



TLM Level 2 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.

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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

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with David Cowell MBE and ALP Schools

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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 Level 2 Certificate 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 Entry level 1 to Level 2 qualification
- develop their own personal growth and engagement in learning.

2.1 **Level 2 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

Level 2 Unit SD1 – Self Development (3 credits).

3. Summary of Qualification Specification

3.1 Level 2 Award (Annexe A)

The Level 2 Award is a qualification designed to enhance and develop learners' life skills and build their confidence with an engaging learning journey.

Qualification Title: TLM Level 2 Award in Life, Work and Well-being

Qualification Number: 610/2647/5

Qualification Level: Level 2

Total Credits: 10

Guided Learning Hours: 75

Total Qualification Time: 100

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 - Level 2 Unit SD1 – Self Development (3 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)
3 CREDITS	Samples Shown
Level 2 Unit SD1 Self Development (3 credits). 	A comprehensive and up to date list of optional units are available on the TLM website

5. Support

Guidance and Assistance

- 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.
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- 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.
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- 6.3 The **community learning site** provides free optional facilities for learners to submit their evidence online, 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.
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- 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.
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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.

Annexe A

Level 2 Award in Life, Work and Well-being - Unit assessment - coursework guidance

The **Level 2 learner** reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straight-forward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or 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 2 qualification has the following characteristics for learners:

- Achievement at RQF level 2 (EQF Level 3) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
 - Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
 - Complete well-defined routine tasks. Use relevant skills and procedures.
 - Select and use relevant information. Identify whether actions have been effective. Take responsibility for completing tasks and procedures subject to direction or guidance as needed.
- The specification for the Level 2 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 – Level 2, Unit SD1 – Self Development (3 credits)

1. Take an active role in their self-development	2. Be able to plan for their self-development	3. Review their self-development and plan for the future
1.1 Describe their own strengths and/or abilities	2.1 Plan for an identified area of self-development	3.1 Review their own self-development plan
1.2 Choose an area for self-development	2.2 List activities, targets, and timelines for their own self-development	3.2 Describe how to make changes and improve the plan
1.3 Describe the importance of this area for their own self-development	2.3 Plan how to review progress towards achieving their targets	3.3 Outline ways to continue with their self-development in the future
	2.4 Work through the agreed plan towards achieving their self-development targets	

Optional Units – Life Long Skills

Level 2 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 Describe what went well and what went less well
1.3 Describe 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		

Level 2 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 Describe 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 Describe the purpose of tools and equipment for an agreed activity	2.2 Describe and follow safety precautions associated with the tools and equipment used for an activity	

Optional Units – Work based skills

Level 2 Unit WS1: Completing a Job Application form (2 Credit)

1.Be able to complete a simple job application form
1.1 Collect the information needed for the application form
1.2 Research the role and company
1.3 Describe what will be needed to complete a job application
1.4 Complete a job application form

Level 2 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 Describe 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
1.2 Describe how to make a CV job relevant		3.2 Identify suitable referees for a CV	

Optional Units – Emotional Well-being

Level 2 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 Describe 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 Describe why stress can be useful	3.2 Identify how causes of stress can vary between different people	4.2 Identify how people can respond to a stressful situation	5.2 Describe the benefits of using healthy strategies
1.3 Describe the different types of stress	2.3 Describe 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
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Optional Units – Health and Nutrition

Level 2 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 Describe 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
	2.3 Describe how to monitor improvement In health and well-being

Level 2 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 – Level 2, Unit SD1 – Self Development

These learning outcomes aim to help students take an active role in their self-development by identifying their strengths and/or abilities, choosing an area for improvement, and explaining why it is important for them.

To assess these learning outcomes, you can use a variety of methods, such as self-assessment questionnaires, reflective journals, portfolios, presentations, or peer feedback.

For each learning outcome, you can use the following guidance:

1.1 Describe their own strengths and/or abilities

This outcome helps students to recognize and appreciate their own strengths and/or abilities and to build their self-confidence and self-esteem. It also allows them to learn from each other and to appreciate diversity. You can ask students to list their strengths and/or abilities in different domains (e.g., academic, personal, social, etc.) and share them with the class or a partner. You can provide some examples or prompts to help them (e.g., "I am good at...", "I enjoy...", "I can..."). You can also ask students to reflect on how they identified their strengths and/or abilities and how they felt about sharing them.

1.2 Choose an area for self-development

This outcome helps students to set realistic and meaningful goals for their self-development and to identify the reasons and motivations behind them. It also encourages them to think critically and creatively about how they can achieve their goals and overcome potential obstacles. You can ask students to choose one area that they would like to develop further and explain why they chose it. You can give them some criteria or questions to guide them (e.g., "What are your goals?", "What are the benefits of improving this area?", "What are the challenges or barriers you might face?"). You can also ask students to write down their goals and action plans and review them periodically.

1.3 Describe the importance of this area for their own self-development

This outcome helps students to understand the value and relevance of their self-development goals and how they relate to their values, interests, aspirations, or well-being. It also helps them to develop a positive attitude towards learning and growth. You can ask students to describe why this area is important for their own self-development and how it affects their personal or professional life. You can encourage them to use evidence or examples to support their claims (e.g., "This area is important for me because...", "This area will help me to...", "This area reflects my..."). You can also ask students to evaluate their progress and achievements and celebrate their successes.

2. Be able to plan for their self-development

2.1 Plan for an identified area of self-development

This outcome helps students to choose an area of self-development that is relevant and meaningful for them and to plan how they will achieve it. You can ask students to use the SMART criteria to define their goals and to write them down clearly and concisely. You can also ask students to explain why they chose this area and how it relates to their values, interests, aspirations, or well-being.

2.2 List activities, targets, and timelines for their own self-development

This outcome helps students to break down their goals into smaller and manageable steps and to assign specific activities, targets, and timelines for each step. You can ask students to use a template or a tool (e.g., a calendar, a planner, a spreadsheet, etc.) to organize their action plans and to make them realistic and flexible. You can also ask students to consider the resources and support they will need and how they will access them.

2.3 Plan how to review progress towards achieving their targets

This outcome helps students to monitor and evaluate their self-development process and outcomes and to identify the strengths and areas for improvement. You can ask students to plan how they will review their progress (e.g., when, how often, with whom, etc.) and what criteria or indicators they will use (e.g., feedback, results, satisfaction, etc.). You can also ask students to plan how they will document their progress (e.g., using a journal, a portfolio, a presentation, etc.) and how they will use the feedback or evidence to improve their action plans or goals.

2.4 Work through the agreed plan towards achieving their self-development targets

This outcome helps students to implement their action plans and to work towards their self-development targets. You can ask students to follow their plans and timelines and to complete the activities they have set for themselves. You can also ask students to review their progress regularly and to adjust their plans or goals if necessary. You can also ask students to celebrate their achievements and to reflect on what they have learned from the process.

3. Review their self-development and plan for the future

3.1 Review their own self-development plan

This outcome helps students to assess their self-development process and outcomes and to identify the strengths and areas for improvement. You can ask students to use the criteria or indicators they have set for themselves (e.g., feedback, results, satisfaction, etc.) to evaluate their progress and achievements. You can also ask students to reflect on what they have learned from the process and how it has affected their personal or professional life.

3.2 Describe how to make changes and improve the plan

This outcome helps students to make changes and improvements to their self-development plan based on their evaluation and feedback. You can ask students to describe how they will modify their goals, activities, targets, or timelines to make them more realistic, relevant, or challenging. You can also ask students to describe how they will address the challenges or barriers they have faced or might face in the future.

3.3 Outline ways to continue with their self-development in the future

This outcome helps students to outline ways to continue with their self-development in the future and to maintain a positive attitude towards learning and growth. You can ask students to outline some short-term or long-term goals that they would like to pursue in the future and how they will achieve them. You can also ask students to outline some strategies or habits that they will use to keep themselves motivated, focused, and resilient.

Level 2 Unit LLS1: Planning and reviewing learning

These learning outcomes aim to help students plan to meet targets by understanding the importance of setting targets, setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets, describing clear action points and deadlines, identifying and accessing sources of support, and planning for reviewing progress.

To assess these learning outcomes, you can use a variety of methods, such as self-assessment questionnaires, reflective journals, portfolios, presentations, or peer feedback.

For each learning outcome, you can use the following guidance:

1.1 Describe the importance of setting targets

This outcome helps students to understand the importance of setting targets and how they can help them to achieve their goals and improve their performance. You can ask students to describe the benefits of setting targets (e.g., they provide direction, motivation, focus, feedback, etc.) and the consequences of not setting targets (e.g., they may lack clarity, purpose, accountability, etc.). You can also ask students to give examples of targets they have set or encountered in different contexts (e.g., personal, academic, professional, etc.).

1.2 Set targets that clearly show what they want to achieve

This outcome helps students to set SMART targets that clearly show what they want to achieve and how they will measure their success. You can ask students to use the SMART criteria to define their targets and to write them down clearly and concisely. You can also ask students to explain why they chose these targets and how they relate to their goals or aspirations.

1.3 Describe clear action points and deadlines

This outcome helps students to describe clear action points and deadlines for each target and to make them realistic and flexible. You can ask students to use a template or a tool (e.g., a calendar, a planner, a spreadsheet, etc.) to organize their action points and deadlines and to make them visible and accessible. You can also ask students to consider the resources and support they will need and how they will access them.

1.4 Identify and access sources of support

This outcome helps students to identify and access sources of support that can help them to meet their targets and to overcome potential challenges or barriers. You can ask students to identify the sources of support that are available to them (e.g., teachers, peers, family, friends, mentors, online resources, etc.) and how they can access them (e.g., by asking for help, joining a group or a network, using a website or an app,

2.1 Work through action points to complete work on time

This outcome helps students to implement their action points and to complete their work on time according to their deadlines. You can ask students to follow their plan and to monitor their progress and achievements. You can also ask students to adjust their plan or deadlines if necessary and to communicate any changes or issues with the relevant people (e.g., teachers, peers, etc.).

2.2 Describe different ways of learning and how they learn best

This outcome helps students to describe different ways of learning (e.g., visual, auditory, kinaesthetic, etc.) and how they learn best according to their preferences and strengths. You can ask students to complete a learning style questionnaire or inventory and to share their results with the class or a partner. You can also ask students to give examples of how they use their preferred way of learning in different situations or tasks.

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

This outcome helps students to use ways of learning suggested by others (e.g., teachers, peers, mentors, online resources, etc.) and to make changes when needed to improve their performance. You can ask students to seek feedback or advice from others on how they can improve their learning or performance and to try out different strategies or techniques that are recommended. You can also ask students to evaluate the effectiveness of these strategies or techniques and to keep the ones that work for them.

2.4 Use support given by others to help meet own targets

This outcome helps students to use support given by others (e.g., teachers, peers, family, friends, mentors, online resources, etc.) to help meet their own targets and to overcome potential challenges or barriers. You can ask students to identify the sources of support that are available to them and how they can access them. You can also ask students to use the support given by others in a positive and constructive way and to appreciate the value of collaboration and cooperation.

3.1 Identify what they have learned and how they have learned

This outcome helps students to identify what they have learned and how they have learned from their experience of setting and meeting targets. You can ask students to list the knowledge, skills, or attitudes that they have gained or improved and to give examples of how they have applied or demonstrated them. You can also ask students to describe the methods or strategies that they have used to learn and how effective they were for them.

3.2 Describe what went well and what went less well

This outcome helps students to describe what went well and what went less well in their process of setting and meeting targets and to identify the strengths and areas for improvement. You can ask students to use the criteria or indicators that they have set for themselves (e.g., feedback, results, satisfaction, etc.) to evaluate their performance and achievements. You can also ask students to reflect on the factors that contributed to their success or failure (e.g., motivation, effort, support, resources, etc.) and how they can enhance or overcome them in the future.

3.3 Identify targets they have met and describe own achievements

This outcome helps students to identify the targets that they have met and to describe their own achievements in relation to their goals or aspirations. You can ask students to compare their actual performance with their expected performance and to explain how they have met or exceeded their targets. You can also ask students to celebrate their achievements and to recognize the value and impact of their work.

3.4 Accept and use feedback to improve own performance

This outcome helps students to accept and use feedback to improve their own performance and to develop a positive attitude towards learning and growth. You can ask students to seek feedback from different sources (e.g., teachers, peers, mentors, online resources, etc.) and to listen to it attentively and respectfully. You can also ask students to use the feedback constructively and to make changes or improvements to their performance or goals based on the feedback.

