TLM Entry Level 3 Award in Life, Work and Well-being

This qualification in Life, Work and Well-being is designed to enhance and develop learners' life skills and build their confidence with an engaging learning journey. They are designed to help learners to gain from a wide range of learning objectives that allows a learning journey that suits the needs of the learner and area.

The Regulated Qualifications Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union

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1. For those in a hurry!

Please read the rest of the book later as the details are important!

1.1	TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
1.2	Learners must demonstrate competence against the assessment criteria from their day-to-day work and the tutor assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Procedures

1.3	The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
1.4	TLM will provide initial training in the pedagogical model, and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

2. Introduction

The Entry Level 3 Award in Life, Work and Well-being is designed to enhance and develop learners' life skills and build their confidence with an engaging learning journey. They are designed to help learners to gain from a wide range of learning objectives that allows a learning journey that suits the needs of the learner and area

They give learners the opportunity to:

- engage in learning that is relevant to them and that will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in life

- achieve a nationally-recognised Enty Level 3 to Level 3 qualification

- develop their own personal growth and engagement in learning.

2.1 **Entry Level 3 Award in Life, Work and Well-being**
The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills.

Mandatory
Entry level 3 Unit SD1 – Self Development (2 credits).

3. Summary of Qualification Specification

3.1	**Entry Level 3 Award (Annexe A)**

The Entry Level 3 Award is a qualification designed to enhance and develop learners' life skills and build their confidence with an engaging learning journey.

Qualification Title: TLM Entry Level 3 Award in Life, Work and Well-being
Qualification Number: 610/2658/X
Qualification Level: Entry Level 3
Total Credits: 6
Guided Learning Hours: 55
Total Qualification Time: 60
Assessment Methods: Coursework, E-assessment, Portfolio of Evidence

Assessment

Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Mandatory Unit - Unit 1 – Self Development (2 credits).

3.5	**Assessment**

The internally assessed, externally moderated coursework for all qualifications is pass/fail but by submitting the evidence for external moderation, feedback can be given to the tutor on areas to improve for resubmission.

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by tutor observations, portfolio completed, and or activities inline with the learning materials

The way evidence is gathered is up to the assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes.

If on formative assessment the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

Centres will be subject to the TLM Centre Assessment Standards Scrutiny (CASS) and further details of this, including our centre guidance, is freely available on the TLM website in our Policy Download Centre. https://tlm.org.uk/policy-download-centre/

4. Qualification Content

Mandatory	Optional (for reference)
2 CREDITS	**Samples Shown**
Entry level 3 Unit SD1 Self Development (2 credits).	A comprehensive and up to date list of optional units are available on the TLM website

5. Support

6.1   There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified tutors, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than "chasing paper". There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.

6.2   **Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.

6.3   The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.

6.4   **Telephone** and e-mail support are available to all Centres. There is a general convention of first-name.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.

6. Registration & Procedures

Registration

7.1 TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications

There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.

Internal standardisation

7.2 The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.

It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.
TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.

Authentication

7.3 All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.

7.4 Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

7. Other Considerations

Access arrangements and special requirements	
8.1	All TLM's qualifications are intended to be accessible, as widely as possible. There is an extensive policy documented on the web site at https://tlm.org.uk/policy-download-centre/ Centres should contact TLM if they have any questions related to accessibility issues.
Language	
8.2	The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.
Malpractice	
8.3	TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at https://tlm.org.uk/policy-download-centre/ Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.
Equality of opportunity	
8.4	TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at https://tlm.org.uk/policy-download-centre/
Resources, Support and Training	
8.5	A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.
8.6	TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

Entry Level 3 Award in Life, Work and Well-being- Unit assessment - coursework guidance

The Entry Level 3 **learner** has the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.

AND/OR

Holder can select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Holder can identify how effective actions have been. Holder can identify, gather and use relevant information to inform actions.

Moderation/verification: The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

General Information

The Level 3 qualification has the following characteristics for learners:

- Achievement at RQF Entry Level 3 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.
- Use knowledge or understanding to carry out simple, familiar activities.
- Know the steps needed to complete simple activities
- Complete well-defined routine tasks. Use relevant skills and procedures.
- Carry out simple, familiar tasks and activities.
- Follow instructions or use rehearsed steps to complete tasks and activities
- With appropriate guidance begin to take some responsibility for the outcomes of simple activities. Actively participate in simple and familiar activities

- The specification for the Entry Level 3 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 7 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

Mandatory Unit – Entry Level 3, Unit SD1 – Self Development

1.Take an active role in their self-development	2.Understand self-development	3.Review their self-development
1.1 Identify a personal strength or ability	2.1 Identify a personal skill or behaviour they need to develop	3.1 Carry out a simple review of the progress they have made
1.2 Identify an area for self-development	2.2 Identify a suitable target to work towards	3.2 Identify what went well and what did not go so well
	2.3 Identify who will support them in developing the identified skill or behaviour	
	2.4 Work through activities to develop the agreed skill or behaviour	

Optional Units – Life Long Skills

Entry Level 3 Unit LLS1: Planning and reviewing learning (2 credits)

1 Be able to plan to meet targets.	2 Be able to follow a plan to meet targets and improve performance	3 Be able to review own progress and achievements
1.1 Describe the importance of setting targets	2.1 Work through action points to complete work on time	3.1 Identify what they have learned and state they have learned
1.2 Set targets that clearly show what they want to achieve	2.2 Describe different ways of learning and how they learn best	3.2 Identify what went well and what went less well
1.3 Identify clear action points and deadlines	2.3 Use ways of learning suggested by others and make changes when needed to improve performance	3.3 Identify targets they have met and describe own achievements
1.4 Identify and access sources of support	2.4 Use support given by others to help meet own targets	3.4 Accept and use feedback to improve own performance
1.5 Plan for reviewing progress		

Entry Level 3 Unit LLS2: Using tools in a vocational area (2 credits)

1 Know tools and equipment suitable for an agreed activity	2 Be able to use tools and equipment for an agreed activity	3 Know how to care for and maintain a range of tools and equipment.
1.1 Identify tools and equipment suitable for an agreed activity	2.1 Use suitable tools and equipment for an agreed activity	3.1 Outline the care and maintenance needed for the tools used for an agreed activity
1.2 Identify the purpose of tools and equipment for an agreed activity	2.2 Identify and follow safety precautions associated with the tools and equipment used for an activity	

Optional Units – Work based skills

Entry Level 3 Unit WS1: Completing a Job Application form (1 Credit)

1.Be able to complete a simple job application form
1.1 Collect the information needed for the application form, with help
1.2 Complete a simple job application form, with help

Entry Level 3 Unit WS2: Producing a CV (3 credits)

1.Know the purpose of a CV	2.Know information required in a CV	3.Know the purpose of a reference in a CV	4.Be able to produce a CV
1.1 Outline why a CV might be used when applying for a job	2.1 Identify core information needed to complete a CV	3.1 Outline why a reference is needed in a CV	4.1 Produce a CV appropriate for a job application using a template
		3.2 Identify suitable referees for a CV	

Optional Units – Emotional Well-being

Entry Level 3 Unit WB1: Stress Management (3 Credits)

1 Understand what is meant by stress	2 Know the effects of stress	3 Understand possible causes of stress	4 Understand how to recognise stress	5 Know ways to prevent and reduce the effects of stress
1.1 Identify what is meant by stress	2.1 Identify the short-term and long-term effects of stress on a person	3.1 Describe a range of possible causes of stress	4.1 List the symptoms of stress	5.1 Identify a range of healthy strategies for preventing and reducing the effects of stress
1.2 Identify the purpose of stress on the body	2.2 Identify why stress can be useful	3.2 Identify how causes of stress can vary between different people	4.2 Identify how people can re-spond to a stressful situation	5.2 Identify the benefits of us-ing healthy strategies
1.3 Describe the different types of stress	2.3 Identify why stress can be harmful	3.3 Give examples of situations that trigger own stress	4.3 Give examples of how stress changes behaviour	5.3 Describe how using one healthy strategy has helped to prevent or reduce the effects of own stress
	2.4 Identify how prolonged stress can damage health and well-being			5.4 Give examples of harmful strategies people may use to cope with stress
				5.5 Identify situations when people may need additional or professional support
				5.6 Identify support available to people experiencing stress

Optional Units – Health and Nutrition

Entry Level 3 Unit HN1: Improving Physical Health and Well-being (2 credits)

1 Understand physical health and well-being	2 Improve individual health and well-being
1.1 identify factors that may influence physical health and well-being	2.2 Identify how an individual may improve health and well-being
1.2 Describe factors that can influence an individual's decision to have a healthy lifestyle.	2.2 Plan how to improve physical health and well-being

Entry Level 3 Unit HN2: Physical Well-being (2 credits)

1.Understand a healthy diet	2.Promoting physical well-being	3. Plan a healthy lifestyle
1.1 Identify the main constituents of a healthy diet and the importance of each	2.1 Describe the possible link between poor health choices and skin cancer and heart disease	3.1 Produce a personal action plan for a healthy lifestyle to include diet, exercise and sleep.
1.2 Describe the benefits to heart and lung efficiency of raising heart rate through regular exercise	2.2 Describe how specialised support could be accessed for one identified health problem	
1.3 Identify local facilities which provide opportunities to promote physical well-being		

Mandatory Unit – Entry Level 3, Unit SD1 – Self Development

1.Take an active role in their self-development

1.1 Identify a personal strength or ability

Encourage pupils to reflect on their own qualities and achievements, and to recognise what they are good at and enjoy doing. You can use examples from different domains of life, such as academic, social, physical, artistic, etc. You can also use self-assessment tools, such as quizzes, surveys, or checklists, to help pupils identify their strengths and abilities[5]. Praise pupils for their strengths and abilities, and help them see how they can use them in different situations.

1.2 Identify an area for self-development

Help pupils to understand that everyone has areas that they can improve on, and that self-development is a lifelong process. You can use examples from your own experience, or from famous people, to show how learning from mistakes and challenges can lead to growth and success. You can also use feedback from peers, teachers, or parents, to help pupils identify areas for self-development. Encourage pupils to choose an area that is meaningful and relevant to them, and that they are motivated to work on.

2.Understand self-development

2.1 Identify a personal skill or behaviour they need to develop

Guide pupils to narrow down their area for self-development into a specific skill or behaviour that they want to improve. You can use SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) to help pupils set clear and realistic goals. You can also use examples of skills or behaviours that are relevant to pupils' age group, such as communication, teamwork, organisation, resilience, etc.

2.2 Identify a suitable target to work towards

Help pupils to break down their goal into smaller steps or milestones that they can achieve along the way. You can use action plans, charts, or calendars, to help pupils plan their steps and track their progress. You can also use rewards, incentives, or recognition, to motivate pupils and celebrate their achievements.

2.3 Identify who will support them in developing the identified skill or behaviour

Encourage pupils to seek and accept support from others who can help them with their self-development. You can use examples of people who can provide different types of support, such as advice, feedback, encouragement, guidance, etc. You can also help pupils identify who they can trust and rely on in their network of support, such as peers, teachers, parents, mentors, coaches, etc.

2.4 Work through activities to develop the agreed skill or behaviour

Provide pupils with opportunities and resources to practice and improve their skill or behaviour in different contexts and situations. You can use activities that are engaging, challenging, and relevant to pupils' interests and goals. You can also use feedback loops, such as observation, reflection, evaluation, and adjustment, to help pupils monitor and improve their performance.

3.Review their self-development

3.1 Carry out a simple review of the progress they have made

Help pupils to assess how far they have come in achieving their goal and developing their skill or behaviour. You can use tools such as portfolios, journals, rubrics, or scales, to help pupils collect evidence of their progress and achievements. You can also use questions such as "What have you learned?", "What have you improved?", "What have you achieved?", etc., to help pupils reflect on their journey.

3.2 Identify what went well and what did not go so well

Help pupils to recognise and appreciate their strengths and achievements, as well as to identify and learn from their challenges and difficulties. You can use tools such as SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), or plus-minus-interesting (PMI) charts, to help pupils analyse what went well and what did not go so well in their self-development process. You can also use questions such as "What are you proud of?", "What are you grateful for?", "What did you enjoy?", "What did you find hard?", "What did you struggle with?", "What did you learn from your mistakes?", etc., to help pupils reflect on their experiences. Encourage pupils to be honest, constructive, and positive in their self-evaluation, and to avoid negative self-talk or comparison with others.

Entry Level 3 Unit LLS1: Planning and reviewing learning

1 Be able to plan to meet targets.

1.1 Describe the importance of setting targets

Explain to pupils what a target is and why it is important to set targets for themselves. You can use examples of targets from different domains of life, such as academic, personal, social, etc. You can also use benefits of setting targets, such as improving motivation, focus, direction, performance, etc.

1.2 Set targets that clearly show what they want to achieve

Help pupils to identify and articulate what they want to achieve in a specific area or aspect of their life. You can use tools such as vision boards, mind maps, or goal ladders, to help pupils visualise and clarify their desired outcomes. You can also use SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) to help pupils set clear and realistic targets.

1.3 Identify clear action points and deadlines

Guide pupils to break down their targets into smaller steps or milestones that they can achieve along the way. You can use action plans, charts, or calendars, to help pupils plan their steps and track their progress. You can also help pupils set deadlines for each step or milestone, and encourage them to stick to them.

1.4 Identify and access sources of support

Encourage pupils to seek and accept support from others who can help them with their targets. You can use examples of people who can provide different types of support, such as advice, feedback, encouragement, guidance, etc. You can also help pupils identify who they can trust and rely on in their network of support, such as peers, teachers, parents, mentors, coaches, etc.

1.5 Plan for reviewing progress

Help pupils to monitor and evaluate how well they are doing in achieving their targets. You can use tools such as portfolios, journals, rubrics, or scales, to help pupils collect evidence of their progress and achievements. You can also use questions such as "What have you done so far?", "How close are you to your target?", "What are the challenges you are facing?", "What are the solutions you have found?", "What are the next steps you need to take?", etc., to help pupils reflect on their journey.

2 Be able to follow a plan to meet targets and improve performance

2.1 Work through action points to complete work on time

Support pupils to follow their action plans and complete their steps or milestones on time. You can use tools such as checklists, timers, or reminders, to help pupils organise and manage their time and tasks. You can also use rewards, incentives, or recognition, to motivate pupils and celebrate their achievements.

2.2 Describe different ways of learning and how they learn best

Teach pupils about different learning styles and preferences, such as visual, auditory, kinaesthetic, etc. You can use quizzes, surveys, or inventories, to help pupils identify their own learning style and preference. You can also use examples of strategies or techniques that suit different learning styles and preferences, such as using images, sounds, movements, etc.

2.3 Use ways of learning suggested by others and make changes when needed to improve performance

Encourage pupils to try out different ways of learning suggested by others, such as peers, teachers, parents, mentors, coaches, etc. You can use feedback loops, such as observation, reflection, evaluation, and adjustment, to help pupils monitor and improve their performance. You can also use questions such as "What worked well for you?", "What did not work well for you?", "What can you do differently next time?", etc., to help pupils reflect on their experiences.

2.4 Use support given by others to help meet own targets

Help pupils to appreciate and utilise the support given by others who can help them with their targets. You can use examples of how support from others can benefit pupils' learning and performance, such as providing advice, feedback, encouragement, guidance, etc. You can also use questions such as "Who helped you with your target?", "How did they help you?", "What did you learn from them?", "How did you thank them?", etc., to help pupils acknowledge and value the support from others.

3 Be able to review own progress and achievements

3.1 Identify what they have learned and state they have learned

Help pupils to recognise and articulate what they have learned in terms of knowledge, skills, or behaviours. You can use tools such as portfolios, journals, rubrics, or scales, to help pupils collect evidence of their learning and achievements. You can also use questions such as "What have you learned?", "How have you learned it?", "How can you apply what you have learned?", etc., to help pupils reflect on their learning.

3.2 Identify what went well and what went less well

Help pupils to recognise and appreciate their strengths and achievements, as well as to identify and learn from their challenges and difficulties. You can use tools such as SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), or plus-minus-interesting (PMI) charts, to help pupils analyse what went well and what did not go so well in their learning process. You can also use questions such as "What are you proud of?", "What are you grateful for?", "What did you enjoy?", "What did you find hard?", "What did you struggle with?", "What did you learn from your mistakes?", etc., to help pupils reflect on their experiences.

3.3 Identify targets they have met and describe own achievements

Help pupils to assess how far they have come in achieving their targets and developing their knowledge, skills, or behaviours. You can use tools such as portfolios, journals, rubrics, or scales, to help pupils collect evidence of their progress and achievements. You can also use questions such as "What have you done so far?", "How close are you to your target?", "What are the challenges you are facing?", "What are the solutions you have found?", "What are the next steps you need to take?", etc., to help pupils reflect on their journey.

3.4 Accept and use feedback to improve own performance

Help pupils to accept and use feedback from others who can help them improve their learning and performance, such as peers, teachers, parents, mentors, coaches, etc. You can use examples of how feedback from others can benefit pupils' learning and performance, such as providing advice, praise, criticism, suggestions, etc. You can also use questions such as "Who gave you feedback?", "What did they say?", "How did you feel about it?", "How did you respond to it?", "How did you use it to improve your performance?", etc., to help pupils acknowledge and value the feedback from others.

Entry Level 3 Unit LLS2: Using tools in a vocational area

1 Know tools and equipment suitable for an agreed activity

1.1 Identify tools and equipment suitable for an agreed activity

Help pupils to identify and name the tools and equipment that are suitable for an agreed activity, such as cooking, gardening, painting, etc. You can use pictures, labels, or demonstrations, to help pupils recognise and describe the tools and equipment. You can also use questions such as "What is this?", "What does it look like?", "What is it made of?", etc., to help pupils identify the tools and equipment.

1.2 Identify the purpose of tools and equipment for an agreed activity

Help pupils to understand and explain the purpose of the tools and equipment that are suitable for an agreed activity, such as cooking, gardening, painting, etc. You can use examples, explanations, or experiments, to help pupils see and understand how the tools and equipment work and what they do. You can also use questions such as "What is this for?", "How does it work?", "What does it do?", etc., to help pupils identify the purpose of the tools and equipment.

2 Be able to use tools and equipment for an agreed activity

2.1 Use suitable tools and equipment for an agreed activity

Provide pupils with opportunities and guidance to use the suitable tools and equipment for an agreed activity, such as cooking, gardening, painting, etc. You can use instructions, demonstrations, or supervision, to help pupils use the tools and equipment correctly and effectively. You can also use feedback, praise, or recognition, to motivate pupils and celebrate their achievements.

2.2 Identify and follow safety precautions associated with the tools and equipment used for an activity

Teach pupils about the safety precautions associated with the tools and equipment used for an activity, such as cooking, gardening, painting, etc. You can use rules, signs, or warnings, to help pupils identify and follow the safety precautions. You can also use examples, scenarios, or simulations, to help pupils see and understand the risks and consequences of not following the safety precautions. You can also use questions such as "What are the safety precautions for this tool or equipment?", "Why are they important?", "What could happen if you don't follow them?", etc., to help pupils identify and follow the safety precautions.

3 Know how to care for and maintain a range of tools and equipment.

3.1 Outline the care and maintenance needed for the tools used for an agreed activity

Explain to pupils what care and maintenance means and why it is important for the tools used for an agreed activity, such as cooking, gardening, painting, etc. You can use examples of how care and maintenance can affect the quality, safety, and durability of the tools. You can also use bullet points, diagrams, or tables, to help pupils outline the care and maintenance needed for the tools used for an agreed activity. You can also use questions such as "What do you need to do before, during, and after using the tool?", "How often do you need to clean, check, or repair the tool?", "What materials or products do you need to care for or maintain the tool?", etc., to help pupils outline the care and maintenance needed for the tools.

Entry Level 3 Unit WS1: Completing a Job Application form

1. Be able to complete a simple job application form

1.1 Collect the information needed for the application form, with help

Teacher guidance: Help pupils to understand what a job application form is and why it is important to fill it in correctly and accurately. You can use examples of simple job application forms for different types of jobs, such as retail, hospitality, or childcare. You can also use checklists, templates, or guides, to help pupils collect the information needed for the application form, such as personal details, education, work experience, skills, references, etc. You can also use questions such as "What is the name of the job you are applying for?", "What are the requirements for the job?", "What information do you need to provide on the application form?", etc., to help pupils collect the information needed for the application form.

1.2 Complete a simple job application form, with help

Teacher guidance: Provide pupils with opportunities and guidance to complete a simple job application form for a job they are interested in. You can use instructions, demonstrations, or feedback, to help pupils complete the application form correctly and accurately. You can also use tips, examples, or suggestions, to help pupils write clear and concise answers to the questions on the application form. You can also use questions such as "How do you write your personal details on the application form?", "How do you describe your education on the application form?", "How do you highlight your skills on the application form?", etc., to help pupils complete the application form.

Entry Level 3 Unit WS2: Producing a CV

1.Know the purpose of a CV

1.1 Outline why a CV might be used when applying for a job

Explain to pupils what a CV is and why it is used when applying for a job. You can use examples of CVs for different types of jobs, such as retail, hospitality, or childcare. You can also use benefits of using a CV, such as showcasing your skills, experience, and achievements, highlighting your suitability for the job, and making a good impression on the employer.

2.Know information required in a CV

2.1 Identify core information needed to complete a CV

Help pupils to identify and name the core information that is needed to complete a CV, such as personal details, personal profile, education, work experience, skills, hobbies and interests, references, etc. You can use pictures, labels, or demonstrations, to help pupils recognise and describe the core information. You can also use questions such as "What are your personal details?", "What is your personal profile?", "What is your education?", etc., to help pupils identify the core information.

3.Know the purpose of a reference in a CV

3.1 Outline why a reference is needed in a CV

Explain to pupils what a reference is and why it is needed in a CV. You can use examples of references from different sources, such as teachers, employers, or mentors. You can also use benefits of having a reference, such as providing evidence of your skills, experience, and character, supporting your suitability for the job, and giving confidence to the employer.

3.2 Identify suitable referees for a CV

Help pupils to identify and choose suitable referees for their CV, depending on the type of job they are applying for. You can use criteria such as relevance, reliability, availability, and consent, to help pupils select their referees. You can also use examples of suitable and unsuitable referees for different types of jobs, such as teachers, employers, mentors, friends, or family.

4.Be able to produce a CV

4.1 Produce a CV appropriate for a job application using a template

Provide pupils with opportunities and guidance to produce their own CV appropriate for a job they are interested in using a template. You can use instructions, demonstrations, or feedback, to help pupils produce their CV correctly and accurately. You can also use tips, examples, or suggestions, to help pupils write clear and concise sentences to describe their core information on their CV. You can also use questions such as "How do you write your personal details on your CV?", "How do you write your personal profile on your CV?", "How do you write your education on your CV?", etc., to help pupils produce their CV.

Entry Level 3 Unit WB1: Stress Management

1 Understand what is meant by stress

1.1 Identify what is meant by stress

Explain to pupils that stress is the body's reaction to feeling threatened or under pressure1. You can use examples of situations that can cause stress, such as exams, deadlines, conflicts, or changes. You can also use questions such as "What is stress?", "How do you know when you are stressed?", "How do you feel when you are stressed?", etc., to help pupils identify what is meant by stress.

1.2 Identify the purpose of stress on the body

Explain to pupils that stress has a purpose on the body, which is to help us to deal with challenges or threats in our lives1. You can use examples of how stress can help us to focus, act quickly, or perform better in certain situations. You can also use questions such as "What happens to your body when you are stressed?", "How does stress help you to cope with difficulties?", "When can stress be helpful for you?", etc., to help pupils identify the purpose of stress on the body.

1.3 Describe the different types of stress

Explain to pupils that there are different types of stress, depending on how long it lasts and how intense it is. You can use examples of acute stress, which happens for a short period of time and is very intense, such as after a shock or a trauma; and chronic stress, which lasts for a long period of time or keeps happening, such as due to ongoing problems or pressures. You can also use questions such as "What are some examples of acute stress?", "What are some examples of chronic stress?", "How do they affect you differently?", etc., to help pupils describe the different types of stress.

2 Know the effects of stress

2.1 Identify the short-term and long-term effects of stress on a person

Help pupils to identify and name the short-term and long-term effects of stress on a person, both physically and mentally. You can use pictures, labels, or demonstrations, to help pupils recognise and describe the effects of stress. You can also use questions such as "What are some short-term effects of stress on your body and mind?", "What are some long-term effects of stress on your body and mind?", "How do they affect your health and well-being?", etc., to help pupils identify the effects of stress.

2.2 Identify why stress can be useful

Help pupils to understand and explain why stress can be useful in some situations, as it can help us to get things done or cope with challenges. You can use examples of how stress can improve our motivation, focus, direction, or performance in certain situations. You can also use questions such as "How can stress be useful for you?", "When do you feel stressed but also motivated?", "How does stress help you to achieve your goals?", etc., to help pupils identify why stress can be useful.

2.3 Identify why stress can be harmful

Help pupils to understand and explain why stress can be harmful in some situations, as it can affect our mood, our body, and our relationships. You can use examples of how stress can make us feel anxious, irritable, or depressed; how it can cause physical problems such as headaches, stomach-aches, or insomnia; and how it can affect our communication, cooperation, or empathy with others. You can also use questions such as "How can stress be harmful for you?", "When do you feel stressed but also un-happy?", "How does stress affect your relationships with others?", etc., to help pupils identify why stress can be harmful

2.4 Identify how prolonged stress can damage health and well-being

Help pupils to understand and explain how prolonged stress can damage their health and well-being, both physically and mentally. You can use examples of how prolonged stress can cause problems such as high blood pressure, heart disease, diabetes, obesity, anxiety, depression, insomnia, etc. You can also use questions such as "How does prolonged stress affect your body and mind?", "How does prolonged stress affect your health and well-being?", "What are some signs that you are experiencing prolonged stress?", etc., to help pupils identify how prolonged stress can damage health and well-being.

3 Understand possible causes of stress

3.1 Describe a range of possible causes of stress

Help pupils to describe a range of possible causes of stress, such as pressure at work, school or home, illness, or difficult or sudden life events. You can use examples of situations that can cause stress for different people, such as exams, deadlines, conflicts, changes, money worries, housing issues, job problems, health issues, pregnancy and parenting, loneliness or feeling unsupported, etc. You can also use questions such as "What are some possible causes of stress for you?", "What are some possible causes of stress for others?", "How do they affect you or others differently?", etc., to help pupils describe a range of possible causes of stress.

3.2 Identify how causes of stress can vary between different people

Help pupils to identify and appreciate how causes of stress can vary between different people, depending on their genes, upbringing, experiences, personality, coping skills, support network, etc. You can use examples of how different people may react differently to the same situation or event that can cause stress, such as a public speaking assignment, a family argument, or a traffic jam. You can also use questions such as "Why do you think some people may find something stressful while others may not?", "How do you cope with situations or events that cause stress for you?", "How do others cope with situations or events that cause stress for them?", etc., to help pupils identify how causes of stress can vary between different people.

3.3 Give examples of situations that trigger own stress

Encourage pupils to give examples of situations that trigger their own stress, and to reflect on how they feel and behave when they are stressed. You can use tools such as journals, charts, or scales, to help pupils record and rate their own stress levels and responses. You can also use questions such as "What are some situations that trigger your own stress?", "How do you feel when you are stressed?", "How do you behave when you are stressed?", etc., to help pupils give examples of situations that trigger their own stress.

4 Understand how to recognise stress

4.1 List the symptoms of stress

Help pupils to list the symptoms of stress, both physically and mentally. You can use pictures, labels, or demonstrations, to help pupils recognise and describe the symptoms of stress. You can also use questions such as "What are some physical symptoms of stress?", "What are some mental symptoms of stress?", "How do they affect you or others?", etc., to help pupils list the symptoms of stress.

4.2 Identify how people can respond to a stressful situation

Help pupils to identify and understand how people can respond to a stressful situation, both positively and negatively. You can use examples of how people can cope with stress in healthy or unhealthy ways, such as talking to someone, exercising, meditating, or avoiding the situation, drinking alcohol, smoking, or overeating. You can also use questions such as "How do you respond to a stressful situation?", "How do others respond to a stressful situation?", "What are some positive ways to cope with stress?", "What are some negative ways to cope with stress?", etc., to help pupils identify how people can respond to a stressful situation.

4.3 Give examples of how stress changes behaviour

Encourage pupils to give examples of how stress changes their own or others' behaviour, and to reflect on how it affects their health and well-being. You can use tools such as journals, charts, or scales, to help pupils record and rate their own or others' behaviour changes due to stress. You can also use questions such as "What are some examples of how stress changes your behaviour?", "What are some examples of how stress changes others' behaviour?", "How does it affect your health and well-being?", etc., to help pupils give examples of how stress changes behaviour.

5 Know ways to prevent and reduce the effects of stress

5.1 Identify a range of healthy strategies for preventing and reducing the effects of stress

Help pupils to identify and name a range of healthy strategies for preventing and reducing the effects of stress, such as talking to someone, exercising, meditating, setting boundaries, making to-do lists, etc. You can use pictures, labels, or demonstrations, to help pupils recognise and describe the healthy strategies. You can also use questions such as "What are some healthy strategies for preventing and reducing stress?", "How do they work?", "How do they help you or others?", etc., to help pupils identify the healthy strategies.

5.2 Identify the benefits of using healthy strategies

Help pupils to understand and explain the benefits of using healthy strategies for preventing and reducing the effects of stress, such as improving their mood, their body, and their relationships. You can use examples of how using healthy strategies can make them feel happier, healthier, and more connected. You can also use questions such as "What are some benefits of using healthy strategies for preventing and reducing stress?", "How do they affect your health and well-being?", "How do they affect your goals and achievements?", etc., to help pupils identify the benefits of using healthy strategies.

5.3 Describe how using one healthy strategy has helped to prevent or reduce the effects of own stress

Encourage pupils to describe how using one healthy strategy has helped them to prevent or reduce the effects of their own stress, and to reflect on how it has improved their health and well-being. You can use tools such as journals, charts, or scales, to help pupils record and rate their own stress levels and responses before and after using a healthy strategy. You can also use questions such as "What is one healthy strategy that you have used to prevent or reduce your own stress?", "How did you use it?", "How did it help you?", etc., to help pupils describe how using one healthy strategy has helped them.

5.4 Give examples of harmful strategies people may use to cope with stress

Help pupils to give examples of harmful strategies people may use to cope with stress, such as drinking alcohol, smoking, overeating, or avoiding the situation. You can use pictures, labels, or demonstrations, to help pupils recognise and describe the harmful strategies. You can also use questions such as "What are some harmful strategies people may use to cope with stress?", "How do they work?", "How do they harm you or others?", etc., to help pupils give examples of harmful strategies.

