



## INTRODUCTION

Personal, learning and thinking skills (PLTS) are necessary for work and for general learning. Learners 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 success in learning and learners 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).

1. Independent enquirers
2. Creative thinking
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, learners will need to apply skills from all six groups in a wide range of learning contexts from ages 11 to 19.

### 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 and explore possibilities 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 3 Diploma in Providing Electronic Security and Emergency Systems (QCF).

This section outlines the relationship between the QCF qualification, and the nationally recognised 'Personal, Learning and Thinking Skills' (PLTS). PLTS plus 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 coverage within the Level 3 Diploma in Providing Electronic Security and Emergency Systems (QCF).

**J/502/1113- Provide Leadership for your team**

### PLTS Signposting for Level 3 Security Systems

#### PLTS

**J/502/1113**

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

  

<b>Creative thinkers</b>	
1) generate ideas and explore possibilities	<b>X</b>
2) ask questions to extend their thinking	<b>X</b>
3) connect their own and others' ideas and experiences in inventive ways	<b>X</b>
4) question their own and others' assumptions	<b>X</b>
5) try out alternatives or new solutions and follow ideas through	<b>X</b>
6) adapt ideas as circumstances change	<b>X</b>

  

<b>Reflective learners</b>	
1) assess themselves and others, identifying opportunities and achievements	<b>X</b>
2) set goals with success criteria for their development and work	<b>X</b>
3) review progress, acting on the outcomes	<b>X</b>



4) invite feedback and deal positively with praise, setbacks and criticism	<b>X</b>
5) evaluate experiences and learning to inform future progress	<b>X</b>
6) communicate their learning in relevant ways for different audiences	

<b>Team workers</b>	
1) collaborate with others to work towards common goals	<b>X</b>
2) reach agreements, managing discussions to achieve results	<b>X</b>
3) adapt behaviour to suit different roles and situations, including leadership roles	<b>X</b>
4) show fairness and consideration to others	<b>X</b>
5) take responsibility, showing confidence in themselves and their contribution	<b>X</b>
6) provide constructive support and feedback to others	<b>X</b>

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

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



## ASSESSMENT

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

### Performance Indicator for Level 3 Security Systems

#### PLTS

	Reference	Reference	Reference
<b>Independent enquirers</b>			
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			
<b>Creative thinkers</b>			
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			
<b>Reflective learners</b>			
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			

<b>Team workers</b>			
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			
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<b>Self-managers</b>			
1) seek out challenges or new responsibilities and show flexibility when priorities change			
2) work towards goals, showing initiative, commitment and perseverance			
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7) manage their emotions, and build and maintain relationships			

<b>Effective participators</b>			
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:**.....