Level 2 Unit LLS2: Using tools in a vocational area

- These learning outcomes aim to help students know tools and equipment suitable for an agreed activity by describing the tools and equipment and their purpose for the activity.
- To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.
- For each learning outcome, you can use the following guidance:

1.1 Describe tools and equipment suitable for an agreed activity

This outcome helps students to describe the tools and equipment that are suitable for an agreed activity and to explain how they match the requirements or specifications of the activity. You can ask students to identify the tools and equipment that they will need or use for the activity and to describe their features or characteristics (e.g., size, shape, material, function, etc.). You can also ask students to compare and contrast different tools and equipment and to justify their choices or recommendations.

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

This outcome helps students to describe the purpose of the tools and equipment that are suitable for an agreed activity and to explain how they help them to achieve the objectives or outcomes of the activity. You can ask students to describe how they will use the tools and equipment for the activity and what benefits or advantages they will provide (e.g., efficiency, accuracy, safety, quality, etc.). You can also ask students to demonstrate or illustrate how they will use the tools and equipment for the activity and to evaluate their effectiveness or suitability.

These learning outcomes aim to help students use tools and equipment for an agreed activity by using suitable tools and equipment and describing and following safety precautions associated with them.

To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.

2.1 Use suitable tools and equipment for an agreed activity

This outcome helps students to use suitable tools and equipment for an agreed activity and to demonstrate their skills and competence in using them. You can ask students to use the tools and equipment that they have identified or described for the activity and to follow the instructions or guidelines for using them. You can also ask students to show or explain how they use the tools and equipment for the activity and what results or outcomes they achieve.

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

This outcome helps students to describe and follow safety precautions associated with the tools and equipment used for an activity and to demonstrate their awareness and responsibility for health and safety. You can ask students to describe the potential hazards or risks associated with the tools and equipment used for the activity and how they can prevent or minimize them. You can also ask students to follow the safety precautions that they have described or that are provided by the manufacturer or the supervisor (e.g., wearing protective clothing or equipment, checking the condition of the tools and equipment, storing them properly, etc.).

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

This outcome helps students to outline the care and maintenance needed for the tools used for an agreed activity and to demonstrate their knowledge and understanding of how to keep the tools in good condition and working order. You can ask students to outline the care and maintenance procedures that are required or recommended for the tools used for the activity (e.g., cleaning, lubricating, sharpening, repairing, replacing, etc.) and how often they should be done. You can also ask students to explain why the care and maintenance are important for the tools (e.g., to ensure safety, efficiency, quality, durability, etc.).

Level 2 Unit WS1: Completing a Job Application form

Teacher guidance notes:

These learning outcomes aim to help students complete a simple job application form by collecting the information needed for the application form, researching the role and company, describing what will be needed to complete a job application, and completing a job application form. To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios. For each learning outcome, you can use the following guidance:

1.1 Collect the information needed for the application form

This outcome helps students to collect the information needed for the application form and to organize it in a clear and accessible way. You can ask students to identify the information that is typically required or requested for a job application form (e.g., personal details, education, work experience, skills, references, etc.) and to gather the relevant documents or evidence that support their information (e.g., certificates, diplomas, CVs, letters of recommendation, etc.). You can also ask students to check the accuracy and completeness of their information and to update it if necessary.

1.2 Research the role and company

This outcome helps students to research the role and company that they are applying for and to demonstrate their interest and suitability for the position. You can ask students to use different sources (e.g., websites, brochures, social media, etc.) to find out more about the role and company (e.g., their mission, vision, values, products, services, culture, etc.) and to identify the key skills and qualities that they are looking for in a candidate. You can also ask students to explain why they are interested in working for the company and how they match the role requirements.

1.3 Describe what will be needed to complete a job application

This outcome helps students to describe what will be needed to complete a job application and to plan their time and resources accordingly. You can ask students to describe the steps or stages that are involved in completing a job application (e.g., filling in the form, attaching documents or evidence, writing a cover letter, etc.) and the time or deadlines that they have to meet. You can also ask students to describe the tools or equipment that they will need or use to complete a job application (e.g., computer, printer, scanner, internet connection,

Level 2 Unit WS2: Producing a CV

These learning outcomes aim to help students know the purpose of a CV, know the information required in a CV, know the purpose of a reference in a CV, and produce a CV appropriate for a job application using a template.

To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.

For each learning outcome, you can use the following guidance:

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

This outcome helps students to outline why a CV might be used when applying for a job and to demonstrate their understanding of the function and value of a CV. You can ask students to outline the reasons or purposes of using a CV when applying for a job (e.g., to showcase their skills, qualifications, and experience; to highlight their achievements and accomplishments; to match the job requirements and expectations; to make a positive impression and stand out from other candidates; etc.).

1.2 Describe how to make a CV job relevant

This outcome helps students to describe how to make a CV job relevant and to demonstrate their ability to tailor their CV to different jobs or employers. You can ask students to describe the steps or strategies that they can use to make their CV job relevant (e.g., researching the role and company; identifying the key skills and qualities that they are looking for; using keywords or phrases from the job description or advertisement; emphasizing their relevant skills, qualifications, and experience; providing specific examples or evidence of their achievements or performance; etc.).

2.1 Describe core information needed to complete a CV

This outcome helps students to describe the core information needed to complete a CV and to demonstrate their knowledge and understanding of the essential components of a CV. You can ask students to describe the core information that is typically required or requested in a CV (e.g., personal details, personal profile or summary, education and qualifications, work experience and history, skills and abilities, achievements and awards, hobbies and interests, references, etc.) and to explain why they are important or relevant for a CV.

3.1 Outline why a reference is needed in a CV

This outcome helps students to outline why a reference is needed in a CV and to demonstrate their awareness and appreciation of the role and value of references. You can ask students to outline the reasons or purposes of including references in a CV (e.g., to verify their information or claims; to provide an objective and credible opinion of their skills, qualifications, and performance; to support their suitability for the role or company; to demonstrate their trustworthiness and reliability; etc.).

3.2 Identify suitable referees for a CV

This outcome helps students to identify suitable referees for a CV and to demonstrate their ability to choose appropriate and relevant references. You can ask students to identify the types or categories of referees that they can use for a CV (e.g., professional or academic references; personal or character references; etc.) and the criteria or factors that they should consider when selecting them (e.g., their relationship with them; their knowledge of them; their relevance for the role or company; their availability and willingness; etc.). You can also ask students to give examples of suitable referees for different jobs or situations.

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

This outcome helps students to produce a CV appropriate for a job application using a template and to demonstrate their skills and competence in creating an effective and professional CV. You can ask students to use a template or a format that is provided by you or by an online resource (e.g., Microsoft Word templates, online CV builders, etc.) to produce their own CV. You can also ask students to follow the guidelines or tips that are given by you or by the template (e.g., using clear and concise language; using bullet points or lists; using headings and subheadings; using consistent fonts and styles; checking spelling and grammar; etc.). You can also ask students to review and edit their CV before submitting it.

Level 2 Unit WB1: Stress Management

These learning outcomes aim to help students understand what is meant by stress, know the effects of stress, and understand possible causes of stress.

To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.

For each learning outcome, you can use the following guidance:

1.1 Describe what is meant by stress

This outcome helps students to describe what is meant by stress and to demonstrate their understanding of the definition and concept of stress. You can ask students to describe stress in their own words or to use a dictionary or an online resource to find a definition of stress. You can also ask students to explain the difference between stress and pressure or challenge and to give examples of situations or events that can cause stress.

1.2 Identify the purpose of stress on the body

This outcome helps students to identify the purpose of stress on the body and to demonstrate their understanding of the function and value of stress. You can ask students to identify the physiological or psychological responses that occur in the body when a person experiences stress (e.g., increased heart rate, blood pressure, breathing rate, muscle tension, adrenaline, cortisol, etc.) and to explain how they help the person to cope with or overcome the stressful situation (e.g., by preparing them for fight or flight, by enhancing their alertness or performance, by mobilizing their energy or resources, etc.).

1.3 Describe the different types of stress

This outcome helps students to describe the different types of stress and to demonstrate their understanding of the classification and characteristics of stress. You can ask students to describe the different types of stress according to different criteria or factors (e.g., duration, intensity, frequency, source, etc.) and to give examples of each type. For example, you can ask students to describe acute stress (short-term and intense), chronic stress (long-term and persistent), episodic stress (frequent and recurrent), eustress (positive and beneficial), distress (negative and harmful), internal stress (self-generated or self-imposed), external stress (environmental or situational), etc.

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

This outcome helps students to identify the short-term and long-term effects of stress on a person and to demonstrate their awareness and knowledge of the consequences and implications of stress. You can ask students to identify the effects of stress on different aspects or domains of a person's life (e.g., physical health, mental health, emotional well-being, social relationships, work performance, etc.) and to distinguish between the short-term and long-term effects. You can also ask students to give examples of how stress can affect a person in different ways or situations.

2.2 Describe why stress can be useful

This outcome helps students to describe why stress can be useful and to demonstrate their appreciation and recognition of the positive and beneficial aspects of stress. You can ask students to describe how stress can help a person in different ways or situations (e.g., by motivating them to achieve their goals or overcome their challenges; by enhancing their learning or creativity; by boosting their immune system or resilience; by increasing their confidence or self-esteem; etc.) and to give examples of when they have experienced or witnessed useful stress.

2.3 Describe why stress can be harmful

This outcome helps students to describe why stress can be harmful and to demonstrate their awareness and understanding of the negative and detrimental aspects of stress. You can ask students to describe how stress can harm a person in different ways or situations (e.g., by impairing their judgment or decision-making; by reducing their concentration or memory; by causing physical symptoms or illnesses; by triggering mental disorders or emotional problems; by damaging their relationships or social skills; etc.) and to give examples of when they have experienced or witnessed harmful stress.

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

This outcome helps students to identify how prolonged stress can damage health and well-being and to demonstrate their knowledge and understanding of the impact and influence of chronic stress. You can ask students to identify how prolonged stress can affect different aspects or domains of a person's health and well-being (e.g., cardiovascular system, digestive system, nervous system, immune system).

3.1 Describe a range of possible causes of stress

This outcome helps students to describe a range of possible causes of stress and to demonstrate their understanding of the sources and factors that can trigger or contribute to stress. You can ask students to describe the different types or categories of causes of stress (e.g., personal or interpersonal; environmental or situational; internal or external; etc.) and to give examples of each type. You can also ask students to describe the common or major causes of stress that affect most people (e.g., work or school pressure; financial problems; health issues; family or relationship conflicts; etc.).

3.2 Identify how causes of stress can vary between different people

This outcome helps students to identify how causes of stress can vary between different people and to demonstrate their awareness and appreciation of the diversity and individuality of stress responses. You can ask students to identify the factors or variables that can influence how different people perceive or experience stress (e.g., personality traits; coping skills; support systems; beliefs or values; expectations or standards; etc.) and to explain how they can affect their stress levels or reactions. You can also ask students to compare and contrast how different people respond to the same or similar stressful situations or events.

3.3 Give examples of situations that trigger own stress

This outcome helps students to give examples of situations that trigger their own stress and to demonstrate their self-awareness and self-knowledge of their personal stressors. You can ask students to give examples of situations that cause them stress in different contexts or domains of their life (e.g., personal, academic, professional, social, etc.) and to explain why they find them stressful. You can also ask students to rate the intensity or severity of their stress for each situation and to describe how they feel or behave when they are stressed.

4.1 List the symptoms of stress

This outcome helps students to list the symptoms of stress and to demonstrate their knowledge and understanding of the signs and indicators of stress. You can ask students to list the symptoms of stress that can affect different aspects or domains of a person's life (e.g., physical health, mental health, emotional well-being, social relationships, work performance, etc.) and to distinguish between the short-term and long-term symptoms. You can also ask students to identify the symptoms of stress that they have experienced or witnessed in themselves or others.

4.2 Identify how people can respond to a stressful situation

This outcome helps students to identify how people can respond to a stressful situation and to demonstrate their understanding of the different types or categories of coping strategies or techniques. You can ask students to identify the different ways that people can respond to a stressful situation (e.g., problem-focused coping; emotion-focused coping; avoidance coping; seeking support coping; etc.) and to explain how they work or what they involve. You can also ask students to give examples of each type of coping strategy or technique and to evaluate their effectiveness or suitability for different situations or people.

