

Activity	Notes
<b>1</b> <b>Aims of today's session</b>	<ul style="list-style-type: none"> <li>• explore the PLTS agenda and the challenges of implementing good PLTS provision</li> <li>• help you to develop a repertoire of PLTS-building activities</li> <li>• reinforce your working knowledge of the PLTS outcomes</li> <li>• give you the confidence and resources to enable you to run this session with colleagues</li> </ul>
<b>2</b> <b>Opener</b>  <b>My PLTS</b>	<p>Give out PLTS cards: one set per person</p> <p><b>Think about what you did yesterday ... identify a PLTS outcome from any of the PLTS cards that you achieved yesterday.</b></p> <p>Each person says which outcome they have chosen and how they achieved it.</p> <p>Give handout: PLTS framework. Explain the way it has focus statements and outcomes.</p> <p>Give excerpt from SASE – explain that this only gives the focus statements</p> <p><b>We are mainly going to work from the outcomes, as these are most useful for planning and assessing learning.</b></p>
<b>4</b> <b>Going Deeper</b>  <b>Our apprentices' skills</b>	<p>Using the PLTS cards. Work in pairs or small groups.</p> <p><b>Select 3 PLTS outcomes that we find our apprentices are generally good at and 3 that we find they often struggle to learn.</b></p> <p>Feedback and short group discussion</p>
<b>5</b> <b>Pause for thought</b>	<p><b>How might we use the PLTS cards with our apprentices?</b></p> <p><i>Prompts: initial assessment, planning learning, review meetings, planning assessment, reflecting on learning</i></p>
<b>6</b> <b>The Parcel and the Wall</b>  <b>The Parcel</b>	<p><b>We are going to explore our response to the PLTS agenda. We will do this by using a problem solving activity. This technique can be used with apprentices.</b></p> <p>Give out the parcel: a cube wrapped in plain paper.</p> <p>Give out the handout listing the features of good PLTS provision.</p> <p><b>Think about your current situation and priorities. Which of these features do you particularly need to introduce or improve? Agree on your top six.</b></p> <p><b>Write one feature on each side of the parcel – abbreviate as necessary.</b></p>

<p><b>7</b></p> <p><b>The Parcel and the Wall</b></p> <p><b>The Wall</b></p> <p><i>The wall can be:</i></p> <p><i>Drawn on a flipchart or interactive whiteboard</i></p> <p><i>Made out of brick-sized cards</i></p>	<p><b>The parcel describes what we want to achieve ... now we will explore the factors that could hinder the delivery of the parcel. We will represent this as a wall where each block represents a barrier.</b></p> <p>Limit your wall to about 8 blocks. In larger groups, you might start this as a paired task and then reach a group consensus about the blocks that make up the wall.</p> <p>As the wall is assembled, invite individuals or pairs to present their ideas about how each barrier might be tackled.</p>
<p><b>8</b></p> <p><b>Action planning</b></p>	<p><b>Work with your colleagues to develop an action plan for improving your PLTS provision. Include some quick wins as well as longer term actions.</b></p>
<p><b>9</b></p> <p><b>Pause for thought</b></p>	<p><b>How might we use The Parcel and The Wall with our apprentices?</b></p> <p><i>Example from IT: Apprentices identify the features of an IT solution and the barriers to delivering the solution.</i></p>
<p><b>10</b></p> <p><b>Building the PLTS learning repertoire</b></p> <p><b>Postcards</b></p> <p>This activity is very open-ended and flexible</p>	<p>We're going to try out some more learning approaches that are particularly good for developing your apprentices' personal, learning and thinking skills. These activities can be used in one-to-ones, as well as with groups.</p> <p>-----</p> <p>Invite participants to work in pairs. Give them each a different postcard.</p> <p><b>Take each postcard in turn. One of you asks questions about the postcard and the other suggests answers. Imagine you are doing this in a one-to-one with an apprentice.</b></p> <p>Plenary discussion:</p> <p>What questions did you ask about the postcards? What PLTS outcomes did you achieve? What other topics would work as postcards?</p>
<p><b>11</b></p> <p><b>Discussion diamonds</b></p> <p>The cards provide a clear focus for the discussion – they enable you to cover a lot of ground in a short time.</p>	<p>We are now going to use a tried-and-tested format: the discussion diamond. This time you are going to devise the content of the activity yourselves.</p> <p>Give everyone the handout with an example of a completed discussion diamond. This is one that practitioners completed during teacher training – on the benefits of active learning. Point out that there is never a 'right answer' in this activity. It's the quality of the discussion that counts.</p> <p><b>Your task is to create the labels for a discussion diamond that you could use with your apprentices.</b></p> <p>Possible topics:</p> <ul style="list-style-type: none"> <li>The features of a good apprenticeship</li> <li>The features of good teamwork</li> </ul>

## Personal, learning and thinking skills in apprenticeships

### Facilitator Notes

	<p>Factors that can hinder an apprentice's progress ... or come up with your own topic. Perhaps a vocational one, such as 'Features of good customer care'.</p> <p>Each pair/group selects a topic and devises 9 items, writing each item on a post-it note or small card. They also write a label clearly stating the title of the discussion. They then hand them to another pair/group, who try it out and give feedback.</p>
<b>12</b> <b>Pause for thought</b>	<p><b>Look at the PLTS cards again.</b></p> <p><b>What outcomes did you demonstrate during that activity?</b></p>
<b>13</b> <b>Graphic Organisers</b>  ... aid the analysis of information and the solving of problems	<p>Give handout showing graphic organisers (or cut out the cards on the handout and give everyone a set of cards).</p> <p><b>Discuss how you might use graphic organisers with your apprentices. Pick one and do a worked example.</b></p> <p>Invite participants to present their examples.</p>
<b>14</b> <b>Business challenges</b>  ... an approach that gets the workplace supervisor fully involved	<p>The best learning takes place during real-life problem solving. We all try to tap into this rich vein of learning with our apprentices ... but could we do it more consciously and with more rigour?</p> <p>Give out the handout on 'business challenges'.</p> <p>In pairs or small groups:</p> <p><b>Your task is to devise a business challenge. Use the same format as the example in the handout, but no need to map the English and maths skills today.</b></p> <p><b>Present your business challenge to the other participants.</b></p> <p>Discuss how you might promote the use of business challenges, perhaps building up a bank of 'ideas sheets' that you can show to apprentices and their line managers.</p>
<b>15</b> <b>My PLTS</b>	<p>Invite participants to have a final look at their PLTS cards.</p> <p><b>Which three outcomes have you clearly demonstrated during today's session? How easy was it to assess your own PLTS?</b></p> <p><b>What does this tell us about how we might involve our apprentices and their managers in PLTS assessment?</b></p>