

## PLTS Mapped to Society, Health and Development

### Level I – Principal Learning (Topics)

| PLTS \ Level I – Principal Learning (Topics)  | Topic 1: A background to the sectors | Topic 2: Introduction to principles and values | Topic 3: Introduction to partnership working | Topic 4: Communication | Topic 5: Working safely to protect individuals | Topic 6: Health, wellbeing and lifestyle of individuals | Topic 7: Addressing the needs of individuals | Topic 8: Human growth and development |
|---|--------------------------------------|--|--|------------------------|--|---|--|---------------------------------------|
| <b>Independent enquirers</b>  |                                      |  |  |                        |  |   |  |                                       |
| • identify questions to answer and problems to resolve                                  | *                                    | *  | *  | *                      | *  | *   | *  | *                                     |
| • plan and carry out research, appreciating the consequences of decisions               |                                      |  | *  |                        |  |   |  |                                       |
| • explore issues, events or problems from different perspectives                        |                                      | *  | *  |                        | *  | *   | *  | *                                     |
| • analyse and evaluate information, judging its relevance and value                     |                                      |  |  |                        |  | *   | *  |                                       |
| • consider the influence of circumstances, beliefs and feelings on decisions and events |                                      | *  |  |                        | *  |   |  | *                                     |
| • support conclusions, using reasoned arguments and evidence                            |                                      |  |  |                        |  | *   | *  |                                       |
| <b>Creative thinkers</b>  |                                      |  |  |                        |  |   |  |                                       |
| • generate ideas and explore possibilities  |                                      |  | *  |                        |  |   |  | *                                     |
| • ask questions to extend their thinking  | *                                    | *  | *  | *                      | *  | *   | *  | *                                     |
| • connect own and others' ideas and experiences in inventive ways                       |                                      |  |  |                        | *  |   |  |                                       |
| • question own and others' assumptions  |                                      | *  |  | *                      | *  |   |  |                                       |
| • try out alternatives or new solutions and follow ideas through                        |                                      |  |  |                        |  | *   |  |                                       |
| • adapt ideas as circumstances change   |                                      |  |  |                        |  |   |  | *                                     |
| <b>Reflective learners</b>  |                                      |  |  |                        |  |   |  |                                       |
| • assess themselves and others, identifying opportunities and achievements              |                                      | *  |  |                        | *  | *   | *  | *                                     |
| • set goals with success criteria for their development and work                        |                                      |  | *  |                        |  | *   | *  | *                                     |
| • review progress, acting on the outcomes   |                                      |  | *  |                        |  | *   | *  | *                                     |
| • invite feedback and deal positively with praise, setbacks and criticism               |                                      |  |  | *                      |  |   |  |                                       |
| • evaluate experiences and learning to inform future progress                           | *                                    |  |  |                        |  | *   | *  |                                       |
| • communicate their learning in relevant ways for different audiences                   |                                      |  |  | *                      |  | *   | *  |                                       |

