



Personal Learning and Thinking Skills

**Guidance on delivering
Personal Learning and Thinking Skills
within Pan Sector Apprenticeship Frameworks**

Independent enquirers

Creative thinkers

Reflective learners

Team workers

Self-managers

Effective participators

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1 | Introduction

About Personal Learning and Thinking Skills

- 1.1 Personal Learning and Thinking Skills (PLTS) are generic skills that are essential to life, learning and work. PLTS have a significant impact on a person's ability to make a confident contribution, both within and outside of their working environment.
- 1.2 The PLTS Framework comprises six groups:
 - Independent enquirers
 - Creative thinkers
 - Reflective learners
 - Team workers
 - Self-managers
 - Effective participants
- 1.3 A summary of the PLTS and the learning outcomes for each is included at the end of this guidance document.
- 1.4 Apprentices are required to achieve all six PLTS as part of their Pan Sector Apprenticeship Framework and achievement must be evidenced. Providers will be required to sign a declaration when applying for the Apprenticeship completion certificate that all elements of the PLTS have been achieved. The CfA recommend that an internal record of PLTS achievement is also held by training providers, with a suggested recording document provided in Annex 10.
- 1.5 Some of the PLTS requirements are embedded within the mandatory units of the apprenticeship competence and knowledge qualifications. A detailed mapping has been completed for each pan sector qualification and is available to download from the CfA website.

Aim of this guidance

- 1.6 The aim of this guidance is to inform thinking on how PLTS might be delivered as part of a Pan Sector Apprenticeship Framework. It highlights opportunities to integrate PLTS within the Apprenticeship programme, so young people are able to learn, practise and apply the skills in different contexts and receive constructive feedback.

Who this guidance is for and how it can be used

- 1.7 This guidance is for managers and practitioners who are responsible for planning and delivering Pan Sector Apprenticeship programmes.
- 1.8 This guidance can be used to support planning for delivery of PLTS as part of Pan Sector Apprenticeship Frameworks. It can help to develop initial thinking on how to ensure that PLTS are integrated and reinforced within the programme. It should be used alongside any qualification-specific guidance from awarding organisations. As with any guidance document, the information presented here is not exhaustive and neither should it be seen as prescriptive. Practitioners will wish to implement their own ideas and take account of the needs of the people with whom they are working.

What this guidance covers

1.9 The guidance is structured in the following sections:

- General principles for integrating PLTS.
- Integrating PLTS in the Apprenticeship process (e.g. agreeing training plans, conducting reviews and evaluations).
- Integrating PLTS in Qualifications.
- Integrating PLTS in Functional Skills and ERR.
- A summary of the PLTS outcomes.
- A PLTS recording sheet which may be used by training providers.

2 | General Principles for integrating PLTS

Why are PLTS so important?

- 2.1 The framework for PLTS has been “developed to emphasise the importance of acquiring and improving skills that enable young people to cope with social, economic and technological change; become more effective learners who can continue to learn; and enjoy and achieve in all aspects of their life”¹.
- 2.2 The Skills for Sustainable Growth Strategy for England² places an emphasis on skills which build confidence and creativity and which improve social and working lives and PLTS play a key part in realising this ambition.

Planning for the delivery and evidencing of PLTS

- 2.3 When thinking about delivering PLTS as part of Pan Sector Apprenticeship programmes, practitioners should consider how they are going to update schemes of work and session plans to:
 - Integrate PLTS within the programme to connect activities across different parts of the Apprenticeship
 - Ensure that learners have the opportunity to learn, practise and record PLTS in a range of situations and contexts
 - Ensure that learners receive constructive feedback from a range of people – peer and employer feedback and reflect on their learning in line with the Reflective Learner PLTS. This can be achieved during off the job mentoring sessions and review meetings.
 - Ensure that PLTS are made explicit to learners at the outset of the Apprenticeship so they understand at an early stage what PLTS are and how they can recognise for themselves when they are achieving these. Learners also need to know how they should be recording PLTS achievements.

Introducing PLTS during Induction

- 2.4 The PLTS Framework has been implemented in 14-19 Diplomas, and Awarding Organisations have developed guidance on delivery and assessment of PLTS in a Diploma context which providers may find useful. The experience of 14-19 Diploma delivery shows that learners may only understand the importance of these skills, and apply them effectively, if they are made explicit as part of the teaching and learning process. This must be done during the apprenticeship induction; otherwise opportunities for achieving PLTS may be missed.
- 2.5 Learners will need support in making connections about their skills development across different parts of their Pan Sector Apprenticeship programme and this is best done during Induction.
- 2.6 Apprentices best learn by doing and then reflecting on the experience. Practitioners are advised to invest significant time during the induction process to bring the PLTS to life for Apprentices, so that they recognise for themselves at the outset when and where they are using PLTS. This early investment is likely to save tutors and assessors time throughout the remainder of the apprenticeship programme.

¹ QCA guidelines on recording personal, learning and thinking skills in the Diploma, January 2008

² BIS: November 2010 <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1274-skills-for-sustainable-growth-strategy.pdf>

2.7 Practitioners should also decide how they will support learners to:

- Understand the importance of PLTS
- Understand their own role in the development of these skills
- Connect activities across different parts of their programme
- Use feedback that they receive constructively
- Identify their own development needs and review their own skills development.

2.8 CfA recommends that practitioners use their experience of developing activities and learning materials to create a problem solving activity which can be used during induction in a group situation or on an individual basis. This problem solving activity/case study would reflect the sector/occupation, thereby making the learning more meaningful and build in all six PLTS – with the Reflective Learning PLTS being used to reflect on the learning which has taken place as part of the activity/project.

2.9 Where practitioners deliver more than one Apprenticeship programme and combine groups of Apprentices for induction, the activity or case study could build in a range of sectors so that it is meaningful to each Apprentice.

3 | Integrating PLTS in qualifications

How to integrate PLTS in qualifications

PLTS in the mandatory units of the competence qualifications

- 3.1 CfA has mapped the mandatory units of the Business & Administration, Customer Service, Contact Centre, Marketing, Sales and Management and Team Leading competence qualifications to the PLTS and these maps can be downloaded from [http://www.cfa.uk.com/ apprenticeships.html](http://www.cfa.uk.com/apprenticeships.html)
- 3.2 This mapping shows good coverage as follows:
- **Independent Enquirer**, **Team Worker** and **Self Manager** are predominantly covered in the level 2 and 3 mandatory units of the Business and Administration, Customer Service and Management and Team Leading NVQs.
 - **Reflective Learner** is predominantly covered in the mandatory units of the level 2 and 3 in Business Administration and Management and Team Leading NVQs.

PLTS in the mandatory units of the knowledge qualifications

- 3.3 CfA has mapped the mandatory units of the Business & Administration, Contact Centre, Marketing and Sales knowledge qualifications to the PLTS and these maps can be downloaded from [http://www.cfa.uk.com/ apprenticeships.html](http://www.cfa.uk.com/apprenticeships.html)

This mapping shows good coverage as follows:

- **Independent Enquirer** and **Team Worker** are covered in the level 2 mandatory units of the general Business and Administration, Contact Centre, Marketing and Sales knowledge qualifications.
 - **Self Manager** is predominantly covered in the level 2 mandatory units of the Sales knowledge qualification and **Reflective Learner** is predominantly covered in the level 2 mandatory units of the Contact Centre knowledge qualification.
 - **Independent Enquirer** is covered in the level 3 mandatory units of the general Business and Administration, Contact Centre, Marketing and Sales knowledge qualifications.
 - **Creative Thinker** is predominantly covered in the level 3 mandatory units of the Business & Administration knowledge qualification and **Reflective Learner** is predominantly covered in the level 3 mandatory units of the Contact Centre knowledge qualification.
- 3.4 To help practitioners identify opportunities for the PLTS which are not embedded in the competence qualifications, CfA has included examples of opportunities to develop PLTS within a range of optional units from the various NVQs at levels 2 and 3.
- 3.5 Practitioners and Apprentices can use the same approach to identify PLTS in the knowledge qualifications.

Integrating PLTS in Functional Skills and into Employee Rights and Responsibilities (ERR)

- 3.6 Examples of how PLTS can be integrated into Functional Skills are included in Annex 2 and for Employee Rights and Responsibilities in Annex 3.

Integrating PLTS into the Apprenticeship planning process

3.7 The processes that form part of any Apprenticeship programme also provide opportunities to develop and reinforce PLTS, for example:

Activity	Provides opportunities to develop:
Agreeing training plans	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Explore, from different perspectives, questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Creative Thinkers Apprentices might:</p> <ul style="list-style-type: none"> • Generate their own ideas and connect them with the ideas of others • Ask questions to extend their thinking • Question their own and others' assumptions • Adapt their ideas as circumstances change <p>Effective Participants Apprentices might:</p> <ul style="list-style-type: none"> • Engage actively with issues, for example participating in discussions • Listen to different points of view and modify their own views to take account of other viewpoints • Propose practical ways forward <p>Reflective Learners Apprentices might:</p> <ul style="list-style-type: none"> • Assess themselves and identify opportunities • Set goals with success criteria for their development
Reviewing and evaluating progress	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Creative Thinkers Apprentices might:</p> <ul style="list-style-type: none"> • Generate their own ideas and connect them with the ideas of others • Ask questions to extend their thinking • Question their own and others' assumptions • Adapt their ideas as circumstances change <p>Self-Managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals <p>Effective Participants Apprentices might:</p> <ul style="list-style-type: none"> • Engage actively with issues and events, for example participating in discussions • Listen to different points of view and modify their own views to take account of other viewpoints • Propose practical ways forward <p>Reflective Learners Apprentices might:</p> <ul style="list-style-type: none"> • Assess themselves and identify opportunities and achievements • Review progress, acting on the outcomes • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning • Communicate their learning

