



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 Providing Electronic Security and Emergency Systems (QCF). This section outlines the relationship between 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 Mandatory Units of the Level 2 Certificate in Providing Electronic Security and Emergency Systems (QCF).

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

D/601/9040 – Communicate effectively with others

K/601/9042 – Portray a positive personal image

PLTS Signposting for Level 2 Security Systems

	D/601/9037	D/601/9040	K/601/9042
Independent enquirers			
1) identify questions to answer and problems to resolve	X	X	X
2) plan and carry out research, appreciating the consequences of decisions	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
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
Creative thinkers			
1) generate ideas and explore possibilities	X		
2) ask questions to extend their thinking	X	X	
3) connect their own and others' ideas and experiences in inventive ways	ERR workbook		
4) question their own and others' assumptions	X	X	
5) try out alternatives or new solutions and follow ideas through	X	X	
6) adapt ideas as circumstances change	ERR workbook		
Reflective learners			
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	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	ERR workbook		



6) communicate their learning in relevant ways for different audiences	X	X	X
Team workers			
1) collaborate with others to work towards common goals	ERR workbook		
2) reach agreements, managing discussions to achieve results	ERR workbook		
3) adapt behavior to suit different roles and situations, including leadership roles	ERR workbook		X
4) show fairness and consideration to others			X
5) take responsibility, showing confidence in themselves and their contribution	X		X
6) provide constructive support and feedback to others	ERR workbook		
Self-managers			
1) seek out challenges or new responsibilities and show flexibility when priorities change	X		
2) work towards goals, showing initiative, commitment and perseverance	X		
3) organise time and resources, prioritising actions	X		X
4) anticipate, take and manage risks	X		
5) deal with competing pressures, including personal and work-related demands	ERR workbook		
6) respond positively to change, seeking advice and support when needed		X	X
7) manage their emotions, and build and maintain relationships			X
Effective participants			
1) discuss issues of concern, seeking resolution where needed	X		
2) present a persuasive case for action	X	X	
3) propose practical ways forward, breaking these down into manageable steps	X	X	
4) identify improvements that would benefit others as well as themselves	X	X	
5) try to influence others, negotiating and balancing diverse views to reach workable solutions	X		
6) act as an advocate for views and beliefs that may differ from their own	X		

Assessor Name:

Date:

Assessor Signature:

Learner Name:

Date:

Learner Signature: