



Developed in Partnership with
the British Horseracing Authority (BHA)

1st4sport Level 3 Diploma in Work Based Racehorse Care and Management

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 3 Diploma in Work Based Racehorse Care and Management. The six PLTS applicable to the apprenticeship are:

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

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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 Work Based Racehorse Care and Management. 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 Work Based Racehorse Care and Management 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 Work Based Racehorse Care and Management only for those learners on the apprenticeship framework. Once achieved, this should be recorded on the Learner's PLTS 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 Work Based Racehorse Care and Management.

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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners when planning diets and implementing feeding programmes for horses.</i>	Assessment Method ¹	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
IE1 To identify questions to answer and problems to resolve	<ul style="list-style-type: none"> By identifying the dietary requirements for horses, the learner must ask about the horse's age, work regime, temperament, health and general feeding requirements. The problem the learner will have to resolve includes adapting rations to meet changes in the horse's dietary requirements and to optimise the health and well being of the horse. 			
IE2 Plan and carry out research, appreciating the consequence of decisions	<ul style="list-style-type: none"> Research is required to know and understand any special dietary requirements a horse might have and establish what feedstuffs are most appropriate to meet these requirements. Dietary requirements might include horse prone to laminitis, azorturia, colic, lymphangitis etc. 			

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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners when planning diets and implementing feeding programmes for horses.</i>	Assessment Method ¹	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
IE3 Explore issues, event or problems from different perspectives	<ul style="list-style-type: none"> When planning a diet for horses, learners must consider the planned feed regime from perspective of the individual horse, the capability of the rider and the rules and regulations relating to feedstuffs if the horse is competing under specific disciplines. 			
IE4 Analyse and evaluate information, judging its relevance and value	<ul style="list-style-type: none"> When planning diets the learner must analyse and evaluate the availability of feed and forages, seasonality and cost of feedstuffs. The learner must judge the relevance and value of the above information to prepare the diets. 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners when planning diets and implementing feeding programmes for horses.</i>	Assessment Method ¹	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
IE5 Consider the influence of circumstances, beliefs and feelings on decisions and events	<ul style="list-style-type: none"> When feeding horses with specific dietary requirements, such as laminitis it can sometimes be difficult to restrict certain feeds that horses enjoy, for example access to grazing land. Whatever the feelings and beliefs of the candidate it is vital that veterinary advice is followed in the planning of diets to ensure optimum welfare of the horse. 			
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 planning the diet for horses to conclude and describe their feeding plan. 			
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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners when monitoring and maintaining stocks of feed and bedding</i>	Assessment Method ²	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
CT1 Generate ideas and explore possibilities	<ul style="list-style-type: none"> The learner could generate ideas about the most cost effective and efficient supply of feed and bedding and explore possibilities of comparing different suppliers. 			
CT2 Ask questions to extend their thinking	<ul style="list-style-type: none"> Each learner will ask appropriate questions to suppliers about prices, terms and delivery arrangements. 			

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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners when monitoring and maintaining stocks of feed and bedding</i>	Assessment Method ²	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
CT3 Connect their own and others' ideas and experiences in innovative ways	<ul style="list-style-type: none"> The learner will produced comparisons of a range of suppliers, perhaps in a hand out or information sheet in order to include supervisors and employers in deciding the most appropriate supplier. 			
CT4 Question their own and others' assumptions	<ul style="list-style-type: none"> It might be assumed that all suppliers will have a flat rate for supplies but discounts can often be secured through careful negotiation. 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners when monitoring and maintaining stocks of feed and bedding</i>	Assessment Method ²	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
CT5 Try out alternatives or new solutions and follow ideas through	<ul style="list-style-type: none"> Learners could try alternative suppliers (such as buying additives on line) to secure the best prices. 			
CT6 Adapt ideas as circumstances change	<ul style="list-style-type: none"> As feed requirements change (such as needing to amend feeding programmes from season to season), ideas could be generated about best storage solutions for feed used less frequently (i.e. some additives may be used more in summer than winter). 			
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 Work Based Racehorse Care and Management <i>This skill could be covered by learners achieving any unit of the 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management</i>	Assessment Method ³	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	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 a unit. They should be encouraged to identify opportunities to develop their skills and knowledge in specific areas 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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners achieving any unit of the 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management</i>	Assessment Method ³	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners achieving any unit of the 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management</i>	Assessment Method ³	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners working when delivering basic health care treatment to horses.</i>	Assessment Method ⁴	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
TW1 Collaborate with other to work towards common goals	<ul style="list-style-type: none"> The learners should discuss how a worming programme is to be organised, agree which horses will be wormed on a certain date (this could be according to a supervisors instruction), and how this will be recorded. 			
TW2 Reach agreements, managing discussion to achieve results	<ul style="list-style-type: none"> The agreement might include one person administering the wormer and another assisting and recording the information. 			

