

Learner Name	
Assessor/Trainer Name:	

PLTS focus	Outcome statements	Evidence Reference	Evidence Description	Learning Outcome(s)
Independent enquiry: Apprentices can 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.	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			
Creating thinking: Apprentices think creatively by generating and exploring ideas, making original connections. They try difference ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value	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			

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Reflective learning: Apprentices 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	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 experience and learning to inform future progress			
	Communicate their learning in relevant ways for different audiences			
Team working: Apprentices 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	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			

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Self management: Apprentices organise themselves, showing personal responsibility, initiative, creative 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	Seek out challenges or new responsibilities and show flexibility when priorities change			
	Work towards goals, showing initiative, commitment and perseverance			
	Organising 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			
Effective participation: Apprentices 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 responsibility 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 and beliefs that may differ from their own			



Personal Learning and Thinking Skills Mapping Sheet

Learner signature:	Date:
Assessor/trainer signature:	Date:
Quality advisor signature:	Date: