



Developed in Partnership with  
the British Horseracing Authority (BHA)

# 1st4sport Level 3 Diploma in Farriery - Work Based

## Personal Learning and Thinking Skills (PLTS)

### Record of Achievement and Evidence Mapping for the Farriery Apprenticeship

Version 2: 18 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 3 Diploma in Farriery – Work Based. The six PLTS applicable to the apprenticeship are:

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

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**V2 18 December 2017: Updated to remove references to QCF**

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 3 Diploma in Farriery – Work Based. 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 3 Diploma in Farriery – Work Based 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 3 Diploma in Farriery – Work Based 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 3 Diploma in Farriery - Work Based*

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



## Independent Enquirers

PLTS Criteria	<b>Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based</b> <i>This skill could be covered by learners when undertaking Farriery.</i>	Assessment Method <sup>1</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>IE1</b> To identify questions to answer and problems to resolve	<ul style="list-style-type: none"> <li>By monitoring the horses movement, conformation and gait to establish individual shoeing plan.</li> <li>Discuss proposed shoeing plan with owner or responsible person to inform any problems identified.</li> </ul>			
<b>IE2</b> Plan and carry out research, appreciating the consequence of decisions	<ul style="list-style-type: none"> <li>Research is required to understand the movement and gait of the horse. Misunderstanding can lead to serious consequences e.g. dressing feet incorrectly can lead to problems.</li> <li>Carry out research and continuous learning to ensure knowledge is up to date and any condition found if fully understood, prior to taking any action.</li> </ul>			

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

PLTS Criteria	<b>Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based</b> <i>This skill could be covered by learners when undertaking Farriery.</i>	Assessment Method <sup>1</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>IE3</b> Explore issues, event or problems from different perspectives	<ul style="list-style-type: none"> <li>It may sometimes be necessary to deviate from the optimum treatment or shoeing plan due to limited facilities or funds of the owner or due to show or race commitments. The apprentice must be able to offer different options and know which may appropriately be used in a particular circumstance.</li> </ul>			
<b>IE4</b> Analyse and evaluate information, judging its relevance and value	<ul style="list-style-type: none"> <li>Communication with owner or responsible person to establish condition and use of horse, then evaluate information provided and decide on appropriate action and provide justified feedback.</li> </ul>			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery.</i>	Assessment Method <sup>1</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>IE5</b> Consider the influence of circumstances, beliefs and feelings on decisions and events	<ul style="list-style-type: none"> <li>In certain case, a horse may have to be shod in a certain way, due to a particular condition i.e. bar shoe for lameness. Therefore the learner will need to explain that use of the horse may need to temporarily change, as assist in the longer term recovery.</li> </ul>			
<b>IE6</b> Support conclusions, using reasoned arguments and evidence	<ul style="list-style-type: none"> <li>The learner will need to use the information they have gained to conduct and provide accurate shoeing plans, when shoeing healthy and ill horses and re-evaluating that plan as part of the routine shoeing cycle.</li> </ul>			
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	<b>Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based</b> <i>This skill could be covered by learners when undertaking Farriery.</i>	Assessment Method <sup>2</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>CT1</b> Generate ideas and explore possibilities	<ul style="list-style-type: none"> <li>When completing the shoeing plan different options will be provided by the learner on how to deal with any conditions highlighted.</li> </ul>			
<b>CT2</b> Ask questions to extend their thinking	<ul style="list-style-type: none"> <li>Questioning the type of shoe to be made, any adjustments appropriate to the requirement of the equine, and the different methods of attachment.</li> </ul>			