4.3 Give examples of how stress changes behaviour

This outcome helps students to give examples of how stress changes behaviour and to demonstrate their awareness and knowledge of the impact and influence of stress on behaviour. You can ask students to give examples of how stress changes behaviour in different ways or situations (e.g., by increasing aggression or irritability; by reducing concentration or memory; by causing withdrawal or isolation; by affecting eating or sleeping habits; etc.) and to explain why these changes occur. You can also ask students to give examples of how they have changed their behaviour due to stress in themselves or others.

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

This outcome helps students to identify a range of healthy strategies for preventing and reducing the effects of stress and to demonstrate their knowledge and understanding of the different options or alternatives that they can use to cope with stress. You can ask students to identify a range of healthy strategies that can help them to prevent or reduce the effects of stress in different aspects or domains of their life (e.g., physical health, mental health, emotional well-being, social relationships, work performance, etc.) and to explain how they work or what they involve. For example, you can ask students to identify healthy strategies such as exercise, relaxation, meditation, breathing techniques, hobbies, music, humour, positive thinking, time management, goal setting, problem solving, assertiveness, communication skills, seeking support, etc.

5.2 Describe the benefits of using healthy strategies

This outcome helps students to describe the benefits of using healthy strategies and to demonstrate their appreciation and recognition of the positive and beneficial aspects of using healthy strategies. You can ask students to describe the benefits of using healthy strategies for preventing and reducing the effects of stress in different ways or situations (e.g., by improving their physical health and well-being; by enhancing their mental health and resilience; by boosting their emotional well-being and mood; by strengthening their social relationships and skills; by increasing their work performance and productivity; etc.) and to give examples of how they have experienced or witnessed these benefits in themselves or others.

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

This outcome helps students to describe how using one healthy strategy has helped to prevent or reduce the effects of their own stress and to demonstrate their self-awareness and self-knowledge of their personal coping skills. You can ask students to describe how they have used one healthy strategy that they have identified for preventing or reducing the effects of stress in a specific situation or event that caused them stress and to explain how it helped them to cope with or overcome the stress. You can also ask students to evaluate the effectiveness or suitability of the strategy that they used and to reflect on what they have learned from the experience.

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

This outcome helps students to give examples of harmful strategies people may use to cope with stress and to demonstrate their awareness and understanding of the negative and detrimental aspects of using harmful strategies. You can ask students to give examples of harmful strategies that people may use to cope with stress in different contexts or domains of their life (e.g., personal, academic,

5.5 Identify situations when people may need additional or professional support

This outcome helps students to identify situations when people may need additional or professional support and to demonstrate their awareness and knowledge of the signs and indicators of when stress becomes too much or too severe. You can ask students to identify the situations or circumstances that may require additional or professional support for people experiencing stress (e.g., when the stress is chronic or persistent; when the stress affects their daily functioning or well-being; when the stress causes serious physical or mental health problems; when the stress leads to harmful behaviours or actions; etc.) and to explain why these situations need additional or professional support. You can also ask students to identify the symptoms or signs that may indicate that a person needs additional or professional support (e.g., feeling overwhelmed or hopeless; having panic attacks or suicidal thoughts; experiencing chest pain or difficulty breathing; having trouble sleeping or eating; abusing drugs or alcohol; etc.).

5.6 Identify support available to people experiencing stress

This outcome helps students to identify support available to people experiencing stress and to demonstrate their knowledge and understanding of the different sources or types of support that they can access or offer. You can ask students to identify the support available to people experiencing stress in different contexts or domains of their life (e.g., personal, academic, professional, social, etc.) and to explain how they can access or offer them. For example, you can ask students to identify support such as counselling services, helplines, online resources, self-help groups, peer support networks, family and friends, teachers and mentors, etc.

Level 2 Unit HN1: Improving Physical Health and Well-being

Teacher guidance notes:

- These learning outcomes aim to help students understand physical health and well-being, improve individual health and well-being, and monitor improvement in health and well-being.
- To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.
- For each learning outcome, you can use the following guidance:

1.1 Describe factors that may influence physical health and well-being

This outcome helps students to describe factors that may influence physical health and well-being and to demonstrate their understanding of the determinants and influences of physical health and well-being. You can ask students to describe the different types or categories of factors that may influence physical health and well-being (e.g., biological or genetic; environmental or social; behavioural or lifestyle; etc.) and to give examples of each type. You can also ask students to describe how these factors may affect physical health and well-being in

different ways or situations (e.g., by increasing or decreasing the risk of diseases or illnesses; by enhancing or impairing the functioning or performance of the body; by promoting or hindering the development or maintenance of physical fitness or wellness; etc.).

