

# **Fashion and Textiles Advanced Apprenticeship Leather Goods Pathway**

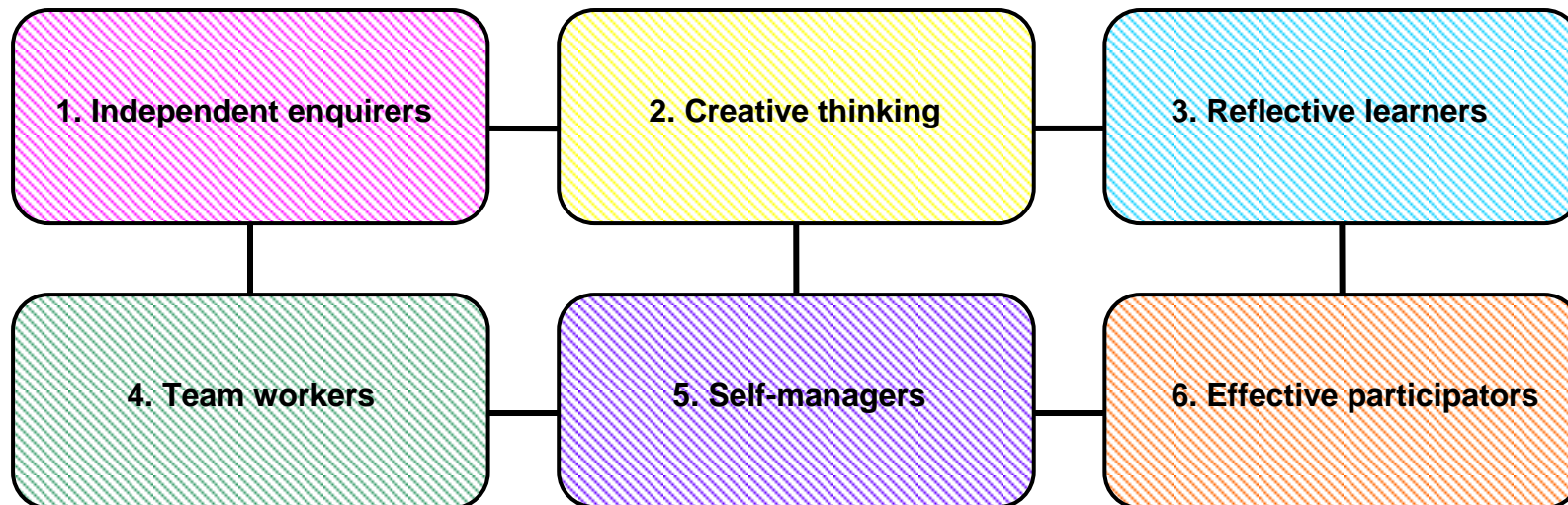
**Personal Learning and Thinking Skills - Signposting and Assessment Checklist**

## INTRODUCTION

Personal, learning and thinking skills (PLTS) are necessary for work and for general learning. Learners will have opportunities to develop, apply and assess all the personal, learning and thinking skills within their chosen Apprenticeship framework.

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

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



For each group of skills, a focus statement sums up the range of skills required. This is accompanied by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive, coherent and all groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, independent enquirers set goals for their research with clear success criteria (reflective learners), organising and managing their time and resources effectively to achieve these goals (self-manager).

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

### 1. Independent enquirers

**Focus:**

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

**Young people:**

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

### 2. Creative thinkers

**Focus:**

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

**Young people:**

- generate ideas and explore possibilities ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

### 3. Reflective learners

**Focus:**

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

**Young people:**

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

### 4. Team workers

**Focus:**

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

**Young people:**

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

### 5. Self-managers

**Focus:**

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

**Young people:**

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

### 6. Effective participators

**Focus:**

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

**Young people:**

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own

## 2. COVERAGE & MAPPING

The majority of personal, learning and thinking skills are required to be covered and assessed during the delivery and assessment of the Mandatory Units contained within the **Leather goods Pathway of the Fashion and Textiles Advanced Apprenticeship**. PLTS may be delivered by instruction or practical experience as appropriate for the learner.

