

Individual Learner Tracking Document for Personal, Learning and Thinking Skills (page 1)

This document can be used to complement the Diploma Student Handbook, currently available for some lines of learning, or on its own to record learner development of PLTS. It should be used during the early stages of the Diploma programme to record each learner's 'PLTS starting point' and then again towards the end of the course to measure how far their PLTS have developed. The learners, along with their tutor, should identify on a scale of 1 - 5 where they are at, 1 being limited skills and 5 being excellent skills. This document can then be kept by the tutor for quality/audit purposes.

Student's name..... Line of learning.....

Centre..... Centre number.....

Skill – rate the learners skills from 1 – 5 (5 being the highest)	Early in the programme					Towards the end of the programme				
	Date:					Date:				
Independent enquirers – Young people:										
• identify questions to answer and problems to resolve	1	2	3	4	5	1	2	3	4	5
• plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5	1	2	3	4	5
• explore issues, events or problems from different perspectives	1	2	3	4	5	1	2	3	4	5
• analyse and evaluate information, judging its relevance and value	1	2	3	4	5	1	2	3	4	5
• consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5	1	2	3	4	5
• support conclusions, using reasoned arguments and evidence	1	2	3	4	5	1	2	3	4	5
Creative thinkers – Young people:										
• generate ideas and explore possibilities	1	2	3	4	5	1	2	3	4	5
• ask questions to extend their thinking	1	2	3	4	5	1	2	3	4	5
• connect their own and others' ideas and experiences in innovative ways	1	2	3	4	5	1	2	3	4	5
• question their own and others' assumptions	1	2	3	4	5	1	2	3	4	5
• try out alternatives or new solutions and follow ideas through	1	2	3	4	5	1	2	3	4	5
• adapt ideas as circumstances change	1	2	3	4	5	1	2	3	4	5
Reflective learners – Young people:										
• assess themselves and others, identifying opportunities and achievements	1	2	3	4	5	1	2	3	4	5
• set goals with success criteria for their development and work	1	2	3	4	5	1	2	3	4	5
• review progress, acting on the outcomes	1	2	3	4	5	1	2	3	4	5
• invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5	1	2	3	4	5
• evaluate experiences and learning to inform future progress	1	2	3	4	5	1	2	3	4	5
• communicate their learning in relevant ways for different audiences	1	2	3	4	5	1	2	3	4	5

Individual Learner Tracking Document for Personal, Learning and Thinking Skills (page 2)

Learner:..... Line of learning.....

Centre..... Centre number.....

Skill – rate the learners skills from 1 – 5 (5 being the highest)	Early in the programme					Towards the end of the programme				
Team workers – Young people:	Date:					Date:				
• collaborate with others to work towards common goals	1	2	3	4	5	1	2	3	4	5
• reach agreements, managing discussions to achieve results	1	2	3	4	5	1	2	3	4	5
• adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5	1	2	3	4	5
• show fairness and consideration to others	1	2	3	4	5	1	2	3	4	5
• take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5	1	2	3	4	5
• provide constructive support and feedback to others	1	2	3	4	5	1	2	3	4	5
Self-managers – Young people:	Date:					Date:				
• seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5	1	2	3	4	5
• work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5	1	2	3	4	5
• organise time and resources, prioritising actions	1	2	3	4	5	1	2	3	4	5
• anticipate, take and manage risks	1	2	3	4	5	1	2	3	4	5
• deal with competing pressures, including personal and work-related demands	1	2	3	4	5	1	2	3	4	5
• respond positively to change, seeking advice and support when needed	1	2	3	4	5	1	2	3	4	5
• manage their emotions, and build and maintain relationships	1	2	3	4	5	1	2	3	4	5
Effective participators – Young people:	Date:					Date:				
• discuss issues of concern, seeking resolution where needed	1	2	3	4	5	1	2	3	4	5
• present a persuasive case for action	1	2	3	4	5	1	2	3	4	5
• propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5	1	2	3	4	5
• identify improvements that would benefit others as well as themselves	1	2	3	4	5	1	2	3	4	5
• try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5	1	2	3	4	5
• act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5	1	2	3	4	5