



Developed in Partnership with
the British Horseracing Authority (BHA)

1st4sport Level 2 Diploma in Work Based Racehorse Care

Personal Learning and Thinking Skills (PLTS)

Record of Achievement and Evidence Mapping for
the Equine Apprenticeship

Version 2: 17 December 2017

All apprenticeship frameworks must specify the outcomes which an apprentice is to achieve in the six Personal Learning and Thinking Skills (PLTS) and how they are evidenced. Achievement of PLTS must be based on evidence that is subject to quality assurance. This Record of Achievement is based on quality assured evidence within the 1st4sport Level 2 Diploma in Workbased Racehorse Care. The six PLTS applicable to the apprenticeship are:

- Independent Enquiry
- Creative Thinking
- Reflective Learning
- Team Working
- Self Management
- Effective Participation

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V1 1 December 2014: Initial Documentation

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Introduction

All apprenticeship frameworks must specify the outcomes which an apprentice is to achieve in the six Personal Learning and Thinking Skills (PLTS) listed below and how they are evidenced. Achievement of PLTS must be based on evidence that is subject to quality assurance. This Record of Achievement is based on quality assured evidence within the 1st4sport Level 2 Diploma in Work Based Racehorse Care. The six PLTS and their outcomes include:

- Independent Enquiry
- Creative thinking
- Reflective Learning
- Team working
- Self Management
- Effective Participation

PLTS must be formally assessed. However, Lantra considers that assessment of units within the 1st4sport Level 2 Diploma in Work Based Racehorse Care provides relevant evidence for the achievement of PLTS. To this end, examples of where and how this evidence occurs and can be assessed, is provided within this document. However, assessors may decide to use alternative evidence, which is perfectly acceptable and should be recorded within this Record of Achievement. Lantra does not require PLTS to be accredited.

Although PLTS are referenced and mapped to units within work based Diplomas, assessors should be flexible in their interpretation to avoid discrimination against those with a learning difficulty. For example care should be taken to ensure that interpretation of references to 'speaking and listening' are inclusive, as far as possible, of those with speech and hearing difficulties.

PLTS should be assessed alongside the assessment for the 1st4sport Level 2 Diploma in Work Based Racehorse Care only for those learners on the apprenticeship framework. Once achieved, this should be recorded on the Learner's PTLS Record of Achievement on page 3 of this pack. This should then be photocopied and sent to Lantra when a claim for the Apprenticeship Certificate is made.

Notes:

Learner's Record of Achievement

Personal Details

Learner name:			
Address:			
Postcode:		Date of birth:	
1st4sport learner number:		Telephone no:	
Unique learner number (ULN):		Course/event no:	

Recognised Centre's Details

Centre name:	
Delivery site:	
Assessor's names:	

Learner's PLTS Record of Achievement

This is to confirm that the learner has achieved the following Personal Learning and Thinking Skills through the completion of the 1st4sport Level 2 Diploma in Work Based Racehorse Care.

Achievement	Signature and Achievement Date		Signature and Verification Date
	Learner	Assessor	Verifier
Independent enquiry			
Creative thinking			
Reflective learning			
Team working			
Self management			
Effective participation			

