

# **Personal Learning and Thinking Skills (PLTS) Logbook**

**Gas  
Power  
Sustainable Resource Management  
Water**

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## Section 1: Background

Recent changes to the content of Apprenticeship frameworks mean that all English Apprenticeships must meet the requirements of the Specification of Apprenticeship Standards for England (SASE). SASE requires the inclusion of Personal Learning and Thinking Skills (PLTS) in every Apprenticeship in England. The PLTS framework 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.

The titles of the six groups of PLTS are:

- 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 outcomes that indicate the skills, behaviours and personal qualities associated with each group.

Achievement of the PLTS will help apprentices to become confident and capable individuals, both in and out of work. PLTS are the skills employers want apprentices to have, and opportunities to develop PLTS occur in normal working activities. To varying degrees, most require research, creativity, team-work, self-management and reflection so should, as a result, be relatively easy to demonstrate.

## Guidance

The workbook is divided into sections covering each of the six groups of PLTS.

Apprentices should plan and prepare for the opportunities that are identified so that they can show they have met the particular PLTS requirement. Immediately following each activity details should be recorded in this logbook. The apprentice's assessor/manager will discuss their evidence with them; where evidence is sufficient and valid, the assessor will sign the logbook sign-off sheet to indicate that the PLTS has been achieved.

The learning in this logbook is intended to be covered throughout the Apprenticeship and therefore should not merely be used during the induction which provides only limited opportunity to evidence PLTS. Apprentices are guided to reflect on these skills and provide examples of them in use. The apprentice will need to demonstrate achievement of all the outcomes in each set of skills in order for the logbook to be signed off. The sign off form should then be returned to Energy & Utility Skills (further detail are provided in sections 11 and 12) along with all other applicable evidence, completion certificates, etc, in order to claim a completion certificate for the Apprenticeship.

The logbook is intended to be a resource for apprentices to help them recognise the skills they have developed and to prepare them for their working life. The apprentice will gather evidence through their normal life either at work (for example, when doing their job or through progress reviews) or through out of work activities (for example,

during social activities, voluntary work or sporting activities), which could be used to evidence across a range of PLTS as well as other parts of the Apprenticeship. Apprentices should then write a description of how they have demonstrated achievement of PLTS through the activity they have done. Section 2 provides an example of how the PLTS can be met through normal working activity. This is meant as guidance only; the apprentice should record their own evidence in their own words based on actual work they have done.

## Section 2: Example of demonstrating PLTS in the Workplace

Learners are likely to encounter skills from several groups of PLTS in any one learning experience. The groups of skills in the PLTS are interconnected and this is demonstrated in the example below. The example is a real case study of a project carried out by an employee of Energy & Utility Skills<sup>1</sup> (EU Skills) and shows how the PLTS can be demonstrated. Please note this is an example only, the apprentice should use their own projects/work to demonstrate how they have achieved the PLTS.

### **Project: Calculating the carbon footprint of EU Skills.**

*I was asked to calculate the carbon footprint of EU Skills and present a report identifying ways in which the carbon footprint could be reduced. I was given a timescale of 23 weeks to carry out this piece of work and a further 3 months to monitor and review the efficiency of the changes to working practices to identify whether there had been any improvement in our carbon footprint.*

*I had to determine who would be included in the scope of this project and, through planning discussions with my manager; it was decided to include the following:*

- *Office workers (including the amount of time computers are on as well as the amount of travel to get to work)*
- *Home workers (including the amount of time their computer is used at home and any travel they do for work)*
- *General office equipment (heating, air conditioning, lighting, photocopiers, etc)*

*Initially I had to do some research to determine what a carbon footprint is and how this could be calculated before meeting with key people within EU Skills. These included the IT and finance departments who would provide information and feedback about travel and technology usage and how this could be reduced.*

*Acting on feedback received from staff I had to devise a way to collect and present accurate data. I achieved this by developing and sending a questionnaire to EU Skills staff asking them how much they used their computer and how far they had to travel and how they thought this could be reduced. I then needed to understand the measurements the data is being collected in (for example kilowatt hours for gas and electricity). After that I had to determine the emissions – the carbon trust conversion factors helped in making sure the footprint was measured in the right emissions factors.*

*Once I had all these figures I developed a report outlining the findings, with recommendations on how we could reduce our carbon footprint and had to present these to our Executive team for feedback and approval. Once the recommendations had been accepted and approved, they had to be implemented in a policy with a view to improving the current calculations.*

*As the new policy was implemented I communicated regularly with EU Skills staff to make sure that the new policy remained at the forefront of their minds. After 3*

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<sup>1</sup> EU Skills is the Sector Skills Council for the Gas, Power, Waste Management and Water industries. EU Skill's mission is to ensure its industries have the skills they need now and in the future.

*months I recalculated EU Skills carbon footprint to see if there had been any improvements. Once the project had been completed I had a review meeting with my Manager to reflect on the project's success and evaluate my personal development.*

**How the PLTS were demonstrated (to a lesser or greater degree) in the above example:**

	IE	CT	RL	TW	SM	EP
Setting the context of the project	√	√		√	√	√
Identify the problems and set out the brief	√	√	√		√	√
Plan the activity	√		√	√	√	√
Carry out research	√	√	√	√	√	√
Develop a report with solutions	√	√			√	√
Present the report and solutions	√		√	√		√
Evaluate the solution	√	√	√	√	√	√

## **Section 3: Welcome Apprentice**

*Dear Apprentice*

*Welcome to your chosen Apprenticeship in the energy and utilities sector. As an apprentice you will be working towards a level 2 or 3 qualification (or qualifications), Functional Skills, Employment Rights and Responsibilities and Personal Learning and Thinking Skills, and this may be the first time you have worked for someone, or the first time you have undertaken any training since leaving full-time education.*

*This logbook is aimed to record development of your 'Personal Learning and Thinking Skills' or PLTS. Think of it as a diary of the skills gained as you work through your Apprenticeship; these skills can be applied in other areas of your life and not just in your Apprenticeship. The skills that you will demonstrate in completing this logbook are the sorts of skills employers find invaluable and will set you on good stead both now and in the future.*

*You do not have to work through the book in any particular order and you may be able to use previously gathered experience or examples to write about. Opportunities to demonstrate PLTS occur in the activities you undertake as part of your job role and these activities should provide you with the evidence required in order to complete the logbook. Don't be afraid to ask for guidance from your training provider, assessor or line manager if you are unsure of what is required of you.*

*You will need to complete this logbook to provide evidence that you have achieved PLTS and ultimately completed your Apprenticeship. Your logbook will need to be signed by your training provider and line manager as being your own experience.*

*Make sure that you (or your training provider) keep a copy of the sign off form, as well as your other certificates before sending to Energy & Utility Skills to request your Apprenticeship completion certificate.*

*We hope you will see this logbook as a useful tool to help you prepare for your future.*

*Good luck with your Apprenticeship and your career in the energy and utilities sector.*

**Tim Balcon**  
**Chief Executive**  
**Energy & Utility Skills**

## Section 4: Independent Enquirers

Independent Enquirers plan, investigate, process and evaluate information. They make decisions based on the information they have gathered, consider other people's views and communicate their findings.

To achieve Independent Enquirer you will need to demonstrate that you can:

- understand why you need to find things out;
- plan what to do and how to go about it;
- decide which information is most useful;
- consider the views and opinions of others;
- communicate what you have found out to others.

Briefly explain below how you have demonstrated this set of skills.

**I have demonstrated the Independent Enquirer group of skills by:**

(Apprentice to provide a record of examples that demonstrate these skills have been achieved.)

**Assessor/Manager comments:**

**Assessor/Manager signed as achieved:**

**Date:**

## Section 5: Creative Thinkers

Creative Thinkers come up with and explore ideas, testing and trying different ways to tackle problems. They adapt their ideas as situations change and work with others to find creative solutions and outcomes that are worthwhile.

To achieve Creative Thinkers you will need to demonstrate that you can:

- come up with ideas on how to do things;
- test ideas by questioning yourself and others;
- try different ways to tackle a problem;
- work with others to find creative solutions and outcomes that are worthwhile.
- adapt ideas as situations change.

Briefly explain below how you have demonstrated this set of skills.

**I have demonstrated the Creative Thinkers group of skills by:**

(Apprentice to provide a record of examples that demonstrate these skills have been achieved.)

**Assessor/Manager comments:**

**Assessor/Manager signed as achieved:**

**Date:**

## Section 6: Reflective Learners

Reflective Learners recognise their strengths and limitations and set themselves realistic goals with measurements for success. They keep track of their own performance and progress, asking for feedback from others, communicating their learning to others and making changes to further their learning.

To achieve Reflective Learner you will need to demonstrate that you:

- know what you are good at and not so good at;
- set goals and targets for your learning;
- monitor your progress and make changes if needed;
- make use of suggestions from others;
- can decide how your learning will affect your progress in the future;
- communicate your learning to others.

Briefly explain below how you have demonstrated this set of skills.

