Personal Learning and Thinking Skills

A Delivery Guide for Creative & Cultural Apprenticeships
## Contents

1. Introduction 4

2. General Principles 7

3. Integrating PLTS in Creative & Cultural Apprenticeships 10

Annex 1 12
Annex 2 13
Annex 3 14
Annex 4 15
Annex 5 16
Annex 5 17
Annex 6 18
Annex 7 19
Annex 8 20
Annex 9 22
Annex 10 26
Annex 11 28
# 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 Creative & Cultural Apprenticeship Framework and achievement must be evidenced. Providers will be required to complete and sign a PLTS evidence sheet when applying for the Creative & Cultural Apprenticeship completion certificate, a copy of which can be found in Annex 6 of this document.

1.5 Some of the PLTS requirements are embedded within the mandatory units of the Creative & Cultural Apprenticeship competence and knowledge qualifications. A detailed mapping has been completed for each qualification, a copy of which can be found in Annex 9 of this document.

## Aim of this guidance

1.6 The aim of this guidance is to inform thinking on how PLTS might be delivered as part of Creative & Cultural Apprenticeships. It highlights opportunities to integrate PLTS within
the Apprenticeship programme, so young people are able to learn, practice 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 providers who are responsible for planning and delivering Creative & Cultural Apprenticeships.

1.8 This guidance can be used to support planning for delivery of PLTS as part of Creative & Cultural Apprenticeships. 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. Providers 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.
- Mapping documents showing where PLTS appear in the mandatory units of the knowledge qualifications for the Creative & Cultural Apprenticeships.
- Mapping documents showing where PLTS appear in the mandatory units of the competence qualifications for each of the following Frameworks:
  - Community Arts
  - Cultural Heritage & Venue Operations
  - Design
  - Jewellery (coming soon)
  - Live Events & Promotion
  - Music Business
  - Technical Theatre (Sound, Light & Stage)
  - Theatre Operations (Costume & Wardrobe)
- 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 sign off sheet which must be submitted to Creative & Cultural Skills when applying for completion certificates.
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 England (2) 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 Creative & Cultural Apprenticeships, providers 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 Creative & Cultural Apprenticeships
- Ensure that learners have the opportunity to learn, practice 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 their 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 Creative & Cultural Apprenticeship and this is best done during Induction.

2.6 Apprentices best learn by doing and then reflecting on the experience. Providers 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.

2.7 Providers 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 Creative & Cultural Skills recommends that providers 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 creative 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 providers 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.

(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

3 | Integrating PLTS in Creative & Cultural Apprenticeships
**PLTS in qualifications**

**PLTS in the mandatory units of the competence qualifications**

3.1  Creative & Cultural Skills has mapped the mandatory units of the Creative & Cultural Apprenticeship competence qualifications to the PLTS and these maps can be found in Annex 11 and on the website [www.ccskills.org.uk/apprenticeships](http://www.ccskills.org.uk/apprenticeships)

This mapping shows good coverage in the mandatory units levels 2 & 3 as follows:

- Effective participator is predominantly covered in Community Arts,
- Team Worker is predominantly covered in Cultural Venue Operations,
- Self Manager & Reflective Learner are predominantly covered in Technical Theatre,
- Independent Enquirer & Creative Thinker are predominantly covered in Music Business and Design.

**PLTS in the mandatory units of the Creative & Cultural Apprenticeship knowledge qualification**

3.2  Creative & Cultural Skills has mapped the mandatory units of the Apprenticeship knowledge qualifications to the PLTS and these maps can be found in Annex 11 and on the website [www.ccskills.org.uk/apprenticeships](http://www.ccskills.org.uk/apprenticeships)

This mapping shows good coverage as follows:

**All PLTS, particularly Independent Enquirer and Creative Thinker** are predominantly covered in the level 2 mandatory units of the Creative & Cultural Apprenticeship knowledge qualification (Technical Certificate)

**Independent Enquirer, Creative Thinker, Effective Participator and Reflective Learner** are predominantly covered in the level 3 mandatory units of each Apprenticeship Framework knowledge qualification (Technical Certificate)

3.3  To help providers identify opportunities for the PLTS which are not embedded in the competence qualifications, Creative & Cultural Skills has included examples of opportunities to develop PLTS within a range of units from the Community Arts, Cultural Venue Operations, Live Events & Promotions, Music Business and Technical Theatre: Sound, Light & Stage pathways.

3.4  Providers 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)**

3.5  Examples of how PLTS can be integrated into Functional Skills are included in Annex 6 and for ERR in Annex 7.
Integrating PLTS into the Creative & Cultural Apprenticeship planning process

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Provides opportunities to develop</th>
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<tbody>
<tr>
<td>Agreeing training plans</td>
<td><strong>Independent Enquirers</strong></td>
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<tr>
<td></td>
<td>Apprentices might:</td>
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<tr>
<td></td>
<td>• Explore, from different perspectives, questions they have identified for themselves</td>
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<td></td>
<td>• Analyse and judge the relevance and value of information</td>
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<tr>
<td></td>
<td>• Draw conclusions, using reasoned arguments and evidence</td>
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<td></td>
<td><strong>Creative Thinkers</strong></td>
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<td>Apprentices might:</td>
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<tr>
<td></td>
<td>• Generate their own ideas and connect them with the ideas of others</td>
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<td></td>
<td>• Ask questions to extend their thinking</td>
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<td></td>
<td>• Question their own and others’ assumptions</td>
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<td><strong>Team workers</strong></td>
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<td>Apprentices might:</td>
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<td>• show fairness and consideration to others</td>
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<tr>
<td></td>
<td>• provide and respond to constructive feedback.</td>
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<tr>
<td></td>
<td>• take account of different views and develop the confidence to resolve issues</td>
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</tbody>
</table>

Annex 1

Illustrations for identifying PLTS in Creative & Cultural Apprenticeship Qualifications
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. Providers 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).

This guidance applies equally to Apprenticeships. There are a number of approaches that might be taken and providers 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.

**Level 2 Certificate in Supporting Live Events & Promotion**

The Learning Outcome below is taken from the unit ‘Understand how to support the planning of a live event’, which is a mandatory unit within the Level 2 Certificate in Supporting Live Events & Promotion.

<table>
<thead>
<tr>
<th>Learning outcome 3</th>
<th>Assessment criteria</th>
<th>Provides opportunities to develop</th>
</tr>
</thead>
</table>
| Understand how to present and implement a plan for a live event | 3.1 Identify who should receive a copy of the plan and when they should expect to receive them on completion of the plan | **Effective Participators**
- 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 |
| | 3.2 Identify at least two types of differences that might arise in the implementation of the plan | **Self Managers**
- 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 |
| | 3.3 Explain how at least one type of difference might be resolved | |
| | 3.4 Identify who needs to be informed if changes are made to the plan | |

(3) Generic Skills in Diploma Learning, Q

**Annex 2**

**Level 2 Certificate in Community Arts Administration**

The Learning Outcome below is taken from the unit ‘Keep up to date with development in the Arts’, which is a mandatory unit within the Level 2 Certificate in Community Arts Administration.
<table>
<thead>
<tr>
<th>Learning outcome 4</th>
<th>Assessment criteria</th>
<th>Provides opportunities to develop</th>
</tr>
</thead>
</table>
| Be able to keep up to date with developments in own organisation and sector | **4.1** Assess the trends and opportunities that currently affect demand and impact on a particular project | **Independent Enquiry**  
- Structure their own research  
- Explore questions they have identified for themselves  
- Analyse and judge the relevance and value of information |
| | **4.2** Gather information from networks that add value to own organisation in line with organisational guidelines | **Effective participators**  
- proposing practical ways forward, breaking these down into manageable steps  
- identifying improvements that would benefit others as well yourself  
- acting as an advocate for views and beliefs that may differ from your own |
| | **4.3** Present clear and accurate information on outcomes of research | |

