



INTRODUCTION

Personal Learning and Thinking Skills (PLTS) are necessary for work and for general learning. Apprentices will have opportunities to develop, apply and assess all the personal, learning and thinking skills within their chosen Apprenticeship / Advanced Apprenticeship Framework.

The Framework comprises six groups of skills that, together with the functional skills of English, Mathematics and ICT are essential to the success in learning and the apprentice's chosen discipline. It is these skills that will enable apprentices to enter work and adult life as confident and capable individuals.

For each group of skills, a focus statement sums up the range of skills. This is accompanied by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Apprentices are likely to encounter skills from several groups in any one learning experience. For example, a stereotypical independent enquirer sets goals for their research with clear success criteria (reflective learners) and organises and manages their time and resources effectively to achieve these goals (self-managers).

The groups are:

1. **Independent enquirers**
2. **Creative thinkers**
3. **Reflective learners**
4. **Team workers**
5. **Self-managers**
6. **Effective participators**

In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, apprentices will need to apply skills from all six groups in a wide range of learning contexts from ages 11 to 19.



Personal Learning and Thinking Skills (PLTS)

1. Independent enquirers

Focus:

Apprentices process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Apprentices will:

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

2. Creative thinkers

Focus:

Apprentices think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Apprentices will:

- generate ideas, explore possibilities and ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.



3. Reflective learners

Focus:

Apprentices evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Apprentices will:

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

4. Team workers

Focus:

Apprentices 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.

Apprentices will:

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



5. Self-managers

Focus:

Apprentices organise 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.

Apprentices will:

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

6. Effective participators

Focus:

Apprentices actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Apprentices will:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.



COVERAGE & MAPPING

The majority of personal, learning and thinking skills are required to be covered and assessed during the delivery and assessment of the mandatory units contained within the Level 2 Certificate in Locksmithing (QCF).

This section outlines the relationship between the QCF qualifications, and the nationally recognised 'Personal, Learning and Thinking Skills' (PLTS). PLTS plus ERR and Functional Skills define those generic work-related skills that individuals need in order to be effective, flexible and adaptable workers.

The table below details the Mandatory Units of the Level 2 Certificate in Locksmithing (QCF).

D/601/9037- Reducing the risks to health and safety at work

D/601/9040- Communicate effectively with others

D/503/9987- Key system design and lock assembly

H/503/9988- Cut and provide keys

Y/503/9986- Conduct dynamic risk assessments during locksmith activities

PLTS Signposting for Level 2 Certificate in Locksmithing

PLTS

Units

Independent enquirers	D/601/9037	D/601/9040	D/503/9987	H/503/9988	Y/503/9986
1) identify questions to answer and problems to resolve	X	X	X	X	X
2) plan and carry out research, appreciating the consequences of decisions	X		X		X
3) explore issues, events or problems from different perspectives	X		X		
4) analyse and evaluate information, judging its relevance and value	X	X	X	X	X
5) consider the influence of circumstances, beliefs and feelings on decisions and events	X	X	X		
6) support conclusions, using reasoned arguments and evidence	X	X	X		X



Creative thinkers	D/601/9037	D/601/9040	D/503/9987	H/503/9988	Y/503/9986
1) generate ideas and explore possibilities	X		X		
2) ask questions to extend their thinking	X	X			
3) connect their own and others' ideas and experiences in inventive ways					
4) question their own and others' assumptions	X	X	X		
5) try out alternatives or new solutions and follow ideas through	X	X	X		
6) adapt ideas as circumstances change					X

Reflective learners	D/601/9037	D/601/9040	D/503/9987	H/503/9988	Y/503/9986
1) assess themselves and others, identifying opportunities and achievements	X	X			X
2) set goals with success criteria for their development and work	X	X			
3) review progress, acting on the outcomes	X	X			X
4) invite feedback and deal positively with praise, setbacks and criticism		X			
5) evaluate experiences and learning to inform future progress					X
6) communicate their learning in relevant ways for different audiences	X	X			X

Team workers	D/601/9037	D/601/9040	D/503/9987	H/503/9988	Y/503/9986
1) collaborate with others to work towards common goals			X	X	X
2) reach agreements, managing discussions to achieve results			X		
3) adapt behaviour to suit different roles and situations, including leadership roles			X		
4) show fairness and consideration to others			X		
5) take responsibility, showing confidence in themselves and their contribution	X		X	X	X
6) provide constructive support and feedback to others			X		X

Self-managers	D/601/9037	D/601/9040	D/503/9987	H/503/9988	Y/503/9986
1) seek out challenges or new responsibilities and show flexibility when priorities change	X				
2) work towards goals, showing initiative, commitment and perseverance	X				X
3) organise time and resources, prioritising actions	X		X	X	
4) anticipate, take and manage risks	X				X
5) deal with competing pressures, including personal and work-related demands			X		
6) respond positively to change, seeking advice and support when needed		X			
7) manage their emotions, and build and maintain relationships			X		



Effective participators	D/601/9037	D/601/9040	D/503/9987	H/503/9988	Y/503/9986
1) discuss issues of concern, seeking resolution where needed	X		X	X	
2) present a persuasive case for action	X	X	X		
3) propose practical ways forward, breaking these down into manageable steps	X	X	X		
4) identify improvements that would benefit others as well as themselves	X	X	X		
5) try to influence others, negotiating and balancing diverse views to reach workable solutions	X		X		
6) act as an advocate for views and beliefs that may differ from their own	X		X		

ASSESSMENT

The 'PLTS Performance Indicator' can be used by assessors to feed back on work to the apprentice showing their level of achievement that has been demonstrated throughout the qualification and referenced in the Logbook or portfolios. Assessors should record achievement by placing a Reference Number in the evidence box provided.

This evidence will need to be supplied when applying for the framework certificate.

Performance Indicator for Level 2 Certificate in Locksmithing

PLTS

	Evidence Reference				
Independent enquirers					
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					



Creative thinkers					
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					
Reflective learners					
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					
Team workers					
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					
Self-managers					
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					



Effective participators					
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					

Assessor Name:..... **Date:**.....

Assessor Signature:.....

Learner Name:..... **Date:**.....

Learner Signature:.....