continued

| PLTS   | Level 1 – Principal Learning (Topics) |  |  |                        |  |   |  |                                       |
|--|---------------------------------------|--|--|------------------------|--|---|--|---------------------------------------|
|  | Topic 1: A background to the sectors  | Topic 2: Introduction to principles and values | Topic 3: Introduction to partnership working | Topic 4: Communication | Topic 5: Working safely to protect individuals | Topic 6: Health, wellbeing and lifestyle of individuals | Topic 7: Addressing the needs of individuals | Topic 8: Human growth and development |
| <b>Team workers</b>  |                                       |  |  |                        |  |   |  |                                       |
| • co-operate with others to work towards common goals  | *                                     |  | *  | *                      | *  |   |  |                                       |
| • reach agreements, managing discussions to achieve results                                    |                                       |  |  |                        |  |   |  |                                       |
| • adapt behaviour to suit different roles and situations                                       |                                       |  | *  |                        |  |   |  |                                       |
| • show fairness and consideration to others  | *                                     | *  |  |                        | *  |   |  |                                       |
| • take responsibility, showing confidence in themselves and their contribution                 | *                                     |  |  |                        |  |   |  |                                       |
| • provide constructive support and feedback to others  |                                       | *  |  | *                      |  | *   | *  |                                       |
| <b>Self-managers</b>   |                                       |  |  |                        |  |   |  |                                       |
| • seek out challenges or new responsibilities and show flexibility when priorities change      |                                       |  |  |                        |  |   |  | *                                     |
| • work towards goals, showing initiative, commitment and perseverance                          |                                       |  |  |                        |  | *   | *  | *                                     |
| • organise time and resources, prioritising actions  | *                                     | *  |  |                        |  |   |  |                                       |
| • anticipate, take and manage risks  |                                       |  |  |                        | *  | *   |  |                                       |
| • deal with competing pressures, including personal and work-related demands                   |                                       |  |  |                        |  |   |  |                                       |
| • respond positively to change, seeking advice and support when needed                         |                                       |  | *  |                        |  |   |  |                                       |
| <b>Effective participators</b>   |                                       |  |  |                        |  |   |  |                                       |
| • discuss issues of concern, seeking resolution where needed                                   | *                                     |  |  | *                      | *  | *   | *  | *                                     |
| • present a persuasive case for action   |                                       |  |  |                        |  | *   |  |                                       |
| • propose practical ways forward, breaking these down into manageable steps                    |                                       |  |  |                        |  | *   |  | *                                     |
| • identify improvements that would benefit others as well as themselves                        | *                                     | *  | *  |                        | *  | *   | *  | *                                     |
| • try to influence others, negotiating and balancing diverse views to reach workable solutions |                                       | *  |  | *                      |  | *   |  |                                       |
| • act as an advocate for views and beliefs that may differ from their own                      |                                       |  |  | *                      |  |   |  |                                       |

## PLTS Mapped to Society, Health and Development

### Level 2 – Principal Learning (Topics)

| Level 2 – Principal Learning (Topics)<br><br>PLTS                                       | Topic 1: Principles, values and personal development | Topic 2: Communication and partnership working | Topic 3: Safeguarding and protecting individuals | Topic 4: Growth, development and lifestyles | Topic 5: Addressing needs | Topic 6: Antisocial and offending behaviour | Topic 7: Supporting children and young people | Topic 8: Patient centred health | Topic 9: The social model of disability |
|---|--|--|--|---|---------------------------|---|---|---------------------------------|---|
| <b>Independent enquirers</b>  |  |  |  |   |                           |   |   |                                 |   |
| • identify questions to answer and problems to resolve                                  | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • plan and carry out research, appreciating the consequences of decisions               | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • explore issues, events or problems from different perspectives                        | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • analyse and evaluate information, judging its relevance and value                     | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • consider the influence of circumstances, beliefs and feelings on decisions and events | *  |  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • support conclusions, using reasoned arguments and evidence                            | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| <b>Creative thinkers</b>  |  |  |  |   |                           |   |   |                                 |   |
| • generate ideas and explore possibilities  | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • ask questions to extend their thinking  | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • connect own and others’ ideas and experiences in inventive ways                       | *  |  | *  | *   |                           |   | *   | *                               | *                                       |
| • question own and others’ assumptions  | *  |  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • try out alternatives or new solutions and follow ideas through                        |  | *  | *  | *   | *                         |   | *   | *                               | *                                       |
| • adapt ideas as circumstances change   |  | *  | *  |   | *                         | *   | *   | *                               | *                                       |
| <b>Reflective learners</b>  |  |  |  |   |                           |   |   |                                 |   |
| • assess themselves and others, identifying opportunities and achievements              | *  | *  |  | *   | *                         | *   | *   | *                               | *                                       |
| • set goals with success criteria for their development and work                        | *  | *  |  | *   | *                         | *   | *   | *                               | *                                       |
| • review progress, acting on the outcomes   | *  | *  |  | *   | *                         | *   | *   | *                               | *                                       |
| • invite feedback and deal positively with praise, setbacks and criticism               | *  | *  |  | *   | *                         | *   | *   | *                               | *                                       |
| • evaluate experiences and learning to inform future progress                           | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • communicate their learning in relevant ways for different audiences                   |  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |

continued

| PLTS   | Level 2 – Principal Learning (Topics)                |  |  |   |                           |   |   |                                 |   |
|--|--|--|--|---|---------------------------|---|---|---------------------------------|---|
|  | Topic 1: Principles, values and personal development | Topic 2: Communication and partnership working | Topic 3: Safeguarding and protecting individuals | Topic 4: Growth, development and lifestyles | Topic 5: Addressing needs | Topic 6: Antisocial and offending behaviour | Topic 7: Supporting children and young people | Topic 8: Patient centred health | Topic 9: The social model of disability |
| <b>Team workers</b>  |  |  |  |   |                           |   |   |                                 |   |
| • co-operate with others to work towards common goals  |  | *  | *  |   | *                         | *   | *   | *                               | *                                       |
| • reach agreements, managing discussions to achieve results                                    |  | *  | *  |   | *                         | *   | *   | *                               | *                                       |
| • adapt behaviour to suit different roles and situations                                       |  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • show fairness and consideration to others  | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • take responsibility, showing confidence in themselves and their contribution                 | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • provide constructive support and feedback to others  |  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| <b>Self-managers</b>   |  |  |  |   |                           |   |   |                                 |   |
| • seek out challenges or new responsibilities and show flexibility when priorities change      | *  |  | *  |   |                           |   |   | *                               | *                                       |
| • work towards goals, showing initiative, commitment and perseverance                          | *  | *  |  | *   |                           | *   | *   | *                               | *                                       |
| • organise time and resources, prioritising actions  | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • anticipate, take and manage risks  |  |  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • deal with competing pressures, including personal and work-related demands                   |  | *  |  | *   |                           | *   | *   |                                 |   |
| • respond positively to change, seeking advice and support when needed                         | *  | *  | *  | *   |                           | *   | *   |                                 |   |
| <b>Effective participators</b>   |  |  |  |   |                           |   |   |                                 |   |
| • discuss issues of concern, seeking resolution where needed                                   | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • present a persuasive case for action   | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • propose practical ways forward, breaking these down into manageable steps                    | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • identify improvements that would benefit others as well as themselves                        | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • try to influence others, negotiating and balancing diverse views to reach workable solutions | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |
| • act as an advocate for views and beliefs that may differ from their own                      | *  | *  | *  | *   | *                         | *   | *   | *                               | *                                       |