Illustrations for identifying PLTS in Pan Sector Apprenticeship Qualifications

- 3.8 Experience of implementing PLTS within 14 - 19 Diploma qualifications suggests that good integration of the skills requires more than references to where they occur in other learning. Practitioners need to identify the relationship between PLTS and the components of the qualification, take this into account when constructing the programme of learning and consider how it will be presented to learners.³
- 3.9 This guidance applies equally to Apprenticeship programmes. There are a number of approaches that might be taken and practitioners will need to decide what will work best for their circumstances and their learners, but one approach is to identify opportunities to develop PLTS within each qualification unit.

3 Generic Skills in Diploma Learning, QCA, 2008

Business & Administration NVQ Optional units

The Learning Outcome below is taken from the unit 'Order products and services', which is an optional unit within the Level 3 NVQ Diploma in Business & Administration.

Order products and services: Optional Unit at Level 3

Learning Outcome 5	Assessment Criteria	Provides opportunities to develop
Be able to maintain relationships with suppliers of products and services and deal with problems	<p>5.1 Take actions to create and maintain partnerships with suppliers to improve quality and cut costs, within limits of own authority</p> <p>5.2 Monitor the performance of suppliers in line with the terms of the contract</p> <p>5.3 Deal with problems as they occur, seeking support from others, where necessary</p>	<p>Creative Thinkers</p> <ul style="list-style-type: none"> generating ideas and exploring possibilities asking questions to extend thinking questioning own and others' assumptions trying out alternatives or new solutions and following ideas through adapting ideas as circumstances change. <p>Effective Participators</p> <ul style="list-style-type: none"> discussing issues of concern, seeking resolution where needed presenting a persuasive case for action 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.

The Learning Outcome below is taken from the unit 'Support the organisation of business travel or accommodation', which is an optional unit within the Level 2 NVQ Certificate in Business & Administration.

Support the organisation of business travel or accommodation: Optional Unit at Level 2

Learning Outcome 3	Assessment Criteria	Provides opportunities to develop
Be able to support the organisation with business travel or accommodation arrangements	<p>3.3 Identify suitable business travel or accommodation options</p> <p>3.4 Book suitable business travel or accommodation arrangements, following instructions:</p> <p>a) to meet the brief and budget using available sources of information and facilities</p> <p>b) obtaining best value for money</p> <p>c) making payments or agreeing payment options</p> <p>3.8 Resolve or refer problems to the appropriate person</p>	<p>Creative Thinkers</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 trying out alternatives or new solutions and following ideas through adapting ideas as circumstances change.

The Learning Outcomes below is taken from the unit 'Plan and organise an event', which is an optional unit within the Level 3 NVQ Diploma in Business & Administration.

Plan and organise an event: Optional Unit at Level 3

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Understand the role of an event organiser in planning an events	<p>1.3 Identify and evaluate the types of risks associated with events and explain how to minimise these</p> <p>1.4 Explain the purpose and benefits of a contingency plan for an event</p>	<p>Creative Thinkers</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.
Learning Outcome 3	Assessment Criteria	
Understand the different types of venues and resources needed for different types of events	<p>3.1 Identify and evaluate different types of venue in terms of suitability for events and costs</p> <p>3.2 Describe a range of resources that may be needed for events and illustrate how they may be used</p> <p>3.3 Identify examples, and explain the purpose and benefits of selection criteria when choosing a venue and resources for an event</p>	<p>Effective Participators</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.

Contact Centre NVQ Optional units

The Learning Outcomes below is taken from the unit 'Provide support through a contact centre for specified products and/or services', which is an optional unit within the Level 2 NVQ Certificate in Contact Centre Operations.

Provide support through a contact centre for specified products and/or services': Optional Unit at Level 2

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Be able to establish and validate customers' identity in a contact centre	1.1 Link customers' identities with correct organisational records 1.2 Confirm customers' identities and authorities in accordance with organisational procedures 1.3 Record any departure from the standard authorisation process in accordance with organisational procedures 1.4 Explain to customers the reasons for the authorisation procedures	Independent Enquirers <ul style="list-style-type: none"> 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.
Learning Outcome 2	Assessment Criteria	
Be able to support customer needs for information and decisions about a range of products and/or services in a contact centre	2.1 Provide customers with the required information across a range of products and/or services 2.2 Use language and conversation in accordance with organisational guidelines 2.3 Make use of the features of communication equipment specified within the job role 2.4 Offer customers options for different requests about products and/or services that meet their requirements 2.5 Resolve customers' problems within their level of authority 2.6 Refer customers to someone with greater authority when customers' needs cannot be met within the limits of their authority 2.7 Comply with organisational procedures during customer contacts	
Learning Outcome 2	Assessment Criteria	
Understand how to support customers in a contact centre	3.1 Describe the features and uses of products and/or services with which they can deal 3.2 Describe ways of maintaining and updating knowledge and understanding of products and/or services 3.3 Explain the regulations and legislation that have an impact on contact with customers	

The Learning Outcomes below is taken from the unit 'Support team use of contact centre systems and technology', which is an optional unit within the Level 3 NVQ Diploma in Contact Centre Operations.