**Annex 3**

**Level 2 Certificate in Technical Theatre Support: Sound, Light & Stage**

The Learning Outcome below is taken from the unit ‘Awareness of Health & Safety in the Creative & Cultural Sector’, which is a mandatory unit within the Level 2 Certificate in Technical Theatre Support: Sound, Light & Stage.
<table>
<thead>
<tr>
<th>Learning outcome 1</th>
<th>Assessment criteria</th>
<th>Provides opportunities to develop</th>
</tr>
</thead>
</table>
| Understand the relevant Health & Safety regulations in the Creative & Cultural sector | **1.1** Identify key elements of Health & Safety regulations related to working in the Creative & Cultural sector | **Creative Thinkers**  
• asking questions to extend thinking  
• connecting own and others’ ideas and experiences in inventive ways  
• questioning own and others’ assumptions |
| | **1.2** Outline safe working practices in the Creative & Cultural sector | **Reflective learner**  
• questioning own and others’ assumptions  
• trying out alternatives or new solutions and following ideas through  
• adapting ideas as circumstances change. |
| | **1.3** Identify the main employer responsibilities under the Health & Safety at Work Act | |

**Annex 4**

**Level 3 Certificate in Cultural Venue Operations**

The Learning Outcome below is taken from the unit ‘Contribute to decision making in a business environment’, which is a mandatory unit within the Level 3 Certificate in Cultural Venue Operations.
### Annex 5

#### Level 3 Diploma in Music Business

The Learning Outcome below is taken from the unit ‘Understand the impact of emerging technology on the music business’, which is a mandatory unit within the Level 3 Certificate in Music Business.

<table>
<thead>
<tr>
<th>Learning outcome 1</th>
<th>Assessment criteria</th>
<th>Provides opportunities to develop</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>outcome 4</th>
<th>4.1 Identify sources of information needed</th>
<th>4.2 Research and collect information to add value to the decision making process</th>
</tr>
</thead>
</table>

**Self-managers**
- 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

**Team workers**
- 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
Annex 6

Level 3 Certificate in Theatre Operations: Costume & Wardrobe

The Learning Outcome below is taken from the unit ‘Develop effective working relationships with colleagues in a theatre setting’, which is a mandatory unit within the Level 3 Certificate in Technical theatre: Costume & Wardrobe.

<table>
<thead>
<tr>
<th>Learning outcome 2</th>
<th>Assessment criteria</th>
<th>Provides opportunities to develop</th>
</tr>
</thead>
</table>

Creative Thinkers
- generating ideas and exploring possibilities
- asking questions to extend thinking
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Independent Enquiry
- Structure their own research
- Explore questions they have identified for themselves
- Analyse and judge the relevance and value of information
Be able to develop effective working relationships with colleagues in a theatre setting

2.1 Communicate with colleagues effectively
2.2 Confirm tasks, priorities and responsibilities clearly and accurately with colleagues
2.3 Respond to requests from colleagues that fall within your responsibilities
2.4 Report any circumstances that prevent the achievement of quality standards
2.5 Obtain information and assistance from colleagues
2.6 Seek relevant feedback on work, achievements and performance from relevant people
2.7 Determine own learning needs based on feedback and observation of own performance
2.8 Agree a learning plan that outlines realistic development opportunities and timescales

Team workers
• 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

Reflective learner
• questioning own and others’ assumptions
• trying out alternatives or new solutions and following ideas through
• adapting ideas as circumstances change.

Annex 7

Level 3 Diploma in Design

The Learning Outcome below is taken from the unit ‘Understand concepts and techniques used in branding’, which is a mandatory unit within the Level 3 Diploma in Design.