Assessment Criteria for the Six Personal Learning and Thinking Skills

Independent Enquirers	Team Workers
<ol style="list-style-type: none"> 1 Identify questions to answer and problems to resolve 2 Plan and carry out research, appreciating the consequences of decisions 3 Explore issues, events or problems from different perspectives 4 Analyse and evaluate information, judging its relevance and value 5 Consider the influence of circumstances, beliefs and feelings on decision and events 6 Support conclusions, using reasoned arguments and evidence 	<ol style="list-style-type: none"> 1 Collaborate with others to work towards common goals 2 Reach agreements, managing discussions to achieve results 3 Adapt behaviour to suit different roles and situations, including leadership roles 4 Show fairness and consideration to others 5 Take responsibility, showing confidence in themselves and their contribution 6 Provide constructive support and feedback to others
Creative Thinkers	Self-Managers
<ol style="list-style-type: none"> 1 Generate ideas and explore possibilities 2 Ask questions to extend their thinking 3 Connect their own and others' ideas and experiences in inventive ways 4 Question their own and others' assumptions 5 Try out alternatives or new solutions and follow ideas through 6 Adapt ideas as circumstances change 	<ol style="list-style-type: none"> 1 Seek out challenges or new responsibilities and show flexibility when priorities change 2 Work towards goals, showing initiative, commitment and perseverance 3 Organise time and resources, prioritising actions 4 Anticipate, take and manage risks 5 Deal with competing pressures, including personal and work-related demands 6 Respond positively to change, seeking advice and support when needed 7 Manage their emotions, and build and maintain relationships
Reflective Learners	Effective Participators
<ol style="list-style-type: none"> 1 Assess themselves and others, identifying opportunities and achievements 2 Set goals with success criteria for their development and review work 3 Review progress, acting on the outcomes 4 Invite feedback and deal positively with praise, setbacks and criticism 5 Evaluate experiences and learning to inform future progress 6 Communicate their learning in relevant ways for different audiences 	<ol style="list-style-type: none"> 1 Discuss issues of concern, seeking resolution where needed 2 Present a persuasive case for action 3 Propose practical ways forward, breaking these down into manageable steps 4 Identify improvements that would benefit others as well as themselves 5 Try to influence others, negotiating the balancing diverse views to reach workable solutions 6 Act as an advocate for views and beliefs that may differ from their own

Independent Enquirers

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners when caring for the health and welfare of horses.</i>	Assessment Method ¹	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
IE1 To identify questions to answer and problems to resolve	<ul style="list-style-type: none"> By monitoring a horse's physical condition and behaviour, the learner must ask which horse to care for and what its normal condition and behaviour are. The problem the learner will have to resolve includes which member of staff to report any problems to and what level of difference the normal condition and behaviour is serious enough to report 			
IE2 Plan and carry out research, appreciating the consequence of decisions	<ul style="list-style-type: none"> Research is required to know and understand the signs of health and ill health. The consequences of decisions relating to incorrect understanding of signs of health and ill health could have serious health and welfare consequences for the horse – for example, ignoring an obvious loss of appetite could result in the late diagnosis of a significant health problem 			

¹ O – Observation; Q – Question; P – Projects; A – Assignments; ET – Externally Set Test; IT – Internally Set Test; PD – Professional Discussion

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners when caring for the health and welfare of horses.</i>	Assessment Method ¹	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
IE3 Explore issues, event or problems from different perspectives	<ul style="list-style-type: none"> When caring for the health of horses learners must consider problems from the perspective of the horse and its carers. For example, withholding lush grazing from laminitis prone horses may appear to be harsh to the horse but the benefits to both the horse (by preventing the disease) and carer (by avoiding long term acute health management) are significant. This principle could apply to a range of horse health conditions. 			
IE4 Analyse and evaluate information, judging its relevance and value	<ul style="list-style-type: none"> Describing routine measures of worming, vaccination and foot care requires the learner to collect and maintain the relevant information about these issues, including history, checking compliance dates of vaccinations and judging whether a worming regime meets the health care requirements of the horse. The relevance of this information will be valuable to the learner in recommending future routine health care plans. 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners when caring for the health and welfare of horses.</i>	Assessment Method ¹	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
IE5 Consider the influence of circumstances, beliefs and feelings on decisions and events	<ul style="list-style-type: none"> In certain health cases, a horse has to be managed in a way which causes short term discomfort to gain long term benefit - such as laminitis. The learner will need to reconcile their feeling and beliefs of providing short term comfort which might be to the detriment of the long term future of the horse. Many ailments that the learner will come across in the routine care of the horse are likely to bring this conflict. 			
IE6 Support conclusions, using reasoned arguments and evidence	<ul style="list-style-type: none"> The learner will need to use the information they have gained in caring for healthy and ill horses to conclude and describe their plan for monitoring horses' physical condition and behaviour. This would include daily, weekly and annual care. 			
I confirm that this learner has achieved the PLTS for Independent Enquirers.				
Assessor name		Assessor signature		
Learner signature		Date unit achieved		