Support team use of contact centre systems and technology: Optional Unit at Level 3

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Be able to provide guidance to colleagues on contact centre systems and technology	<p>1.1 Link customers' identities with 1.1</p> <p>Provide advice and guidance in the use of technological functionality that enables optimum efficiency</p> <p>1.2 Deliver coaching/buddying activities for colleagues in accordance with their development plans</p>	<p>Reflective Learners</p> <ul style="list-style-type: none"> • 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. <p>Team Workers</p> <ul style="list-style-type: none"> • 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.
Learning Outcome 2	Assessment Criteria	Provides opportunities to develop
Be able to produce new reports in a contact centre	<p>2.1 Identify contact metrics to be included in reports that are capable of contributing to organisational understanding of contact patterns</p> <p>2.2 Produce new reports that meet the agreed requirements</p> <p>2.3 Manipulate data according to organisational guidelines to make the most effective presentation of reports</p>	<p>Independent Enquirers</p> <ul style="list-style-type: none"> • 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.

Learning Outcome 3	Assessment Criteria	Provides opportunities to develop
<p>Be able to adjust system parameters to optimise performance in a contact centre</p>	<p>3.1 Predict the effects of alterations to applications and systems according to organisational policy and practices</p> <p>3.2 Change routing rules to adjust contact priorities that meet resource availability and customer expectations</p> <p>3.3 Identify data flow changes resulting from system updates</p> <p>3.4 Evaluate the benefits and drawbacks of changes to different routing parameters</p> <p>3.5 Manage predictive contact queuing efficiently</p>	<p>Independent Enquirers</p> <ul style="list-style-type: none"> • 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.
Learning Outcome 4	Assessment Criteria	
<p>Understand the use of systems and technology to support contact centre operations</p>	<p>5.1 Describe the products and/or services offered or supported by the contact centre</p> <p>5.2 Explain the regulations or legislation that have an impact on contact centre operations</p> <p>5.3 Explain the organisational procedures and guidelines for contact centre operations</p> <p>5.4 Explain the organisational procedures and guidelines for the configuration of system parameters</p> <p>5.5 Explain the advantages and disadvantages of routing rule options</p> <p>5.6 Explain the importance of predictive contact queuing to manage contact distribution</p>	

Learning Outcome 5	Assessment Criteria	Provides opportunities to develop
<p>Be able to report on potential system enhancements in a contact centre</p>	<p>4.1 Identify areas where a system may benefit from modification</p> <p>4.2 Evaluate the potential benefits from system modifications against the resource cost of implementation</p> <p>4.3 Present findings and recommendations in accordance with organisational procedures</p>	<p>Independent Enquirers</p> <ul style="list-style-type: none"> • 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. <p>Creative Thinkers</p> <ul style="list-style-type: none"> • 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.

Customer Service NVQ Optional units

The Learning Outcomes below is taken from the unit 'Resolve customer service problems', which is an optional unit within the Level 2 NVQ Certificate in Customer Service.

Resolve Customer Service Problems: Optional Unit at Level 2

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Spot customer service problems	ALL	<p>Creative Thinkers</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 Learner</p> <ul style="list-style-type: none"> questioning own and others' assumptions trying out alternatives or new solutions and following ideas through adapting ideas as circumstances change. <p>Effective Participators</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.
Learning Outcome 2		
Pick the best solution to resolve customer service problems		
Learning Outcome 3		
Take action to resolve customer service problems		

The Learning Outcomes below is taken from the unit 'Recognise diversity when delivering customer service', which is an optional unit within the Level 2 NVQ Certificate in Customer Service.

Recognise diversity when delivering customer service: Optional Unit at Level 2

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Respect customers as individuals and promote equality in customer service	ALL	Effective Participators <ul style="list-style-type: none"> discussing issues of concern, seeking resolution where needed 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.
Learning Outcome 2		
Adapt customer service to recognise the different needs and expectations of diverse groups of customers		
Learning Outcome 3		
Understand how to recognise diversity when delivering customer service		

The Learning Outcomes below is taken from the unit 'Promote continuous improvement', which is an optional unit within the Level 3 NVQ Diploma in Customer Service.

Promote continuous improvement: Optional Unit at Level 3

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Plan improvements in customer service based on customer feedback	ALL	Creative Thinkers <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. Reflective Learner <ul style="list-style-type: none"> questioning own and others' assumptions trying out alternatives or new solutions and following ideas through adapting ideas as circumstances change.
Learning Outcome 3		
Review changes to promote continuous improvement		
Learning Outcome 4		
Understand how to promote continuous improvement		

Marketing NVQ Optional units

The Learning Outcomes below is taken from the unit 'Implement a marketing plan', which is an optional unit within the Level 3 NVQ Diploma in Marketing.

