Fashion and Textiles Intermediate Apprenticeship Laundry Pathway
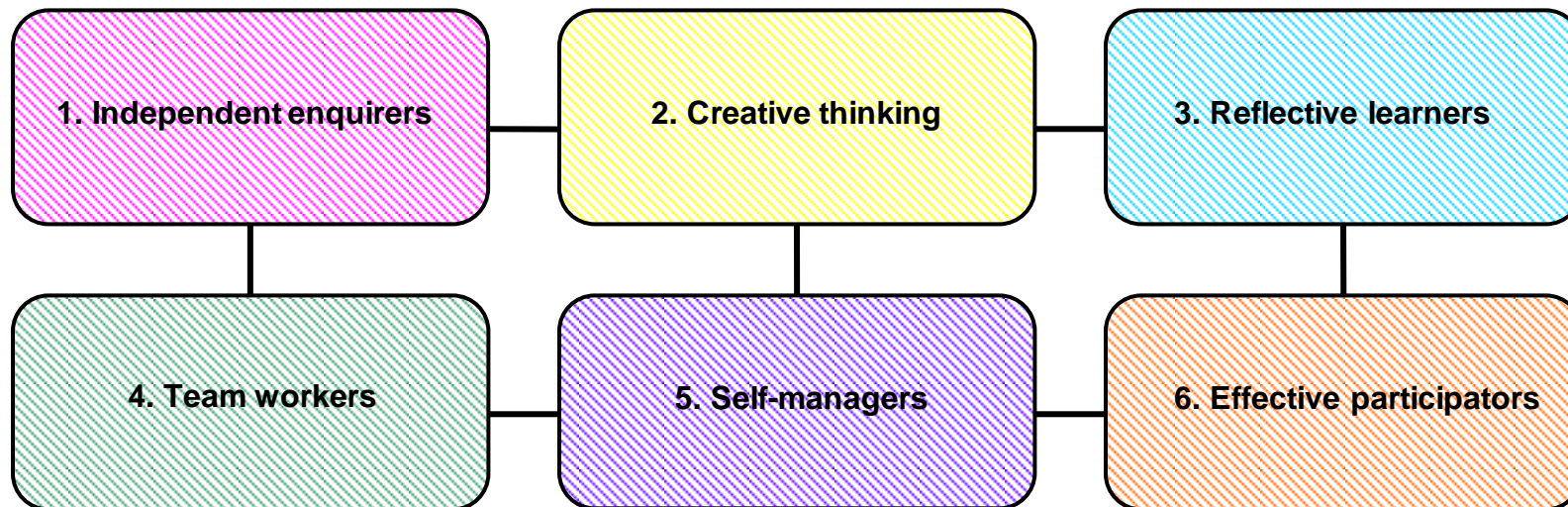
Personal Learning and Thinking Skills - Signposting and Assessment Checklist

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 framework.

The framework comprises six groups of skills that, together with the Transferable Skills of English and Mathematics, are essential to success in learning and the learner's chosen discipline. It is these skills that will enable young people to enter work and adult life as confident and capable individuals.

The titles of the six groups of skills are set out below:

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

For each group of skills, a focus statement sums up the range of skills required. 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, coherent and all groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, independent enquirers set goals for their research with clear success criteria (reflective learners), organising and managing their time and resources effectively to achieve these goals (self-manager).

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

1. Independent enquirers

Focus:
Young people 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.

Young people:

- 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:
Young people 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.

Young people:

- 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:
Young people 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.

Young people:

- 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:
Young people 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.

Young people:

- 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:
Young people 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.

Young people:

- 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:
Young people 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.

Young people:

- 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.

2.   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 **Laundry Pathway of the Fashion and Textiles Intermediate Apprenticeship**. PLTS may be delivered by instruction or practical experience as appropriate for the learner.

This section outlines the identified relationships between the following qualification and the nationally recognised 'Personal, Learning and Thinking Skills' (PLTS). PLTS plus Transferable Skills define those generic work-related skills that individuals need in order to be effective, flexible and adaptable workers.

Knowledge qualification

Level 2 Certificate In Laundry and Dry Cleaning Technology (QCF) (600/0112/4 or 600/2949/3)

The table below details the Mandatory Units

Unit number	Level 2 Certificate In Laundry and Dry Cleaning Technology (QCF) (600/0112/4 or 600/2949/3) Mandatory Unit Titles
L/502/6734	Understanding health and safety and the principles of employee rights and responsibilities within the textile care service
T/502/6727	Quality standards within the textile care service
A/502/6728	Resource conservation within the textile care service

PLTS	L/502/6734	A/502/6728	T/502/6727
Independent Enquirers			
IE 1) Identify questions to answer and problems to resolve	x	x	x
IE 2) Plan and carry out research, appreciating the consequences of decisions	x	x	x
IE 3) Explore issues, events or problems from different perspectives	x	x	x
IE 4) Analyse and evaluate information, judging its relevance and value	x	x	x
IE 5) Consider the influence of circumstances, beliefs and feelings on decisions and events	x	x	x
IE 6) Support conclusions using reasoned arguments and evidence	x	x	x
Creative Thinkers			
CT 1) Generate ideas and explore possibilities		x	x
CT 2) Ask questions to extend their thinking	x	x	x
CT 3) Connect their own and others' ideas and experiences in inventive ways			x
CT 4) Question their own and others' assumptions	x	x	x
CT 5) Try out alternatives or new solutions and follow ideas through		x	x
CT 6) Adapt ideas as circumstances change		x	x
Reflective Learners			
RL 1) Assess themselves and others, identifying opportunities and achievements	x	x	x
RL 2) Set goals with success criteria for their development and	x	x	x