<sup>2</sup> 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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery.</i>	Assessment Method <sup>2</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>CT3</b> Connect their own and others' ideas and experiences in innovative ways	<ul style="list-style-type: none"> <li>Learners may discuss ways around problems e.g. use of tights to hold feathers whilst hot fitting.</li> </ul>			
<b>CT4</b> Question their own and others' assumptions	<ul style="list-style-type: none"> <li>It might be assumed that all the horses need to be shod, but the learner should have the knowledge and confidence to explain to the horse owner or appropriate person this may not be the case and can be left unshod.</li> </ul>			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery.</i>	Assessment Method <sup>2</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>CT5</b> Try out alternatives or new solutions and follow ideas through	<ul style="list-style-type: none"> <li>Learners can explore the different types of shoes available and the different methods of attachment and evaluate what is most appropriate.</li> <li>Shoes can also be made using different methods and learners are encouraged to explore the different techniques to suit them.</li> </ul>			
<b>CT6</b> Adapt ideas as circumstances change	<ul style="list-style-type: none"> <li>The learning need to have adequate knowledge to adjust the shoeing plan should an unseen condition arise after removing the shoe i.e. corn and adjust shoeing plan accordingly i.e. fit seated shoe.</li> </ul>			
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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>3</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>RL1</b> Assess themselves and others, identifying opportunities and achievements	<ul style="list-style-type: none"> <li>The learner should be encouraged to evaluate each job to ensure the best care and attention has been given to the horse and the clients expectations have been met or adjusted and explained the reasons for the adjustment.</li> </ul>			
<b>RL2</b> Set goals with success criteria for their development and work	<ul style="list-style-type: none"> <li>Agree assessment timetable with assessor and identify when ready for assessment.</li> </ul>			

<sup>3</sup> 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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>3</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>RL3</b> Review progress, acting on outcomes	<ul style="list-style-type: none"> <li>This is covered when assessment plan is reviewed, due to ill health, referral or non attendance.</li> </ul>			
<b>RL4</b> Invite feedback and deal positively with praise, setbacks and criticism	<ul style="list-style-type: none"> <li>During their regular college progress reviews, the 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 referrals and dealing with criticism.</li> </ul>			



PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>3</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>RL5</b> Evaluate experiences and learning to inform future progress	<ul style="list-style-type: none"> <li>As part of the review process, the learner must evaluate the learning experience and discuss with their college administrator or/Assessor or IV. This will enable them both to plan future goals and assessment methods.</li> </ul>			
<b>RL6</b> Communicate their learning in relevant ways for different audiences	<ul style="list-style-type: none"> <li>The learner will need to communicate progress (or lack of) to their employer/supervisor and peers.</li> </ul>			
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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>4</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>TW1</b> Collaborate with other to work towards common goals	<ul style="list-style-type: none"> <li>Learners generally work together with their boss, and possibly other learners within the business, to plan the day to ensure the work is completed appropriately in a reasonable time.</li> <li>Also learners will assist with horse holding and trotting up the horse for each other.</li> </ul>			
<b>TW2</b> Reach agreements, managing discussion to achieve results	<ul style="list-style-type: none"> <li>Work with their boss, and possibly other learners within the business, to plan what stages should be undertaken by each member of the team.</li> </ul>			

<sup>4</sup> 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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>4</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>TW3</b> Adapt behaviour to suit different roles and situations, including leadership roles	<ul style="list-style-type: none"> <li>Adjust the manner in which the team approach the shoeing of a specific horse, ie nervous horse or younger horse may be approached differently.</li> </ul>			
<b>TW4</b> Show fairness and consideration to others	<ul style="list-style-type: none"> <li>Learners are encouraged to work together to maintain the forge and take turns to undertake the more difficult tasks.</li> </ul>			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>4</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>TW5</b> Take responsibility, showing confidence in themselves and their contribution	<ul style="list-style-type: none"> <li>Allocating tasks according to the level of responsibility and experience held.</li> </ul>			
<b>TW6</b> Provide constructive support and feedback	<ul style="list-style-type: none"> <li>Shoemaking tasks marked by the Group.</li> <li>Mini competitions where the Group collectively judge the winner.</li> </ul>			
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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>5</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>SM1</b> Seek out challenges or new responsibilities and show flexibility when priorities change	<ul style="list-style-type: none"> <li>As the learner progresses through the training their responsibilities will change, and the tasks will become more demanding.</li> </ul>			
<b>SM2</b> Work towards goals, showing initiative, commitment and perseverance.	<ul style="list-style-type: none"> <li>Learners work towards their assessment plan, achieving ahead of time when appropriate and moving onto more complex tasks.</li> </ul>			