<table>
<thead>
<tr>
<th>Learning outcome 1</th>
<th>Assessment criteria</th>
<th>Provides opportunities to develop</th>
</tr>
</thead>
</table>
| Understand the definition of brand | 1.1 Identify a range of brand and branding | Independent Enquiry
• Structure their own research |
and the role of brands for business performance

| 1.2 Explain the difference between business plans and brand plans |
| 1.3 Describe the types of market drivers, trends and issues involved in branding |

- Explore questions they have identified for themselves
- Analyse and judge the relevance and value of information

**Creative Thinkers**
- generating ideas and exploring possibilities
- asking questions to extend thinking
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

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**Annex 8**

**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.

<table>
<thead>
<tr>
<th>Functional Skills in ENGLISH: Provides opportunities to develop</th>
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</thead>
<tbody>
<tr>
<td>Independent Enquirers</td>
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</tbody>
</table>
| Creative Thinkers | • 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 | • 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 | • 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 | • 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 | • 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 | • 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 | • 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 | • Work collaboratively to solve mathematical problems in a range of
<table>
<thead>
<tr>
<th></th>
<th>contexts</th>
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<tbody>
<tr>
<td></td>
<td>• Explore their own, and others’ strengths in allocating roles and tasks</td>
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<tr>
<td></td>
<td>and take responsibility for their own contribution to team outcomes</td>
</tr>
<tr>
<td></td>
<td>• Provide and respond to constructive feedback, developing the</td>
</tr>
<tr>
<td></td>
<td>confidence to resolve issues</td>
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</tbody>
</table>

| **Self-managers** | • 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** | • 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** | • Create solutions to unfamiliar problems by using their understanding, experiences, imagination and reasoning |
|                        | • Challenge assumptions and generate new ideas and ways to solve problems |

<table>
<thead>
<tr>
<th><strong>Functional Skills in ICT: Provides opportunities to develop</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Enquirers</strong></td>
</tr>
<tr>
<td>• Plan and carry out their own research and explore their own ideas to develop solutions to issues or problems</td>
</tr>
<tr>
<td>• Decide on the information, ICT tools and techniques they need to answer questions</td>
</tr>
<tr>
<td>• Analyse and evaluate information, judging its relevance, purpose, accuracy, plausibility, value and possible bias</td>
</tr>
</tbody>
</table>

| **Creative Thinkers** | • Generate their own ideas and connect them with the ideas of others     |
|                      | • Design their own information systems, adapting and modifying their ideas |

| **Team workers** | • 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** | • Take responsibility for organising their time to complete their work |
|                  | • Show initiative, commitment and perseverance in working towards goals |
Annex 9

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.

<table>
<thead>
<tr>
<th>ERR Requirements - the apprentice:</th>
<th>Provides opportunities to develop:</th>
</tr>
</thead>
</table>
| Knows and understands the range of employer and employee statutory rights and responsibilities under employment law and that | **Independent Enquirers**  
• 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 |
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.

<table>
<thead>
<tr>
<th>Self-managers</th>
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</thead>
<tbody>
<tr>
<td>• Take responsibility for organising their time to complete their work</td>
<td></td>
</tr>
<tr>
<td>• Show initiative, commitment and perseverance in working towards goals</td>
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</table>

Knows and understands the procedures and documentation in their organisation which recognises and protects their relationship with their employer. Health & Safety and Equality and Diversity Training must be an integral part of the apprentice’s learning programme.

<table>
<thead>
<tr>
<th>Independent Enquirers</th>
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<tbody>
<tr>
<td>• Structure their own research</td>
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<td>• Generate their own ideas and connect them with the ideas of others</td>
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<td>• show fairness and consideration to others</td>
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<thead>
<tr>
<th>Effective participants</th>
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<tbody>
<tr>
<td>• Engage actively with issues and events, for example participating in discussions</td>
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<td>• Listen to different points of view and modify their own views to take account of other viewpoints</td>
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<tr>
<th>Reflective learners</th>
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<tr>
<td>• Invite feedback from a range of people, evaluating their own strengths and weaknesses to monitor and improve their performance</td>
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<tr>
<td>• Continuously monitor their own progress, identifying criteria for success and making changes to further their learning</td>
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</table>

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.