Implement a marketing plan: Optional Unit at Level 3

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Be able to prepare for the implementation of marketing	1.1 Develop an implementation plan that specifies objectives, actions, responsibilities, budget, timescale and success criteria 1.2 Brief personnel on their roles and responsibilities in accordance with the marketing plan 1.3 Ensure the availability of agreed marketing resources 1.4 Explain the importance of understanding the nature of the market in which the activity is being targeted the importance of understanding the nature of the market in which the activity is being targeted	Creative Thinkers <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. Independent Enquirers <ul style="list-style-type: none"> 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.
Learning Outcome 2	Assessment Criteria	
Be able to implement marketing plans	2.1 Deliver the requirements of the plan within budget and timescale 2.2 Address risks, problems and variances from expectations in accordance with the marketing plan 2.3 Keep stakeholders up to date with progress, developments and issues 2.4 Record and report on the outcomes of the implementation in accordance with the marketing plan and organisational procedures 2.5 Explain the importance of the marketing activity to the success of the marketing strategy	Self Managers <ul style="list-style-type: none"> 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.

The Learning Outcomes below is taken from the unit 'Evaluate the effectiveness of a marketing plan', which is an optional unit within the Level 3 NVQ Diploma in Marketing.

Evaluate the effectiveness of a marketing plan: Optional Unit at Level 3

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Be able to plan the evaluation of marketing activities	<p>1.1 Establish an evaluation framework which incorporates: a baseline; realistic and achievable objectives; key performance indicators and success criteria; process and impact evaluation mechanisms; feedback and communication mechanisms and mechanisms for calculating return on investment</p> <p>1.2 Agree evaluation resources with stakeholders</p> <p>1.3 Gain stakeholders' agreement to the methods, tools and techniques that are most suited to carry out the evaluation</p>	<p>Independent Enquirers</p> <ul style="list-style-type: none"> • 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.
Learning Outcome 2	Assessment Criteria	
Be able to evaluate the effectiveness of the marketing plan	<p>2.1 Use agreed methods to evaluate quantitative and qualitative data against agreed success criteria</p> <p>2.2 Assess the impact of the marketing plan against agreed criteria</p> <p>2.3 Identify the reasons for variances in performance from expectations</p> <p>2.4 Recommend actions to address possible variances in accordance with the marketing plan</p> <p>2.5 Evaluate the quality, cost- effectiveness and cost- efficiency of the marketing activity against agreed criteria</p> <p>2.6 Report on the findings of the evaluation in the agreed format</p> <p>2.7 Use evaluation results to inform future strategic planning</p> <p>2.8 Explain the importance of evaluating marketing activities</p> <p>2.9 Explain the advantages and disadvantages of a range of evaluation methods</p>	<p>Self Managers</p> <ul style="list-style-type: none"> • 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.

The Learning Outcomes below is taken from the unit 'Contribute to conducting direct marketing campaigns', which is an optional unit within the Level 2 NVQ Certificate in Marketing.

Contribute to conducting direct marketing campaigns: Optional Unit at Level 2

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Be able to contribute to the planning of direct marketing campaigns	1.1 Agree materials that convey the marketing proposition and which comply with agreed quality and legal requirements 1.2 Identify the nature and location of target customers 1.3 Describe how their role contributes to the direct marketing campaign plan 1.4 Describe the objectives and target customers of the direct marketing campaign 1.5 Describe sources that would provide information about the nature and location of target customer groups 1.6 Explain how to reach target customers in accordance with the campaign plan 1.7 Explain the requirements of a data collection and reporting system that is capable of capturing the information required by the campaign plan	Independent Enquirers <ul style="list-style-type: none"> • 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.

Learning Outcome 2	Assessment Criteria	Provides opportunities to develop
Be able to conduct direct marketing campaigns	<p>2.1 Ensure that the team is briefed on the objectives, actions and required standards of the campaign</p> <p>2.2 Ensure that direct marketing materials are distributed in accordance with the campaign plan</p> <p>2.3 Provide progress and variance reports in accordance with the campaign plan</p> <p>2.4 Ensure that the direct marketing campaign is conducted in accordance with legal, regulatory and industry requirements and standards</p> <p>2.5 Explain the importance of briefing the team on the campaign requirements</p> <p>2.6 Explain the strengths and weaknesses of different types of direct marketing campaigns</p> <p>2.7 Explain how to address problems in accordance with the campaign plan</p>	<p>Team Workers</p> <ul style="list-style-type: none"> • 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. <p>Effective participators</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. <p>Self Managers</p> <ul style="list-style-type: none"> • 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.

Sales & Telesales NVQ Optional units

The Learning Outcomes below is taken from the unit 'Communicate information and knowledge', which is an optional unit within the Level 2 NVQ Certificate in Sales.