**I have demonstrated the Reflective Learners group of skills by:**

(Apprentice to provide a record of examples that demonstrate these skills have been achieved.)

**Assessor/Manager comments:**

**Assessor/Manager signed as achieved:**

**Date:**

## **Section 7: Team Workers**

Team Workers work confidently with others, adapting to different situations, taking responsibility for their own part in a team. They show fairness to others, form working relationships and resolve issues to reach agreed outcomes.

To achieve Team Worker you will need to demonstrate that you can:

- work confidently with others;
- agree with others what needs to be done;
- take responsibility for your own tasks within a team;
- adapt to different situations when working with others;
- show fairness and consideration to others;
- offer support and feedback to others.

Briefly explain below how you have demonstrated this set of skills.

**I have demonstrated the Team Workers group of skills by:**

(Apprentice to provide a record of examples that demonstrate these skills have been achieved.)

**Assessor/Manager comments:**

**Assessor/Manager signed as achieved:**

**Date:**

## Section 8: Self-Managers

Self-Managers organise themselves, showing responsibility and initiative, with a commitment to learning and personal development. They deal positively with new priorities, coping with setbacks and looking for opportunities.

To achieve Self Manager you will need to demonstrate that you can:

- take on things you haven't done before;
- organise yourself, your time and your equipment;
- show initiative, and take on responsibility;
- have a commitment to learning and personal development;
- deal positively with change;
- stick with tasks and keep going in difficult situations;
- control your feelings and develop working relationships.

Briefly explain below how you have demonstrated this set of skills.

**I have demonstrated the Self-Managers group of skills by:**

(Apprentice to provide a record of examples that demonstrate these skills have been achieved.)

**Assessor/Manager comments:**

**Assessor/Manager signed as achieved:**

**Date:**

## Section 9: Effective Participators

Effective Participators think about and discuss issues that affect them and those around them. They take action to try to improve the workplace, college or wider community for others as well as themselves.

To achieve Effective Participator you will need to demonstrate that you can:

- discuss things that affect yourself and others;
- take action, trying to bring about change to improve your college, workplace or wider community;
- persuade other people that action is needed;
- make suggestions about how to improve things for others as well as yourself;
- support other people's opinions even if they are different from yours.

Briefly explain below how you have demonstrated this set of skills.

**I have demonstrated the Effective Participators group of skills by:**

(Apprentice to provide a record of examples that demonstrate these skills have been achieved.)

**Assessor/Manager comments:**

**Assessor/Manager signed as achieved:**

**Date:**

## Section 10: Glossary of terms you might find in an Apprenticeship

Term	Definition
<b>Alliance of Sector Skills Councils</b>	An organisation owned and run by all licensed UK Sector Skills Councils which acts as their collective voice to promote understanding of the skills system, coordinate policy and build capability in the network.
<b>Blueprint (Apprenticeship)</b>	The non-statutory specification for apprenticeships in England and Wales which has been replaced by the SASE/SASW.
<b>Competencies qualification (also known as the competence qualification)</b>	The qualification(s) required to demonstrate the competencies required for performance in a particular occupation or job role. The same competency qualification can only be used once. The funding agencies will consider frameworks which include a competency qualification which has already been approved in another framework to be a duplicate framework and will not fund the other framework which includes the same competence qualification.
<b>Core Skills Scotland</b>	Five Core Skills of Working with Others, Communication, Numeracy, Problem Solving and Information Technology from Access 3 to Higher that provide individuals with the skills and abilities they need to operate confidently, effectively and independently in life, their communities and work in Scotland.
<b>Credit</b>	Every unit and qualification within the QCF has a credit value showing how much time it takes to complete (one credit represents 10 hours). There are 3 sizes of qualification on QCF: Award: Certificate: Diploma. In terms of size, an Apprenticeship framework is equivalent to the Diploma which is 37 credits or more. Functional Skills qualifications do not have a QCF credit value. However, Functional Skills qualifications carry a notional value of 5 credits each within an Apprenticeship framework
<b>Employee Rights and Responsibilities</b>	Apprentices will learn about their rights and responsibilities as paid employees and these are based on nine national outcomes summarised in the SASE/SASW. This can be taught as part