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

### Competence qualification

Level 3 Certificate in Footwear and Leather (NVQ) (QCF) (500/6482/4 or 600/4137/7)

### Knowledge qualification

Level 3 Diploma in Apparel, Footwear or Leather Production (QCF) (501/0088/9 or 600/4140/7)

The table below details the Mandatory Units

<b>Level 3 Certificate in Footwear and Leather (NVQ) (QCF) (500/6482/4 or 600/4137/7)</b>	
<b>Unit number</b>	<b>Mandatory Unit Titles</b>
K/502/1072	Health, Safety and Security at Work
K/600/2015	Respond to production quality problems
<b>Level 3 Diploma in Apparel, Footwear or Leather Production (QCF) (501/0088/9 or 600/4140/7)</b>	
<b>Unit number</b>	<b>Mandatory Unit Titles</b>
J/601/7833	Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry
Y/601/7836	Managing quality standards within apparel, footwear or leather production
H/601/7838	Managing own working relationships within the apparel, footwear or leather production

	Level 3 Certificate in Footwear and Leather (NVQ) 500/6482/4 or 600/4137/7		Level 3 Diploma in Apparel, Footwear or Leather Production 501/0088/9 or 600/4140/7		
PLTS	K/502/1072	K/600/2015	J/601/7833	Y/601/7836	H/601/7838
<b>Independent Enquirers</b>					
IE 1) Identify questions to answer and problems to resolve	x	x	x	x	x
IE 2) Plan and carry out research, appreciating the consequences of decisions		x	x	x	x
IE 3) Explore issues, events or problems from different perspectives	x	x	x	x	x
IE 4) Analyse and evaluate information, judging its relevance and value		x	x	x	x
IE 5) Consider the influence of circumstances, beliefs and feelings on decisions and events	x	x	x	x	x
IE 6) Support conclusions using reasoned arguments and evidence	x	x	x	x	x
<b>Creative Thinkers</b>					
CT 1) Generate ideas and explore possibilities		x	x	x	x
CT 2) Ask questions to extend their thinking	x	x	x	x	x
CT 3) Connect their own and others' ideas and experiences in inventive ways		x		x	x
CT 4) Question their own and others' assumptions		x	x	x	x
CT 5) Try out alternatives or new solutions and follow ideas through		x		x	x
CT 6) Adapt ideas as circumstances change		x		x	x
<b>Reflective Learners</b>					
RL 1) Assess themselves and others, identifying opportunities and achievements	x		x	x	x
RL 2) Set goals with success criteria for their development and work	x	x	x	x	x
RL 3) Review progress, acting on the outcomes	x	x	x	x	x
RL 4) Invite feedback and deal positively with praise, setbacks and criticism	x	x	x	x	x
RL 5) Evaluate experiences and learning to inform future progress	x		x	x	x
RL 6) Communicate their learning in relevant ways for different audiences	x		x	x	

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

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

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

### 3. ASSESSMENT

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

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

**PLTS Performance Indicator**

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

	Level 3 Certificate in Footwear and Leather (NVQ) 500/6482/4 or 600/4137/7		Level 3 Diploma in Apparel, Footwear or Leather Production 501/0088/9 or 600/4140/7		
<b>PLTS</b>	K/502/1072	K/600/2015	J/601/7833	Y/601/7836	H/601/7838
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IE 3) Explore issues, events or problems from different perspectives					
IE 4) Analyse and evaluate information, judging its relevance and value					
IE 5) Consider the influence of circumstances, beliefs and feelings on decisions and events					
IE 6) Support conclusions using reasoned arguments and evidence					



Creative Thinkers					
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CT 6) Adapt ideas as circumstances change					
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**Declaration**

**Provider:** .....

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

**Assessor Signature:** .....

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

**Learner Signature:** .....