<table>
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<tr>
<td>Reflective learners</td>
<td>Independent Enquirers</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| • 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. | • 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 |

<table>
<thead>
<tr>
<th>Understands the role played by their occupation within their organisation and industry.</th>
<th>Independent Enquirers</th>
</tr>
</thead>
</table>
| | • 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 |

<table>
<thead>
<tr>
<th>Has an informed view of the types of career pathways that are open to them.</th>
<th>Independent Enquirers</th>
</tr>
</thead>
</table>
| | • Structure their own research  
• Explore questions they have identified for themselves  
• Analyse and judge the relevance and value of information |

<table>
<thead>
<tr>
<th>Creative Thinkers</th>
<th>Self-managers</th>
</tr>
</thead>
</table>
| • Generate their own ideas and connect them with the ideas of others  
• Ask questions to extend their thinking  
• Question their own and others’ assumptions | • Take responsibility for organising their time to complete their work  
• Show initiative, commitment and perseverance in working towards goals |

<table>
<thead>
<tr>
<th>Effective participants</th>
<th>Reflective learners</th>
</tr>
</thead>
</table>
| • 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 | • 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. |

<table>
<thead>
<tr>
<th>Knows the types of representative bodies and understands their relevance to</th>
<th>Independent Enquirers</th>
</tr>
</thead>
</table>
| | • Structure their own research  
• Explore questions they have identified for themselves |
| their industry and organisation and their main roles and responsibilities. | • Analyse and judge the relevance and value of information  
• Draw conclusions, using reasoned arguments and evidence  

**Self-managers**  
• Take responsibility for organising their time to complete their work  
• Show initiative, commitment and perseverance in working towards goals  

**Reflective learners**  
• 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. |
|---|---|
| Knows where and how to get information and advice on their industry, occupation, training and career. | **Independent Enquirers**  
• 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  

**Self-managers**  
• Take responsibility for organising their time to complete their work  
• Show initiative, commitment and perseverance in working towards goals  

**Reflective learners**  
• 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. |
| Can describe and work within their organisation’s principles and codes of practice. | **Independent Enquirers**  
• 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  

**Self-managers**  
• 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  

**Reflective learners**  
• 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. |
| Recognises and can form a view on issues of public concern that affect their organisation and industry. | **Independent Enquirers**  
• 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

Creative Thinkers
• 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

Self-managers
• Take responsibility for organising their time to complete their work
• Show initiative, commitment and perseverance in working towards goals

Effective participants
• 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
• 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.

Annex 10

Creative & Cultural Skills
Lafone House,
The Leathermarket,
Weston Street,
London SE1 3HN

Personal Learning and Thinking Skills - Evidence Sheet for Certification

<table>
<thead>
<tr>
<th>Apprenticeship Title</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural &amp; Heritage Venue Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Jewellery

Live Events & Promotion

Music Business

Technical Theatre (Sound, Light & Stage)

Theatre Operations (Costume & Wardrobe)

Apprentice’s full name

Employer name

Provider name

<table>
<thead>
<tr>
<th>PLTS</th>
<th>Date achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Creative Thinker</td>
<td></td>
</tr>
<tr>
<td>2 Effective Participator</td>
<td></td>
</tr>
<tr>
<td>3 Independent Enquirer</td>
<td></td>
</tr>
<tr>
<td>4 Reflective Learner</td>
<td></td>
</tr>
<tr>
<td>5 Self Manager</td>
<td></td>
</tr>
<tr>
<td>6 Team Worker</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 11

Summary of PLTS outcomes

PLTS 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 from ages 11 to 19.

<table>
<thead>
<tr>
<th>INDEPENDENT ENQUIRERS</th>
<th>People:</th>
</tr>
</thead>
</table>
| **Focus:** | • 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. |
| 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. | |

<table>
<thead>
<tr>
<th>CREATIVE THINKERS</th>
<th>People:</th>
</tr>
</thead>
</table>
| **Focus:** | • 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. |
| 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. | |
### 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.

**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

### 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.

**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.

### 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.

**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,

**EFFECTIVE PARTICIPATORS**

<table>
<thead>
<tr>
<th>Focus:</th>
<th>People:</th>
</tr>
</thead>
</table>
| 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. | • 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 |