	of an induction programme, as part of the knowledge qualification, or in other ways.
<b>Entry conditions</b>	These are defined in the SASE/SASW and are those conditions necessary to ensure that individuals can complete the framework. They must comply with the principles of equality and diversity and there must be evidence to justify entry conditions.
<b>Equality and diversity</b>	Apprenticeships must be inclusive and ensure equality of opportunity for all to access and progress within; including those with a learning difficulty, There must be evidence of justification which means that it still complies with equality and diversity principles eg a legal restriction.
<b>Essential Skills Wales and Northern Ireland</b>	Essential Skills replace the current Key Skills and Basic Skills qualifications from 2010.
<b>Framework</b>	A document which contains the qualifications and other requirements to meet the statutory Apprenticeship requirements of the Governments in England and Wales. This is used by training providers and employers to make sure that, no matter where in England and Wales the apprenticeship takes place, for all apprentices the framework is consistent. This does not mean that all apprentices will achieve the same outcome, as there is scope for sectors to go beyond the minimum required by the SASE/SASW.
<b>Functional Skills</b>	Core elements of English, mathematics and ICT that provide individuals with the skills and abilities they need to operate confidently, effectively and independently in life, their communities and work.
<b>Issuing Authority (SSC/UKCES commissioned body)</b>	Organisations appointed by the Secretary of State in England and Welsh Ministers to issue Apprenticeship frameworks for a particular sector. There is only one Issuing Authority for each sector and they will support framework developers, if they wish to make sure that their frameworks comply with SASE/SASW requirements.
<b>Modern Apprenticeship</b>	The term used to describe the apprenticeship programmes in Scotland at level 2 and level 3.
<b>Modern Apprenticeship Group (MAG)</b>	An independent group which approves modern apprenticeship frameworks in

	Scotland.
<b>National Occupational Standards</b>	Standards of performance required for individuals to work effectively and efficiently in their occupational area. They are devised by experts in the occupational area and contain statements of skills needs and required underpinning knowledge. Their development and review are managed by Sector Skills Councils.
<b>Outcomes (of a framework)</b>	The qualifications and other components of the framework which are laid down in the SASE/SASW.
<b>Pathway</b>	A pathway is an occupational area. Some frameworks are presented using one pathway and others, contain multiple pathways. The pathway approach is used where there are one or more closely related occupations which do not justify a separate framework. Individual pathways must be SASE/SASW compliant.
<b>Personal Learning and Thinking Skills (PLTS)</b>	These six skills apply to England only and provide skills which employers and universities welcome. They include creative thinking, independent enquiry, reflective learner, effective participator, self-management and team working.
<b>Progression (routes)</b>	These are defined in the SASE/SASW and described by the framework developer. Progression routes must be clearly stated in the framework both INTO Apprenticeships (from other programmes) and FROM Apprenticeships (including into Further and Higher Education).
<b>Public funding</b>	Funding of Apprenticeship frameworks by funding agencies in England (Skills Funding Agency) and in Wales (Welsh Assembly Government).
<b>Qualifications and Credit Framework (QCF)</b>	A framework for creating and accrediting qualifications in England, Wales and Northern Ireland to recognise smaller steps of learning that enables learners to build up qualifications bit by bit. It helps learners achieve skills and qualifications that meet industry needs and enables work-based training to be nationally recognised.

## **Section 11: What to do next**

Now you have completed your Apprenticeship PLTS logbook you will need to ask your training provider/assessor and your employer/line manager to sign the form on the next page. This is to confirm that you have completed the logbook yourself and to agree that you have demonstrated all groups of skills in the six of the PLTS. Make sure the form is kept somewhere safe – such as your portfolio of evidence. You are advised to make a copy of the sign off form for your own records.

When you have completed your Apprenticeship, a copy of all your certificates, including the sign off form along with a Completion Certification Request Form (available to download from [www.euskills.co.uk](http://www.euskills.co.uk)) and the current administration fee, will need to be sent by you or by your training provider (on your behalf), to Energy & Utility Skills (EU Skills) in order to receive your Apprenticeship Completion Certificate.

## Section 12: PLTS Logbook Sign Off Form

This form must be completed by the apprentice and signed by the apprentice, the employer and the training provider in order to verify that the apprentice has demonstrated all groups of skills within the PLTS framework.

This form must be submitted to EU Skills when claiming an Apprenticeship completion certificate.

Apprenticeship being undertaken.....

.....

Name of Apprentice.....

Job Title.....

Location.....

Employer's Name and Address.....

.....

.....Postcode.....

Line Manager's Name.....

Training Provider Name & Address.....

.....

.....Postcode.....

Date ERR Workbook Completed.....

Apprentice signature.....

Employer signature.....

Training provider signature.....

Please sign and return the completed form to:

Energy & Utility Skills  
Friars Gate  
1011 Stratford Road  
Shirley  
Solihull  
B90 4BN