

The Learning and Skills Improvement Service (LSIS)

Personal, Learning and Thinking Skills (PLTS) Checklist for the Learning Support Apprenticeship Framework

As part of the Learning Support Apprenticeship you need to show where you have demonstrated Personal, Learning and Thinking Skills (PLTS). These are the skills that make you effective in work and life. Throughout your career you will constantly develop and refine these important skills.

You will need to discuss with your assessor where you have demonstrated these skills. This could either be as part of the work you undertake to complete your competency qualification, or through other activities.

Note for assessors:

PLTS have been broadly mapped to the mandatory and optional units within the suite of Learning Support qualifications to indicate where opportunities to gather evidence of PLTS from these units might exist. A table showing how PLTS have been mapped to the units is attached at Annex A.

For most apprentices it is likely that evidence of PLTS will also need to be sourced from other activities that are undertaken as part of the Apprenticeship. Apprentices will therefore need to explore additional sources of evidence for demonstrating achievement of PLTS, with guidance from their assessor/mentor.

Please use the checklist on pages 2 and 3 to record achievement of PLTS by using portfolio entry numbers or assessment criteria numbers, or give examples of other evidence where PLTS have been achieved as part of the Apprenticeship.

Once sufficient evidence has been provided and the checklist has been fully completed the declaration on page 4 should be signed by the apprentice, their employer and the learning provider.

CHECKLIST

Personal learning and thinking skills	Assessment reference number, unit number or comment
<p>Independent enquiry involves:</p> <ul style="list-style-type: none"> • Identifying questions to answer and problems to resolve • Planning and carrying out research, appreciating the consequences of decisions • Exploring issues, events or problems from different perspectives • Analysing and evaluating information, judging its relevance and value • Considering the influence of circumstances, beliefs and feelings on decisions and events • Supporting conclusions, using reasoned arguments and evidence. 	
<p>Creative thinking involves:</p> <ul style="list-style-type: none"> • Generating ideas and exploring possibilities • Asking questions to extend thinking • Connecting own and others' ideas and experiences in inventive ways • Questioning own and others' assumptions • Trying out alternatives or new solutions and following ideas through • Adapting ideas as circumstances change. 	
<p>Reflective learning involves:</p> <ul style="list-style-type: none"> • Assessing yourself and others, identifying opportunities and achievements • Setting goals with success criteria for your personal development and work • Reviewing progress, acting on the outcomes • Inviting feedback and dealing positively with praise, setbacks and criticism • Evaluating experiences and learning to inform your future progress • Communicating your learning in relevant ways for different audiences. 	

<p>Team working involves:</p> <ul style="list-style-type: none"> • Collaborating with others to work towards common goals • Reaching agreements, managing discussions to achieve results • Adapting behaviour to suit different roles and situations, including leadership roles • Showing fairness and consideration to others • Taking responsibility, showing confidence in yourself and your contribution • Providing constructive support and feedback to others. 	
<p>Self-managing involves:</p> <ul style="list-style-type: none"> • Seeking out challenges or new responsibilities and showing flexibility when priorities change • Working towards goals, showing initiative, commitment and perseverance • Organising time and resources, prioritising actions • Anticipating, taking and managing risks • Dealing with competing pressures, including personal and work-related demands • Responding positively to change, seeking advice and support when needed • Managing your emotions and building and maintaining relationships. 	
<p>Effective participation involves:</p> <ul style="list-style-type: none"> • Discussing issues of concern, seeking resolution where needed • Presenting a persuasive case for action • Proposing practical ways forward, breaking these down into manageable steps • Identifying improvements that would benefit others as well yourself • Trying to influence others, negotiating and balancing diverse views to reach workable solutions • Acting as an advocate for views and beliefs that may differ from your own. 	

DECLARATION

We the undersigned confirm that the six Personal, Learning and Thinking Skills have been demonstrated by the apprentice as part of the Learning Support Apprenticeship and that the apprentice understands the importance of these skills.

Apprentice name:	Signature:	Date:
Employer's name:	Signed for employer:	Date:
Training Provider's name:	Signed for provider:	Date:

Annex A: Mapping of PLTS to units within the suite of Learning Support qualification

The following table provides an indication (X) of where opportunities to gather evidence of PLTS might exist within the mandatory and optional units of the learning support qualifications.

For most apprentices it is likely that evidence of PLTS will also need to be sourced from other activities that are undertaken as part of the apprenticeship. Apprentices will therefore need to explore additional sources of evidence for demonstrating achievement of PLTS, with guidance from their assessor/mentor.

Key to PLTS codes in table below:

IE – Independent Enquirers; CT – Creative Thinkers; RL – Reflective Learners; TW – Team Workers; SM – Self Managers; EP – Effective Participants

Ref. No.	Unit title	Qualification				PLTS					
		Supporting learning	Supporting literacy, language and numeracy learning	Supporting disabled learner	Communication support for Deaf learners	IE	CT	RL	TW	SM	EP
TBC	Preparing to support learning	O/M	O/M	O/M		X		X	X	X	
L/504/0066	Preparing to support learning	O/M	O/M	O/M	M	X		X	X	X	
TBC	Learning support in lifelong learning contexts	M				X		X	X		X
TBC	Principles of learning support	M				X					X
TBC	Supporting learning	M					X		X	X	
TBC	English, mathematics and ICT needs for life, learning and work	O				X					
TBC	Diversity and equality	O				X		X	X		
TBC	Inclusive approaches to providing information	O									
TBC	Organisational approaches to meeting English, mathematics and ICT learning needs	O								X	X
TBC	Practice based investigation	O				X		X		X	X
TBC	Preparing for the mentoring role	O						X		X	

Ref. No.	Unit title	Qualification				PLTS					
		Supporting learning	Supporting literacy, language and numeracy learning	Supporting disabled learner	Communication support for Deaf learners	IE	CT	RL	TW	SM	EP
TBC	Skills check and signposting for English	O									
TBC	Supporting learners in an area of specialism	O						X	X	X	
TBC	Understanding and managing behaviours in the learning environment	O				X					
TBC	Learning support in lifelong learning contexts: literacy, language and numeracy		M			X		X	X		x
TBC	Principles of learning support: literacy, language and numeracy		M			X					X
TBC	Supporting learning: literacy, language and numeracy		M				X		X	X	
TBC	Knowledge and understanding for supporting literacy and language		M			X					
TBC	Knowledge and understanding for supporting numeracy		M			X		X		X	
TBC	Learning support in lifelong learning contexts: disabled learners			M		X		X	X		X
TBC	Principles of learning support: disabled learners			M		X					X
TBC	Supporting learning: disabled learners			M			X		X	X	
TBC	Principles of learning support: disabled learners			M		X					X
TBC	Supporting learners with learning disabilities			M		X			X	X	
H/504/2987	Learning support in lifelong learning contexts: communication support for deaf learners				M	X		X	X		X
K/504/2987	Principles of learning support: communication support for deaf learners				M	X					X
K/502/0326	Approaches to learning (CSW)				M	X	X			X	

Ref. No.	Unit title	Qualification				PLTS					
		Supporting learning	Supporting literacy, language and numeracy learning	Supporting disabled learner	Communication support for Deaf learners	IE	CT	RL	TW	SM	EP
Y/601/9361	Supporting bi-lingual access				M	X	X				
D/601/9362	Clear speech and note taking				M						
H/601/9363	Access English for deaf and deafblind people				M	X					
K/601/9364	Reflective journal				M			X			