<sup>5</sup> 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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>5</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>SM3</b> Organise time and resources, prioritising actions	<ul style="list-style-type: none"> <li>Restocking van to ensure adequate stock for the day ahead.</li> </ul>			
<b>SM4</b> Anticipate, take and manage risks	<ul style="list-style-type: none"> <li>Risk assessment completed when undertaking work at a new yard or a new horse.</li> </ul>			
<b>SM5</b> Deal with competing pressures, including personal and work-related demands	<ul style="list-style-type: none"> <li>Competing pressures could involve the demands of shoeing the horse 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.</li> </ul>			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>5</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>SM6</b> Respond positively to change, seeking advice and support when needed	<ul style="list-style-type: none"> <li>A customer rings with a lost shoe or lame horse, the learner must know how to adjust the days work and call for advice when appropriate.</li> </ul>			
<b>SM7</b> Manage their emotions, and build and maintain relationships	<ul style="list-style-type: none"> <li>An apprentice will spend more time with his/her ATF than will his wife. This relationship may often become strained and must be worked at in order that it be maintained on a professional level.</li> </ul>			
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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>6</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>EP1</b> Discuss areas of concern, seeking resolution where needed	<ul style="list-style-type: none"> <li>• Areas of concern may include hours of work and rates of pay. These need to be discussed and resolved through dialogue with the employer.</li> </ul>			
<b>EP2</b> Present a persuasive case for action	<ul style="list-style-type: none"> <li>• Learners do risk assessments and present findings in a coherent and concise manner that can readily be understood by fellow learners, their employer or his clients.</li> </ul>			

<sup>6</sup> 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 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>6</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>EP3</b> Propose practical ways forward, breaking these down into manageable steps	<ul style="list-style-type: none"> <li>All learners produce and maintain a job description which breaks down their day to day duties into manageable steps.</li> </ul>			
<b>EP4</b> Identify improvements that would benefit others as well as themselves.	<ul style="list-style-type: none"> <li>Learners do risk assessments and present findings in a coherent and concise manner that can readily be understood by fellow learners, their employer or his clients.</li> </ul>			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based <i>This skill could be covered by learners when undertaking Farriery</i>	Assessment Method <sup>6</sup>	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Farriery – Work Based	Assessment Method
<b>EP5</b> Try to influence others, negotiating and balancing diverse views to reach workable solutions.	<ul style="list-style-type: none"> <li>As the group try out alternatives or new solutions and follow ideas through (CT 5), they will be required to influence others, e.g. employer or clients, to use their ideas. They will also have to negotiate with others to agree a way forward.</li> </ul>			
<b>EP6</b> Act as an advocate for views and beliefs that may differ from their own.	<ul style="list-style-type: none"> <li>As learners adapt ideas as circumstances change (CT6), 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.</li> </ul>			
I confirm that this learner has achieved the PLTS for Effective Participators				
Assessor name		Assessor signature		
Learner signature		Date unit achieved		

## Internal Quality Assurer Sampling Evidence

For Internal Quality Assurer Use Only:

Learner selected for sampling?		Yes		No						
If not, please state reasons:										
PLTS Criteria	Title	Date of Verification	Type of Assessment Method Sampled <sup>7</sup> (✓)							
			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 Quality Assurer name						Internal Quality Assurer signature				

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

## External Quality Assurance Sampling Evidence

For External Verifier Use Only:

PLTS Criteria	Title				Date of Verification
Approved for Unit Certification?		Yes		No	
Approved for Certification?					
External Quality Assurer name					External Quality Assurer signature