Communicate information and knowledge: Optional Unit at Level 2

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Understand the role and purpose of supporting the co-ordination of an event	1.1 Describe the range of support activities that may be required when supporting the co-ordination of an event 1.2 Identify the responsibilities involved in supporting the co-ordination of an event 1.3 Describe the types of problems that may occur during events and how to deal with these 1.4 Describe the points to observe when clearing and vacating an event 1.5 Describe the types of follow-up activities that may be required to carry out the co-ordination of an event.	Independent Enquirers <ul style="list-style-type: none"> 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.
Learning Outcome 2	Assessment Criteria	Provides opportunities to develop
Be able to support the co-ordination of an event	2.1 Contribute to the co-ordination of an event by: <ol style="list-style-type: none"> preparing the venue and making sure all necessary resources and supporting activities are in place arranging resources during an event, in line with agreed plans helping delegates to feel welcome meeting delegates' needs throughout an event resolving or referring problems, as required liaising with the management of the venue to make sure facility resources are in place clearing, and vacating the venue according to the terms of the contract preparing and circulating papers, or completing other follow up actions following the event, if required 	Team Worker <ul style="list-style-type: none"> 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. Self Managers <ul style="list-style-type: none"> 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.

Learning Outcome 3	Assessment Criteria	Provides opportunities to develop
<p>Be able to communicate information and knowledge using appropriate techniques and methods</p>	<p>3.1 Communicate to target audience using the appropriate techniques and methods.</p> <p>3.2 Explain how the target audience has received and understood the information communicated.</p>	<p>Creative thinkers</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.
Learning Outcome 4	Assessment Criteria	
<p>Be able to adapt communication techniques and methods according to target audience response</p>	<p>4.1 Explain how to modify communication techniques and methods in response to verbal and non-verbal feedback</p>	<p>Effective participators</p> <ul style="list-style-type: none"> • discussing issues of concern, seeking resolution where needed • 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.

The Learning Outcomes below is taken from the unit 'Communicate information and knowledge', which is an optional unit within the Level 2 NVQ Certificate in Sales.

Communicate information and knowledge: Optional Unit at Level 2

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Understand the role and purpose of supporting the co-ordination of an event	<p>1.1 Describe the range of support activities that may be required when supporting the co-ordination of an event</p> <p>1.2 Identify the responsibilities involved in supporting the co-ordination of an event</p> <p>1.3 Describe the types of problems that may occur during events and how to deal with these</p> <p>1.4 Describe the points to observe when clearing and vacating an event</p> <p>1.5 Describe the types of follow-up activities that may be required to carry out the co-ordination of an event.</p>	<p>Independent Enquirers</p> <ul style="list-style-type: none"> 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.
Learning Outcome 2	Assessment Criteria	Provides opportunities to develop
Be able to support the co-ordination of an event	<p>2.1 Contribute to the co-ordination of an event by:</p> <p>a) preparing the venue and making sure all necessary resources and supporting activities are in place</p> <p>b) arranging resources during an event, in line with agreed plans</p> <p>c) helping delegates to feel welcome</p> <p>d) meeting delegates' needs throughout an event</p> <p>e) resolving or referring problems, as required</p> <p>f) liaising with the management of the venue to make sure facility resources are in place</p> <p>g) clearing, and vacating the venue according to the terms of the contract</p> <p>h) preparing and circulating papers, or completing other follow up actions following the event, if required</p>	<p>Team Worker</p> <ul style="list-style-type: none"> 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. <p>Self Managers</p> <ul style="list-style-type: none"> 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.

Management & Team Leading NVQ Optional units

The Learning Outcomes below is taken from the unit 'Develop working relationships with colleagues', which is an optional unit within the Level 3 NVQ Certificate in Management.

Develop working relationships with colleagues: Optional Unit at Level 3

Learning Outcome 3	Assessment Criteria	Provides opportunities to develop
Be able to act in a professional and respectful manner when working with colleagues	3.1 Explain how to display behaviour that shows professionalism	<p>Creative thinkers</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>Effective participators</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.
Learning Outcome 4	Assessment Criteria	
Be able to communicate with colleagues	4.1 Identify, information to others clearly and concisely. 4.2 Explain how to receive and clarify own understanding of information.	
Learning Outcome 5	Assessment Criteria	
Be able to identify potential work-related difficulties and explore solutions	5.1 Identify potential work-related difficulties and conflicts of interest 5.2 Explain how to resolve identified potential difficulties	

The Learning Outcomes below is taken from the unit 'Manage or support equality of opportunity, diversity and inclusion in own area of responsibility', which is an optional unit within the Level 3 NVQ Certificate in Management.