## PLTS Mapped to Society, Health and Development

### Level 3 – Principal Learning (Topics)

| Level 3 – Principal Learning (Topics)<br><br>PLTS                                       | Topic 1: The sectors in context | Topic 2: Principles and values in practice | Topic 3: Partnership working | Topic 4: Communication and information sharing | Topic 5: Personal and professional development in the work environment | Topic 6: Safeguarding and protecting individuals and society |
|---|---------------------------------|--|------------------------------|--|--|--|
| <b>Independent enquirers</b>  |                                 |  |                              |  |  |  |
| • identify questions to answer and problems to resolve                                  | *                               | *  | *                            | *  | *  | *  |
| • plan and carry out research, appreciating the consequences of decisions               | *                               | *  | *                            | *  | *  | *  |
| • explore issues, events or problems from different perspectives                        | *                               | *  | *                            | *  | *  | *  |
| • analyse and evaluate information, judging its relevance and value                     | *                               | *  | *                            | *  | *  | *  |
| • consider the influence of circumstances, beliefs and feelings on decisions and events | *                               | *  | *                            | *  | *  | *  |
| • support conclusions, using reasoned arguments and evidence                            | *                               | *  | *                            | *  | *  | *  |
| <b>Creative thinkers</b>  |                                 |  |                              |  |  |  |
| • generate ideas and explore possibilities  | *                               | *  | *                            | *  | *  | *  |
| • ask questions to extend their thinking  | *                               | *  | *                            | *  | *  | *  |
| • connect own and others' ideas and experiences in inventive ways                       | *                               | *  | *                            | *  | *  | *  |
| • question own and others' assumptions  | *                               | *  | *                            | *  | *  | *  |
| • try out alternatives or new solutions and follow ideas through                        | *                               | *  | *                            | *  | *  | *  |
| • adapt ideas as circumstances change   | *                               | *  | *                            | *  | *  | *  |
| <b>Reflective learners</b>  |                                 |  |                              |  |  |  |
| • assess themselves and others, identifying opportunities and achievements              | *                               | *  | *                            | *  | *  | *  |
| • set goals with success criteria for their development and work                        | *                               | *  | *                            | *  | *  | *  |
| • review progress, acting on the outcomes   | *                               | *  | *                            | *  | *  | *  |
| • invite feedback and deal positively with praise, setbacks and criticism               | *                               | *  | *                            | *  | *  | *  |
| • evaluate experiences and learning to inform future progress                           | *                               | *  | *                            | *  | *  | *  |
| • communicate their learning in relevant ways for different audiences                   | *                               | *  | *                            | *  | *  | *  |

continued

| Level 3 – Principal Learning (Topics)<br><br>PLTS  | Topic 1: The sectors in context | Topic 2: Principles and values in practice | Topic 3: Partnership working | Topic 4: Communication and information sharing | Topic 5: Personal and professional development in the work environment | Topic 6: Safeguarding and protecting individuals and society |
|--|---------------------------------|--|------------------------------|--|--|--|
| <b>Team workers</b>  |                                 |  |                              |  |  |  |
| • co-operate with others to work towards common goals  | *                               | *  | *                            | *  | *  | *  |
| • reach agreements, managing discussions to achieve results                                    | *                               | *  | *                            | *  | *  | *  |
| • adapt behaviour to suit different roles and situations                                       | *                               | *  | *                            | *  | *  | *  |
| • show fairness and consideration to others  | *                               | *  | *                            | *  | *  | *  |
| • take responsibility, showing confidence in themselves and their contribution                 | *                               | *  | *                            | *  | *  | *  |
| • provide constructive support and feedback to others  | *                               | *  | *                            | *  | *  | *  |
| <b>Self-managers</b>   |                                 |  |                              |  |  |  |
| • seek out challenges or new responsibilities and show flexibility when priorities change      | *                               | *  | *                            | *  | *  | *  |
| • work towards goals, showing initiative, commitment and perseverance                          | *                               | *  | *                            | *  | *  | *  |
| • organise time and resources, prioritising actions  | *                               | *  | *                            | *  | *  | *  |
| • anticipate, take and manage risks  | *                               | *  | *                            | *  | *  | *  |
| • deal with competing pressures, including personal and work-related demands                   | *                               | *  | *                            | *  | *  | *  |
| • respond positively to change, seeking advice and support when needed                         | *                               | *  | *                            | *  | *  | *  |
| <b>Effective participators</b>   |                                 |  |                              |  |  |  |
| • discuss issues of concern, seeking resolution where needed                                   | *                               | *  | *                            | *  | *  | *  |
| • present a persuasive case for action   | *                               | *  | *                            | *  | *  | *  |
| • propose practical ways forward, breaking these down into manageable steps                    | *                               | *  | *                            | *  | *  | *  |
| • identify improvements that would benefit others as well as themselves                        | *                               | *  | *                            | *  | *  | *  |
| • try to influence others, negotiating and balancing diverse views to reach workable solutions | *                               | *  | *                            | *  | *  | *  |
| • act as an advocate for views and beliefs that may differ from their own                      | *                               | *  | *                            | *  | *  | *  |