

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: _____

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 2 Diploma in 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, 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 | 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 2) | | | | |
| 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 (Unit 2/5.1) | | | | |
| IE 3 Explore issues, event or problems from different perspectives | Deal with difficulties during fence installation (Unit 5.1/2/3) | | | | |
| IE 4 Analyse and evaluate information, judging its relevance and value | Obtain specifications and ensure they provide the required information, identifying and reporting variations (Unit 1.4) | | | | |
| IE 5 Consider the influence of circumstances, beliefs and feelings on decisions and events | Ensure appropriate behaviour when working in particular locations, ie. schools (All units) | | | | |
| IE 6 Support conclusions, using reasoned arguments and evidence | Use corrective actions in response to power tools and attachments (Unit 3) | | | | |

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 3) | | | | |
| CT 2 Ask questions to extend their thinking | Request advice on how to deal with difficulties during fence installation (Unit 5.1) | | | | |
| 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 (Unit 1, 3, 5) | | | | |
| CT 4 Question their own and others' assumptions | Check planned method of installation against written specifications to ensure correct standard of work (Unit 5) | | | | |
| CT 5 Try out alternatives or new solutions and follow ideas through | Suggest repair options for restoration of the integrity of the fence and its fitness for purpose (Unit 7) Use corrective actions in response to power tools and attachments (Unit 3) | | | | |
| CT 6 Adapt ideas as circumstances change | Modify work activities to take account of changes of weather conditions (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 Workbased Diploma | 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 (Unit 1 & 5) | | | | |
| TW 2 Reach agreements, managing discussion to achieve results | The agreement will include who excavates foundation and who will line and level the post (Unit 5) | | | | |
| 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. (Unit 5) | | | | |
| TW 4 Show fairness and consideration to others | Ensure that there is a even distribution of heavy or hard work activities, ie. handling heavy materials (Unit 2) | | | | |
| TW 5 Take responsibility, showing confidence in themselves and their contribution | Take responsibility to ensure post are installed in correct line and level (Unit 5.2) | | | | |
| TW 6 Provide constructive support and feedback | When dealing with difficulties ensure feedback is constructive and helpful. (Unit 5.1,2,3) | | | | |

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 (Unit 5). | | | | |
| SM 2 Work towards goals, showing initiative, commitment and perseverance. | Complete the fence installation and meet specifications and time limitations (Unit 5) | | | | |
| SM 3 Organise time and resources, prioritising actions | Ensure materials are stored in designated area ready for use (Unit 2) | | | | |
| 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 4) | | | | |
| 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 5) | | | | |
| 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 (Unit 5) | | | | |
| 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 (Unit 1,5) | | | | |

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 (Unit 1, 5) | | | | |
| 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 (Unit 5) | | | | |
| 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 (Unit 1, 5) | | | | |
| EP 4 Identify improvements that would benefit others as well as themselves. | The learner makes suggestions on easier methods of fixing fence panels (Unit 5.3) | | | | |
| 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. (Unit 5) | | | | |
| 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 (Unit 5) | | | | |

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

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