Creative Thinkers

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners setting up a 'Best Turned Out' competition within their learner group</i>	Assessment Method ²	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
CT1 Generate ideas and explore possibilities	<ul style="list-style-type: none"> The group will appoint an organiser, agree the arrangements and plan prizes 			
CT2 Ask questions to extend their thinking	<ul style="list-style-type: none"> Each learner will ask appropriate questions about the competition to stretch themselves and make their best effort – ie. Am I allowed to plait? Use quarter marks? How much time can I have? 			

² O – Observation; Q – Question; P – Projects; A – Assignments; ET – Externally Set Test; IT – Internally Set Test; PD – Professional Discussion

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners setting up a 'Best Turned Out' competition within their learner group</i>	Assessment Method ²	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
CT3 Connect their own and others' ideas and experiences in innovative ways	<ul style="list-style-type: none"> The group could convene prior to the competition to agree how the competition will be conducted (rules), decide on a judge, timings 			
CT4 Question their own and others' assumptions	<ul style="list-style-type: none"> It might be assumed that all the horses will be plaited but unless this is in the rules it may not be an absolute requirement. What if some horses are native (long manes), or hogged? 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners setting up a 'Best Turned Out' competition within their learner group</i>	Assessment Method ²	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
CT5 Try out alternatives or new solutions and follow ideas through	<ul style="list-style-type: none"> Learners could try out ridden turn out and in hand turn out and evaluate which worked best for their group 			
CT6 Adapt ideas as circumstances change	<ul style="list-style-type: none"> The competition could be used in summer and winter and with stabled and grass kept horses but the circumstances would be different and the competition could be adapted accordingly 			
I confirm that this learner has achieved the PLTS for Creative Thinkers				
Assessor name		Assessor signature		
Learner signature		Date unit achieved		

Reflective Learners

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together when feeding horses at grass</i>	Assessment Method ³	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
RL1 Assess themselves and others, identifying opportunities and achievements.	<ul style="list-style-type: none"> The learner should be given the opportunity to assess their progress towards the achievement of this unit. They should be encouraged to identify opportunities to develop their skills and knowledge in feeding horses and discuss with their supervisor/assessor when they feel they have made progress in this area. They may also be invited to assess how their peers are progressing towards certain tasks. 			
RL2 Set goals with success criteria for their development and work	<ul style="list-style-type: none"> This will be covered by the development of an assessment plan for completion of this unit. 			

³ O – Observation; Q – Question; P – Projects; A – Assignments; ET – Externally Set Test; IT – Internally Set Test; PD – Professional Discussion

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together when feeding horses at grass</i>	Assessment Method ³	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
RL3 Review progress, acting on outcomes	<ul style="list-style-type: none"> This will be covered when the assessment plan is reviewed. 			
RL4 Invite feedback and deal positively with praise, setbacks and criticism	<ul style="list-style-type: none"> During a progress review, a learner should be encouraged to invite feedback on their performance and achievement towards goals set. Part of the process will inevitably include receiving praise, discussing setbacks and dealing with criticism. 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together when feeding horses at grass</i>	Assessment Method ³	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
RL5 Evaluate experiences and learning to inform future progress	<ul style="list-style-type: none"> As part of the review process, the learner must evaluate the learning experience and discuss with their supervisor/assessor. This will enable them both to plan future goals. 			
RL6 Communicate their learning in relevant ways for different audiences	<ul style="list-style-type: none"> The learner will need to communicate progress (or lack of) to their employer/supervisor and peers. Some written evaluation may also be relevant. 			
I confirm that this learner has achieved the PLTS for Reflective Learners.				
Assessor name		Assessor signature		
Learner signature		Date unit achieved		

Team Workers

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together during morning stables</i>	Assessment Method ⁴	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
TW1 Collaborate with other to work towards common goals	<ul style="list-style-type: none"> The learners should discuss how morning stables are to be organised, agree which horses they will muck out (this could be according to a supervisors instruction), what the target time is for completing morning stables and how the yard should appear when finished (swept, tools away etc). 			
TW2 Reach agreements, managing discussion to achieve results	<ul style="list-style-type: none"> The agreement might include one person doing one particular section of the yard, or all one particular type of bedding – or who should tidy the muck heap whilst others sweep the yard. 			

