

Features of good PLTS provision in apprenticeships

Apprentices understand the PLTS and are keen to learn and practise them.
Induction is used imaginatively to introduce the PLTS.
Initial assessment identifies the strengths and weaknesses of apprentices in relation to the PLTS.
The results of initial assessment are used to implement personalised learning of the PLTS.
Employers understand and actively support the PLTS agenda.
Workplace supervisors consciously help apprentices to develop their PLTS at work.
Training provider staff support apprentices to find opportunities to develop their PLTS – both at work and outside of work.
ERR is delivered in innovative ways that maximise PLTS learning opportunities.
Key / functional skills learning is fully integrated with PLTS learning.
Off the job training focuses on PLTS learning, rather than on portfolio building.
Individual learning plans capture a personalised approach to the PLTS.
Apprentices receive useful, on-going feedback on their progress in relation to their PLTS.
Assessors exploit every opportunity to integrate the PLTS into assessment activities.
PLTS learning and achievement is recorded in SMART ways. Excessive paperwork is avoided.
Technology is used in imaginative ways to facilitate and record PLTS learning.
Trainers have a good repertoire of active learning techniques which they use to integrate the PLTS into training activities.
Apprentices who have limited opportunities to develop PLTS in their jobs, are identified and given extra attention by the provider.
All training provider staff – including managers and business development staff – understand the importance of the PLTS agenda and actively support it.
The provider's self assessment process includes evaluation of their PLTS provision.