Manage or support equality of opportunity, diversity and inclusion in own area of responsibility: Optional Unit at Level 3

Learning Outcome 1	Assessment Criteria	Provides opportunities to develop
Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies.	<p>1.1 Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies.</p> <p>1.2 Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility</p>	<p>Effective participators</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.
Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility.	2.1 Outline an organisation's equality, diversity and inclusion policy and procedures.	
Be able to monitor equality, diversity and inclusion within own area of responsibility	3.1 Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation	

Opportunities to achieve and record PLTS in Functional Skills in English, Maths and ICT

The table below illustrates how one or more PLTS can be achieved through the Functional Skills of English, Maths and ICT.

Functional Skills in ENGLISH: Provides opportunities to develop:	
Independent Enquirers	<ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information
Creative Thinkers	<ul style="list-style-type: none"> • Generate their own ideas and connect them with the ideas of others • Use their imagination to put across ideas • Try out different approaches to what they say and write in familiar and unfamiliar situations
Team workers	<ul style="list-style-type: none"> • Explore their own, and others' strengths in allocating roles and tasks and take responsibility for their own contribution to team outcomes • Provide and respond to constructive feedback, developing the confidence to resolve issues
Self-managers	<ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals • Make informed choices about how they communicate, formally and informally • Respond positively to changing priorities or new tasks
Effective participators	<ul style="list-style-type: none"> • Engage actively with issues and events, for example participating in discussions • Listen to different points of view and modify their own views to take account of other viewpoints
Reflective learners	<ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance in speaking, listening, reading and writing • Adapt their ideas as work progresses, identifying opportunities for further development, setting themselves realistic goals with criteria for success
Functional Skills in MATHEMATICS: Provides opportunities to develop:	
Independent Enquirers	<ul style="list-style-type: none"> • Identify mathematical aspects of an issue or problem, research answers and find solutions • Pose questions, plan what to do, appreciate the number of different techniques that could be used to analyse the issue, and select the most appropriate methods, tools and models to use • Decide how to represent, analyse, interpret, evaluate and process information to work logically towards results, and reach their own supported conclusions
Creative Thinkers	<ul style="list-style-type: none"> • Create solutions to unfamiliar problems by using their understanding, experiences, imagination and reasoning • Challenge assumptions and generate new ideas and ways to solve problems
Team workers	<ul style="list-style-type: none"> • Work collaboratively to solve mathematical problems in a range of contexts • Explore their own, and others' strengths in allocating roles and tasks and take responsibility for their own contribution to team outcomes • Provide and respond to constructive feedback, developing the confidence to resolve issues
Self-managers	<ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals • Respond positively to changing priorities or new tasks
Effective participators	<ul style="list-style-type: none"> • Experiment with data and mathematical ideas to identify and examine issues or problems • Take an active part in discussions using interpretation and evaluation to develop convincing arguments • Balance different views, including their own, making independent decisions and reaching workable so
Reflective learners	<ul style="list-style-type: none"> • Create solutions to unfamiliar problems by using their understanding, experiences, imagination and reasoning • Challenge assumptions and generate new ideas and ways to solve problems

Functional Skills in ICT: Provides opportunities to develop:	
Independent Enquirers	<ul style="list-style-type: none"> Plan and carry out their own research and explore their own ideas to develop solutions to issues or problems Decide on the information, ICT tools and techniques they need to answer questions Analyse and evaluate information, judging its relevance, purpose, accuracy, plausibility, value and possible bias
Creative Thinkers	<ul style="list-style-type: none"> Generate their own ideas and connect them with the ideas of others Design their own information systems, adapting and modifying their ideas
Team workers	<ul style="list-style-type: none"> Explore their own, and others' strengths in allocating roles and tasks and take responsibility for their own contribution to team outcomes Explore how ICT can be used to communicate, collaborate and share ideas on a local, national and global scale Show responsibility when using ICT to communicate safely with others Provide and respond to constructive feedback, taking account of different views and developing the confidence to resolve issues
Self-managers	<ul style="list-style-type: none"> Take responsibility for organising their time to complete their work Show initiative, commitment and perseverance in working towards goals Make informed choices about how they communicate, formally and informally Respond positively to changing priorities or new tasks
Effective participants	<ul style="list-style-type: none"> Explore how communicating, exchanging and presenting information and ideas in ICT can influence change Make informed contributions to issues using ICT for information exchange and access
Reflective learners	<ul style="list-style-type: none"> Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance Continuously monitor their own progress, identifying criteria for success and making changes to further their learning.

Employee rights and responsibilities

The nine generic learning outcomes for ERR appears below, illustrating how one or more PLTS can be achieved through the ERR component of all Apprenticeship Frameworks, regardless of sector.