⁴ O – Observation; Q – Question; P – Projects; A – Assignments; ET – Externally Set Test; IT – Internally Set Test; PD – Professional Discussion

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together during morning stables</i>	Assessment Method ⁴	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
TW3 Adapt behaviour to suit different roles and situations, including leadership roles	<ul style="list-style-type: none"> If there are a number of jobs to do after mucking out – such as filling hay nets, sweeping yards, tidying muckheaps and tidy tool shed – someone might take the lead in agreeing who should do each task. Others will need to either work independently (filling haynets), or as a group (sweeping the yard) 			
TW4 Show fairness and consideration to others	<ul style="list-style-type: none"> Examples include helping empty heavy muck sacks, helping colleagues who are lagging behind due to circumstances outside their control 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together during morning stables</i>	Assessment Method ⁴	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
TW5 Take responsibility, showing confidence in themselves and their contribution	<ul style="list-style-type: none"> Learners should be responsible for mucking out their allocated stables to a good standard and having the confidence to support their peers where appropriate 			
TW6 Provide constructive support and feedback	<ul style="list-style-type: none"> Learners could help each other decide whether they have put in sufficient new bedding – being constructive if the bed is too thin by feeding back their thoughts and helping to put down a deeper bed 			
I confirm that this learner has achieved the PLTS for Team Workers				
Assessor name		Assessor signature		
Learner signature		Date unit achieved		

Self Managers

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together when feeding horses at grass.</i>	Assessment Method ⁵	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
SM1 Seek out challenges or new responsibilities and show flexibility when priorities change	<ul style="list-style-type: none"> The learners should be given the opportunity to care for horses at grass (or out of work), and seek the challenges of organising a different care routine to stabled horses. They should show flexibility when priorities change. For example exercise is a priority for stabled horses but may not be for resting horses – whereas checking fields and boundaries becomes a main priority. 			
SM2 Work towards goals, showing initiative, commitment and perseverance.	<ul style="list-style-type: none"> The goal set could be caring for resting/grass kept horses in winter or summer. The learner should show commitment and perseverance by making sure they check the horse(s) regularly even if the weather is bad. Initiative might include changing outdoor rugs in wet weather without being reminded or applying fly spray in hot weather. 			

⁵ O – Observation; Q – Question; P – Projects; A – Assignments; ET – Externally Set Test; IT – Internally Set Test; PD – Professional Discussion

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together when feeding horses at grass.</i>	Assessment Method ⁵	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
SM3 Organise time and resources, prioritising actions	<ul style="list-style-type: none"> An example of this would be to make sure they took rugs/fly spray to the field with them rather than check the horses and then go back for the equipment. They should show that the care of horses takes priority over other, less important tasks – for example water troughs should be checked prior to cleaning tack. 			
SM4 Anticipate, take and manage risks	<ul style="list-style-type: none"> Checking a field of horses has some risk attached so this should be managed by seeking assistance if required, not feeding one horse at a time, putting a head collar on before applying rugs or fly spray 			
SM5 Deal with competing pressures, including personal and work-related demands	<ul style="list-style-type: none"> Competing pressures could involve the demands of checking horses thoroughly yet doing it as time effectively as possible. Personal demands could involve finishing work on time to get transport home, whilst at the same time making sure the task is completed effectively. 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered by learners working together when feeding horses at grass.</i>	Assessment Method ⁵	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
SM6 Respond positively to change, seeking advice and support when needed	<ul style="list-style-type: none"> Responding to a change in seasons/weather when caring for grass kept horses may require advice and support regarding their feed, daily care and attention. 			
SM7 Manage their emotions, and build and maintain relationships	<ul style="list-style-type: none"> Caring for horses at grass requires building relationships with other team members to ensure the work is done when someone has a day off and any issues communicated. It can also be emotional when caring for resting horses particularly in cold weather, or if grazing has to be limited. Emotions should be kept in check in the best interest of the horse 			
I confirm that this learner has achieved the PLTS for Self Managers				
Assessor name		Assessor signature		
Learner signature		Date unit achieved		

