions to extend their thinking	Each learner will ask appropriate questions about the risks within the practice i.e. what is the risk? Is there a control measure in place? Is the control measure effective? What else could be put in place to control the risk?				
CT 3 Connect their own and others' ideas and experiences in innovative ways	Learners may take part in group discussions about risks and control measures or care plans relevant to their own experiences in practice.				
CT 4 Question their own and others' assumptions	Group discussions encourage critical analysis and questioning of assumptions.				
CT 5 Try out alternatives or new solutions and follow ideas through	Learners could try out new control measures for given risks and evaluate which works best.				
CT 6 Adapt ideas as circumstances change	As patients care needs change the learner will adapt the care plan accordingly.				

*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 PLTS – Reflective learners

PLTS Criteria	Suggested source of evidence within Work-based Diploma This skill could be covered by learners working towards completion of the Nursing Progress Log.	Assessor devised alternative source of evidence	Unit within Diploma where alternative evidence occurred	Method of assessment*	Date achieved
RL 1 Assess themselves and others, identifying opportunities and achievements.	The learner should be given the opportunity to assess their progress towards the achievement of the Nursing Progress Log. They should be encouraged to identify opportunities to develop their skills and knowledge in the stated clinical skills and discuss with their clinical coach when they feel they have made progress in a skill. They may also be invited to assess how their peers are progressing towards certain skills.				
RL 2 Set goals with success criteria for their development and work	This will be covered by the development of an action plan for completion of the Nursing Progress Log.				
RL 3 Review progress, acting on outcomes	This will be covered when the action plan is evaluated and reviewed.				
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	As part of the review process, the learner must				

experiences and learning to inform future progress	evaluate the learning experience and discuss with their clinical coach. 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/clinical coach and peers. Some written evaluation may also be relevant.				

*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 PLTS – Team workers

PLTS Criteria	Suggested source of evidence within Work-based Diploma This skill could be covered by learners working with their clinical coach to complete the Nursing Progress Log.	Assessor devised alternative source of evidence	Unit within Diploma where alternative evidence occurred	Method of assessment*	Date achieved
TW 1 Collaborate with other to work towards common goals	The learners should discuss, with the clinical coach, how the Nursing Progress Log will be completed and agree target dates by when skills should be signed off.				
TW 2 Reach agreements, managing discussion to achieve results	The learners will agree with the clinical coach targets for completion of clinical skills and plan future development requirements.				
TW 3 Adapt behaviour to suit different roles and situations, including leadership roles	If there are a number of tasks to do after cleaning a kennel someone may take the lead in agreeing who should complete each tasks.				
TW 4 Show fairness and consideration to others	Examples include helping move heavy patients, helping colleagues who are lagging behind due to circumstances outside their control				
TW 5 Take responsibility, showing confidence in themselves and their contribution	Learners should be responsible for gaining experiences within given skills and carrying them out to a good standard and having the confidence to support their peers where appropriate				
TW 6 Provide	Learners should provide feedback on the				

constructive support and feedback	training and coaching they receive from the clinical coach and identify what further development requirements are needed for them to complete the Nursing Progress Log.				
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*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 PLTS – Self managers

PLTS Criteria	Suggested source of evidence within Work-based Diploma This skill could be covered by learners caring for patients within the clinical environment.	Assessor devised alternative source of evidence	Unit within Diploma where alternative evidence occurred	Method of assessment*	Date achieved
SM 1 Seek out challenges or new responsibilities and show flexibility when priorities change	The learners should be given the opportunity to care for in patients (major and minor surgical cases) and seek the challenges of developing different care plans. They should show flexibility when priorities change for example, change of medication routines.				
SM 2 Work towards goals, showing initiative, commitment and perseverance.	The goal set is completion of the Nursing Progress Log. The learner would show commitment and perseverance by making sure they are able to carry out competently all the clinical skills contained within the log. Initiative may include requesting further support and guidance for skills not carried out routinely.				
SM 3 Organise time and resources, prioritising actions	An example of this would be researching and completing assignments delivered by the centre. They should organise themselves such that assignments are completed and handed in on time, contain all relevant data and follow the format provided. They should ensure that completion of assignments takes priority over completion of the Nursing Progress Log where applicable.				

SM 4 Anticipate, take and manage risks	Carrying out and completing risk assessments at the training practice including identifying and controlling risks.				
SM 5 Deal with competing pressures, including personal and work-related demands	Competing pressures could involve the demands of completing the Nursing Progress Log, assignments and formative assessments and maintaining the work/life balance.				
SM 6 Respond positively to change, seeking advice and support when needed	Responding to a change in nursing care plans may require advice and support regarding feed, daily care and medication.				
SM 7 Manage their emotions, and build and maintain relationships	The learner will build and maintain a relationship with their clinical coach. Emotions should be kept in check in the best interest of the horse				

*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 PLTS – Effective participators

PLTS Criteria	Suggested source of evidence within Work-based Diploma This skill could be covered working in clinical placement and completing the Nursing Progress Log.	Assessor devised alternative source of evidence	Unit within Diploma where alternative evidence occurred	Method of assessment*	Date achieved
EP 1 Discuss areas of concern, seeking resolution where needed	As learners generate ideas and explore possibilities of completion of the clinical skills they will have an opportunity to discuss areas of concern (i.e. targets, organisation) and find resolutions as appropriate				
EP 2 Present a persuasive case for action	As learners ask questions to extend their thinking (CT 2), they can then go further and present a case for improvement of controlling risks within a given area of the practice.				
EP 3 Propose practical ways forward, breaking these down into manageable steps	As learners connect their own and others' ideas and experiences in innovative ways (CT3), they could meet with their clinical coach and discuss manageable steps to completing given skills.				
EP 4 Identify improvements that would benefit others as well as themselves.	As part of a risk assessment learners will identify improvements that will benefit others as well as themselves.				
EP 5 Try to influence others, negotiating and balancing diverse views to	Discussions with the clinical coach should include negotiation to arrive at a workable solution suitable for both the learner and the clinical coach when setting targets for				

reach workable solutions.	completion and progression through the Nursing Progress Log.				
EP 6 Act as an advocate for views and beliefs that may differ from their own.	As learners adapt ideas as circumstances change (CT 6), they are likely to come across opposing views to their own so will be required to support others for the benefit of the practice as a whole and to meet changing circumstances				

*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 3 Diploma in Veterinary Nursing 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.