5.5 Identify situations when people may need additional or professional support

Help pupils to identify situations when people may need additional or professional support for their stress, such as when their stress is severe, chronic, or affecting their daily functioning. You can use examples of situations when people may need additional or professional support, such as when they feel overwhelmed, depressed, suicidal, or unable to cope. You can also use questions such as "What are some situations when people may need additional or professional support for their stress?", "How do you know when you or others need additional or professional support?", "What are some signs that you or others need additional or professional support?", etc., to help pupils identify situations when people may need additional or professional support.

5.6 Identify support available to people experiencing stress

Help pupils to identify support available to people experiencing stress, such as friends, family, teachers, counsellors, doctors, helplines, websites, etc. You can use pictures, labels, or demonstrations, to help pupils recognise and describe the support available. You can also use questions such as "What are some sources of support available to people experiencing

Entry Level 3 Unit HN1: Improving Physical Health and Well-being

1. Understand physical health and well-being

1.1 Identify factors that may influence physical health and well-being:

Ask students to brainstorm factors that may influence physical health and well-being such as diet, exercise, sleep, hygiene, stress, environment, and genetics.

Have students research and present information on how each factor can affect physical health and well-being.

Use real-life scenarios to discuss how different factors can impact physical health and well-being.

1.2 Describe factors that can influence an individual's decision to have a healthy lifestyle:

Encourage students to think about the benefits of living a healthy lifestyle and how it can positively impact their life.

Discuss how factors such as culture, media, peer pressure, and personal beliefs can influence an individual's decision to have a healthy lifestyle.

Have students create a list of strategies for overcoming barriers to adopting a healthy lifestyle.

2. Improve individual health and well-being

2.1 Identify how an individual may improve health and well-being:

Discuss the importance of physical activity, healthy eating, getting enough sleep, and maintaining good hygiene practices.

Have students identify their own strengths and weaknesses when it comes to maintaining a healthy lifestyle.

Encourage students to identify areas where they can improve and set realistic goals.

2.2 Plan how to improve physical health and well-being:

Have students develop a plan for improving their physical health and well-being.

Encourage them to consider factors such as their current habits, available resources, and potential obstacles.

Provide support and guidance as needed to help them achieve their goals.

Overall, it's important to make the topic engaging and relevant to students' lives. Encourage them to take an active role in their own health and well-being, and provide opportunities for them to explore and apply what they've learned in practical ways.

Entry Level 3 Unit HN2: Physical Well-being

1. Understand a healthy diet

1.1 Identify the main constituents of a healthy diet and the importance of each:

Discuss the main food groups and their importance: carbohydrates, proteins, fats, vitamins, minerals, and water.

Encourage students to identify sources of each food group and explain why they are important for good health.

Have students create a balanced meal plan using the main constituents of a healthy diet.

1.2 Describe the benefits to heart and lung efficiency of raising heart rate through regular exercise:

Discuss the importance of exercise for good health and well-being.

Explain how regular exercise can improve heart and lung efficiency and reduce the risk of heart disease and other health problems.

Encourage students to participate in physical activities that raise their heart rate on a regular basis.

1.3 Identify local facilities which provide opportunities to promote physical well-being:

Have students research and identify local facilities that provide opportunities for physical activity such as parks, sports centres, and community centres.

Discuss the benefits of utilizing these facilities for physical well-being and encourage students to explore and utilize them.

2. Promoting physical well-being

2.1 Describe the possible link between poor health choices and skin cancer and heart disease:

Discuss the possible link between poor health choices such as unhealthy diet, lack of exercise, and smoking, and the risk of developing skin cancer and heart disease.

Explain the importance of making healthy choices to reduce the risk of these health problems.

Encourage students to make healthy choices for themselves and to be positive role models for others.

2.2 Describe how specialized support could be accessed for one identified health problem:

Discuss how specialized support can be accessed for health problems such as allergies, asthma, and diabetes.

Explain the importance of seeking medical advice when needed and the role of healthcare professionals in providing support for specific health problems.

3. Plan a healthy lifestyle

3.1 Produce a personal action plan for a healthy lifestyle to include diet, exercise, and sleep:

Have students create a personal action plan for a healthy lifestyle that includes a balanced diet, regular exercise, and sufficient sleep.

Encourage them to set realistic goals and identify strategies for achieving them.

Provide support and guidance as needed to help them develop and implement their action plan.

Overall, it's important to encourage students to take an active role in promoting their own physical well-being, to make healthy choices, and to seek support when needed. Provide opportunities for students to apply what they've learned in practical ways and to be positive role models for their peers.