Effective Participators

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered alongside Creative Thinkers by learners setting up a 'Best Turned Out' (BTO) competition within their learner group</i>	Assessment Method ⁶	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
EP1 Discuss areas of concern, seeking resolution where needed	<ul style="list-style-type: none"> As learners generate ideas and explore possibilities they will have an opportunity to discuss areas of concern (i.e. timings, organisation) and find resolutions as appropriate 			
EP2 Present a persuasive case for action	<ul style="list-style-type: none"> As learners ask questions to extend their thinking (CT 2), they can then go further and present a case for part of the organisation of the 'BTO' competition i.e. Who could be the judge, What the criteria is etc. 			

⁶ O – Observation; Q – Question; P – Projects; A – Assignments; ET – Externally Set Test; IT – Internally Set Test; PD – Professional Discussion

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered alongside Creative Thinkers by learners setting up a 'Best Turned Out' (BTO) competition within their learner group</i>	Assessment Method ⁶	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
EP3 Propose practical ways forward, breaking these down into manageable steps	<ul style="list-style-type: none"> As learners connect their own and others' ideas and experiences in innovative ways (CT3), they could convene prior to the competition to agree how the competition will be conducted (rules), decide on a judge, timings. This would be practical suggestions and could be broken down into manageable steps 			
EP4 Identify improvements that would benefit others as well as themselves.	<ul style="list-style-type: none"> As part of this exercise, learners could ask judges of the BTO competition to identify areas for improvement within their work. They could also evaluate how well the competition had gone. 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care <i>This skill could be covered alongside Creative Thinkers by learners setting up a 'Best Turned Out' (BTO) competition within their learner group</i>	Assessment Method ⁶	Assessor devised alternative source of evidence within 1st4sport Level 2 Diploma in Work Based Racehorse Care	Assessment Method
EP5 Try to influence others, negotiating and balancing diverse views to reach workable solutions.	<ul style="list-style-type: none"> As the group try out alternatives or new solutions and follow ideas through (CT 5), they will be required to influence others to use their ideas. They will also have to negotiate with others to agree a way forward. 			
EP6 Act as an advocate for views and beliefs that may differ from their own.	<ul style="list-style-type: none"> As learners adapt ideas as circumstances change (CT 6), they are likely to come across opposing views to their own so will be required to support others for the benefit of the group as a whole and to meet changing circumstances 			
I confirm that this learner has achieved the PLTS for Effective Participators				
Assessor name		Assessor signature		
Learner signature		Date unit achieved		

Internal Verifier Sampling Evidence

For Internal Verifier Use Only:

Learner selected for sampling?		Yes		No						
If not, please state reasons:										
PLTS Criteria	Title	Date of Verification	Type of Assessment Method Sampled ⁷ (✓)							
			O	Q	P	A	ET	IT	PD	
Please identify any unit that was independently assessed?						Ref. number				
I hereby confirm this learner has met the internal quality assurance arrangements										
Internal Verifier name							Internal Verifier signature			

⁷ O – Observation; Q – Question; P – Projects; A – Assignments; ET – Externally Set Test; IT – Internally Set Test; PD – Professional Discussion

External Verification Sampling Evidence

For External Verifier Use Only:

PLTS Criteria	Title				Date of Verification
Approved for Unit Certification?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
Approved for Certification?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
External Verifier name				External Verifier signature	