ERR Requirements - the apprentice:	Provides opportunities to develop:
<p>Knows and understands the range of employer and employee statutory rights and responsibilities under employment law and that employment right can be affected by other legislation as well. This should cover the apprentice's rights under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Self-Managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals
<p>Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality and Diversity Training must be an integral part of the apprentice's learning programme.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Creative Thinkers Apprentices might:</p> <ul style="list-style-type: none"> • Generate their own ideas and connect them with the ideas of others • Question their own and others' assumptions <p>Team Workers Apprentices might:</p> <ul style="list-style-type: none"> • show fairness and consideration to others • provide and respond to constructive feedback, taking account of different views and developing the confidence to resolve issues <p>Self-Managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals <p>Effective Participants Apprentices might:</p> <ul style="list-style-type: none"> • Engage actively with issues and events, for example participating in discussions • Listen to different points of view and modify their own views to take account of other viewpoints <p>Reflective Learners Apprentices might:</p> <ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning

ERR Requirements - the apprentice:	Provides opportunities to develop:
<p>Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Self-Managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals <p>Reflective learners Apprentices might:</p> <ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning.
<p>Understands the role played by their occupation within their organisation and industry.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Self-managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals <p>Reflective learners Apprentices might:</p> <ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning.

ERR Requirements - the apprentice:	Provides opportunities to develop:
<p>Has an informed view of the types of career pathways that are open to them.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Creative Thinkers Apprentices might:</p> <ul style="list-style-type: none"> • Generate their own ideas and connect them with the ideas of others • Ask questions to extend their thinking • Question their own and others' assumptions • Adapt their ideas as circumstances change <p>Self-managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals <p>Effective participants Apprentices might:</p> <ul style="list-style-type: none"> • Engage actively with issues and events, for example participating in discussions • Listen to different points of view and modify their own views to take account of other viewpoints <p>Reflective learners Apprentices might:</p> <ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning.

ERR Requirements - the apprentice:	Provides opportunities to develop:
<p>Knows the types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Self-managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals <p>Reflective learners Apprentices might:</p> <ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning.
<p>Knows where and how to get information and advice on their industry, occupation, training and career.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Self-managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals <p>Reflective learners Apprentices might:</p> <ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning.

ERR Requirements - the apprentice:	Provides opportunities to develop:
<p>Can describe and work within their organisation's principles and codes of practice.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Self-managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals • Respond positively to changing priorities or new tasks <p>Reflective learners Apprentices might:</p> <ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning.
<p>Recognises and can form a view on issues of public concern that affect their organisation and industry.</p>	<p>Independent Enquirers Apprentices might:</p> <ul style="list-style-type: none"> • Structure their own research • Explore questions they have identified for themselves • Analyse and judge the relevance and value of information • Draw conclusions, using reasoned arguments and evidence <p>Creative Thinkers Apprentices might:</p> <ul style="list-style-type: none"> • Generate their own ideas and connect them with the ideas of others • Ask questions to extend their thinking • Question their own and others' assumptions • Adapt their ideas as circumstances change <p>Self-managers Apprentices might:</p> <ul style="list-style-type: none"> • Take responsibility for organising their time to complete their work • Show initiative, commitment and perseverance in working towards goals <p>Effective participants Apprentices might:</p> <ul style="list-style-type: none"> • Engage actively with issues and events, for example participating in discussions • Listen to different points of view and modify their own views to take account of other viewpoints <p>Reflective learners Apprentices might:</p> <ul style="list-style-type: none"> • Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance • Continuously monitor their own progress, identifying criteria for success and making changes to further their learning.

Summary of PLTS outcomes

The framework¹ comprises six groups of skills that, together with the functional skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable people to enter work and adult life as confident and capable individuals. The titles of the six groups of skills are set out below:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

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. 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) and organise and manage their time and resources effectively to achieve these goals (self-managers).

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.

INDEPENDENT ENQUIRERS	
Focus:	People:
<p>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</p>	<ul style="list-style-type: none"> • 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.
CREATIVE THINKERS	
Focus:	People:
<p>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.</p>	<ul style="list-style-type: none"> • 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.

¹ A framework of personal, learning and thinking skills, © Qualifications and Curriculum Authority.

REFLECTIVE LEARNERS	
Focus:	People:
<p>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.</p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences
TEAM WORKERS	
Focus:	People:
<p>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.</p>	<ul style="list-style-type: none"> • 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.
SELF MANAGERS	
Focus:	People:
<p>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.</p>	<ul style="list-style-type: none"> • 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.
EFFECTIVE PARTICIPATORS	
Focus:	People:
<p>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.</p>	<ul style="list-style-type: none"> • 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



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Personal Learning and Thinking Skills

Evidence Sheet (for internal use only)

Apprenticeship Title	Intermediate Apprenticeship	Advanced Apprenticeship	Higher Apprenticeship
Business and Administration			
Customer Service			
Contact Centres			
Management			
Sales			
Marketing			

Apprentice's full name	
Employer name	
Provider name	

PLTS	Date achieved
1 Creative Thinker	
2 Effective Participator	
3 Independent Enquirer	
4 Reflective Learner	
5 Self Manager	
6 Team Worker	

I confirm that all of the PLTS have been achieved as part of the above apprenticeship programme

	Name	Signatures	Date
Apprentice			
Provider			