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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners working when delivering basic health care treatment to horses.</i>	Assessment Method ⁴	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
TW3 Adapt behaviour to suit different roles and situations, including leadership roles	<ul style="list-style-type: none"> When carrying out health care regimes, learners must agree who will be responsible for certain aspects of the regime – for example some will need to take the lead on buying wormers, someone else might record and maintain health records. Within the team learners should be able to adapt their behaviour according to their level of responsibility. 			
TW4 Show fairness and consideration to others	<ul style="list-style-type: none"> Examples include allowing junior members of staff to practice basic health care routines or assisting with maintaining records, or helping colleagues who have a higher work load. 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners working when delivering basic health care treatment to horses.</i>	Assessment Method ⁴	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
TW5 Take responsibility, showing confidence in themselves and their contribution	<ul style="list-style-type: none"> Learners should be responsible for implementing horse health care initiatives 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 when to administer wormers – being constructive if the horses are difficult by feeding back their thoughts and helping to restrain awkward horses. 			
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 Work Based Racehorse Care and Management <i>This skill could be covered by learners who are planning diets and implementing feeding programmes for horses.</i>	Assessment Method ⁵	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	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 plan diets for horses at various stages of training (or different ages), and seek the challenges of organising appropriate feeding regimes for each horse. They should show flexibility when priorities change. For example a priority may change from putting weight on a poor horse to restricting feed for horses with special dietary requirements. 			
SM2 Work towards goals, showing initiative, commitment and perseverance.	<ul style="list-style-type: none"> The goal set could be planning diets for specific horses. The learner should show commitment and perseverance by continually checking the horses is responding well to the diet, checking their weight and condition regularly and consulting with the rider/trainer to ensure the horse is responding well to the feeding plan. 			

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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners who are planning diets and implementing feeding programmes for horses.</i>	Assessment Method ⁵	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
SM3 Organise time and resources, prioritising actions	<ul style="list-style-type: none"> An example of this would be for the learner to tidy the feed room and amend the feed chart at feed times rather than have to remember to do this out of routine. The learner should show that the planning of diets for horses takes priority over other, less important tasks. 			
SM4 Anticipate, take and manage risks	<ul style="list-style-type: none"> Feeding inappropriate feeds to horse can carry significant risks. An example would be feeding unsoaked sugar beet. The learner should therefore manage this by ensuring that soaking sugar beet is scheduled into the routine and checks made before feeding to ensure it has been soaked for long enough. 			
SM5 Deal with competing pressures, including personal and work-related demands	<ul style="list-style-type: none"> Competing pressures could involve the demands of planning and setting out feeds 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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners who are planning diets and implementing feeding programmes for horses.</i>	Assessment Method ⁵	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
SM6 Respond positively to change, seeking advice and support when needed	<ul style="list-style-type: none"> Responding to a change in work regimes for individual horses may require the learner to seek advice and support regarding amendments to their feed. 			
SM7 Manage their emotions, and build and maintain relationships	<ul style="list-style-type: none"> Planning diets for horses requires building relationships with other team members to ensure the feed regime is implemented when the main person responsible has a day off and any issues communicated. It can also be emotional when planning diets for horse with special dietary needs particularly 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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners who are promoting the health and well being of horses</i>	Assessment Method ⁶	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
EP1 Discuss areas of concern, seeking resolution where needed	<ul style="list-style-type: none"> As learners generate ideas and explore possibilities for administering preventative medication 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 about previous worming and flu/tetanus vaccinations to plan a health care regime they can then present a forward plan to cover all requirements. 			

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 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners who are promoting the health and well being of horses</i>	Assessment Method ⁶	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
EP3 Propose practical ways forward, breaking these down into manageable steps	<ul style="list-style-type: none"> As learners present a horse health care plan to their supervisor they can break down the component parts (worming, flu, tet etc) 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 ensure that health care plans benefit the horses and are as cost effective as possible – also ensuring the plan fits into competitive requirements. 			

PLTS Criteria	Suggested source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management <i>This skill could be covered by learners who are promoting the health and well being of horses</i>	Assessment Method ⁶	Assessor devised alternative source of evidence within 1st4sport Level 3 Diploma in Work Based Racehorse Care and Management	Assessment Method
EP5 Try to influence others, negotiating and balancing diverse views to reach workable solutions.	<ul style="list-style-type: none"> The learner may need to negotiate with other members of staff to implement health care plans such as worming all horses in a yard at the same time or bringing forward some vaccinations to share vet visit bills. 			
EP6 Act as an advocate for views and beliefs that may differ from their own.	<ul style="list-style-type: none"> As learners implement a horse health care strategy they may come across opposing views – for example an owner may request that worming be withheld to save money – this will have to be contested in the best interest of the horse. 			
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		No	
Approved for Certification?					
External Verifier name					External Verifier signature