work			
RL 3) Review progress, acting on the outcomes	**x**	**x**	**x**
RL 4) Invite feedback and deal positively with praise, setbacks and criticism	**x**		**x**
RL 5) Evaluate experiences and learning to inform future progress	**x**	**x**	**x**
RL 6) Communicate their learning in relevant ways for different audiences	**x**	**x**	
Team Workers			
TW 1) Collaborate with others to work towards common goals		**x**	**x**
TW 2) Reach agreements, managing discussions to achieve results		**x**	**x**
TW 3) Adapt behaviour to suit different roles and situations, including leadership roles	**x**		
TW 4) Show fairness and consideration to others		**x**	**x**
TW 3) Adapt behaviour to suit different roles and situations, including leadership roles	**x**		
TW 4) Show fairness and consideration to others		**x**	**x**
TW 5) Take responsibility, showing confidence in themselves and their contribution		**x**	**x**
TW 6) Provide constructive support and feedback to others			**x**
Self-Managers			
SM 1) Seek out challenges or new responsibilities and show flexibility when priorities change		**x**	**x**
SM 2) Work towards goals, showing initiative, commitment and perseverance		**x**	**x**
SM 3) Organise time and resources, prioritising actions	**x**	**x**	**x**
SM 4) Anticipate, take and manage risks		**x**	**x**
SM 5) Deal with competing pressures, including personal and work-related demands	**x**		**x**

SM 6) Respond positively to change, seeking advice and support when needed	**x**	**x**	**x**
SM 7) Manage their emotions, and build and maintain relationships	**x**		**x**
Effective Participators			
EP 1) Discuss issues of concern, seeking resolution where needed	**x**	**x**	**x**
EP 2) Present a persuasive case for action		**x**	**x**
EP 3) Propose practical ways forward, breaking these down into manageable steps		**x**	**x**
EP 4) Identify improvements that would benefit others as well as themselves		**x**	**x**
EP 5) Try to influence others, negotiating and balancing diverse views to reach workable solutions			**x**
EP 6) Act as an advocate for views and beliefs that may differ from their own		**x**	**x**

N.B. PLTS opportunities can be assessed in both the Competence qualification and/or the Knowledge qualification as appropriate to aid flexibility of delivery, assessment and achievement.

If opportunities arise to assess PLTS in units that are not sign posted above, this is acceptable and can be recorded as evidence.

3. ASSESSMENT

The 'PLTS Performance Indicator' can be used by assessors to formally assess and record the achievement of PLTS that have been demonstrated throughout the qualification and referenced within portfolios. Time has been allocated in the overall framework Guided Learning Hours to allow for both ongoing dialogue between assessor/tutor and learner to review progress towards achievement and the final formative assessment of PLTS.

Awarding Organisations will not be recognising or quality assuring the achievement of PLTS within their qualifications but providers claiming Apprenticeship certification for learners will be required, by the certifying authority, to provide a record of successful demonstration of these skills.

PLTS Performance Indicator

Evidence Reference Number, Typical Logbook, Portfolio Entries, Observations, Tasks

PLTS	L/502/6734	A/502/6728	T/502/6727
Independent Enquirers			
IE 1) Identify questions to answer and problems to resolve			
IE 2) Plan and carry out research, appreciating the consequences of decisions			
IE 3) Explore issues, events or problems from different perspectives			
IE 4) Analyse and evaluate information, judging its relevance and value			
IE 5) Consider the influence of circumstances, beliefs and feelings on decisions and events			
IE 6) Support conclusions using reasoned arguments and evidence			

Creative Thinkers			
CT 1) Generate ideas and explore possibilities			
CT 2) Ask questions to extend their thinking			
CT 3) Connect their own and others' ideas and experiences in inventive ways			
CT 4) Question their own and others' assumptions			
CT 5) Try out alternatives or new solutions and follow ideas through			
CT 6) Adapt ideas as circumstances change			
Reflective Learners			
RL 1) Assess themselves and others, identifying opportunities and achievements			
RL 2) Set goals with success criteria for their development and work			
RL 3) Review progress, acting on the outcomes			
RL 4) Invite feedback and deal positively with praise, setbacks and criticism			
RL 5) Evaluate experiences and learning to inform future progress			
RL 6) Communicate their learning in relevant ways for different audiences			
Team Workers			
TW 1) Collaborate with others to work towards common goals			
TW 2) Reach agreements, managing discussions to achieve results			
TW 3) Adapt behaviour to suit different roles and situations, including leadership roles			

TW 4) Show fairness and consideration to others			
TW 3) Adapt behaviour to suit different roles and situations, including leadership roles			
TW 4) Show fairness and consideration to others			
TW 5) Take responsibility, showing confidence in themselves and their contribution			
TW 6) Provide constructive support and feedback to others			
Self-Managers			
SM 1) Seek out challenges or new responsibilities and show flexibility when priorities change			
SM 2) Work towards goals, showing initiative, commitment and perseverance			
SM 3) Organise time and resources, prioritising actions			
SM 4) Anticipate, take and manage risks			
SM 5) Deal with competing pressures, including personal and work-related demands			
SM 6) Respond positively to change, seeking advice and support when needed			
SM 7) Manage their emotions, and build and maintain relationships			
Effective Participators			
EP 1) Discuss issues of concern, seeking resolution where needed			
EP 2) Present a persuasive case for action			
EP 3) Propose practical ways forward, breaking these down into manageable steps			
EP 4) Identify improvements that would benefit others as well as themselves			
EP 5) Try to influence others, negotiating and balancing diverse views to reach workable solutions			

EP 6) Act as an advocate for views and beliefs that may differ from their own			

Declaration

Provider: …………………………..……..…………..……

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

Assessor Signature: …………………………….……..……..…

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

Learner Signature: ……………………….……..……...…......