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

This outcome helps students to describe factors that can influence an individual's decision to have a healthy lifestyle and to demonstrate their awareness and knowledge of the motivations and barriers for having a healthy lifestyle. You can ask students to describe the different types or categories of factors that can influence an individual's decision to have a healthy lifestyle (e.g., personal or interpersonal; internal or external; positive or negative; etc.) and to give examples of each type. You can also ask students to describe how these factors can influence an individual's decision to have a healthy lifestyle in different ways or situations (e.g., by encouraging or discouraging them to adopt healthy behaviours or habits; by supporting or challenging them to achieve their health goals or outcomes; by rewarding or punishing them for their health choices or actions; etc.).

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

This outcome helps students to identify how an individual may improve health and well-being and to demonstrate their knowledge and understanding of the different options or alternatives that they can use to improve their physical health and well-being. You can ask students to identify a range of healthy behaviours or habits that can help them to improve their physical health and well-being in different aspects or domains of their life (e.g., nutrition, exercise, sleep, hygiene, relaxation, etc.) and to explain how they work or what they involve. You can also ask students to identify the benefits or advantages of adopting these healthy behaviours or habits for their physical health and well-being (e.g., by preventing or reducing the risk of diseases or illnesses; by improving the functioning or performance of the body; by developing or maintaining physical fitness or wellness; etc.).

2.2 Plan how to improve physical health and well-being

This outcome helps students to plan how to improve physical health and well-being and to demonstrate their skills and competence in setting and achieving realistic and meaningful health goals. You can ask students to use the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) to define their health goals and to write them down clearly and concisely. You can also ask students to plan how they will achieve their health goals by identifying the specific actions or steps that they will take, the resources or support that they will need, the potential challenges or barriers that they may face, and the time frame or deadline that they will follow. You can also ask students to review and revise their plan if necessary and to communicate it with others if appropriate.

2.3 Describe how to monitor improvement in health and well-being

This outcome helps students to describe how to monitor improvement in health and well-being and to demonstrate their ability to track and evaluate their progress and achievements. You can ask students to describe how they will monitor improvement in health and well-being by identifying the criteria or indicators that they will use (e.g., feedback, results, satisfaction, etc.) and the methods or tools that they will employ (e.g., self-assessment questionnaires, journals, portfolios, apps, devices,

Level 2 Unit HN2: Physical Well-being

Teacher guidance notes:

These learning outcomes aim to help students understand a healthy diet, promote physical well-being, and plan a healthy lifestyle.

To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.

For each learning outcome, you can use the following guidance:

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

This outcome helps students to identify the main constituents of a healthy diet and the importance of each and to demonstrate their knowledge and understanding of the basic principles and guidelines of nutrition. You can ask students to identify the main constituents of a healthy diet (e.g., carbohydrates, proteins, fats, vitamins, minerals, water, fibre, etc.) and to explain their functions and roles in the body (e.g., providing energy, building and repairing tissues, regulating metabolism, supporting immunity, etc.). You can also ask students to explain the importance of each constituent for maintaining health and well-being and to give examples of food sources that contain them.

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

This outcome helps students to describe the benefits to heart and lung efficiency of raising heart rate through regular exercise and to demonstrate their understanding of the effects and benefits of physical activity on the cardiovascular and respiratory systems. You can ask students to describe how raising heart rate through regular exercise can improve heart and lung efficiency by increasing blood flow, oxygen delivery, carbon dioxide removal, cardiac output, stroke volume, heart rate variability, lung capacity, lung function, etc. You can also ask students to describe the benefits of improving heart and lung efficiency for health and well-being by reducing the risk of cardiovascular diseases, improving blood pressure and cholesterol levels, enhancing endurance and stamina, etc.

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

This outcome helps students to identify local facilities which provide opportunities to promote physical well-being and to demonstrate their awareness and knowledge of the available resources or services that they can access or use to support their physical activity. You can ask students to identify local facilities that provide opportunities to promote physical well-being in different contexts or domains of their life (e.g., personal, academic, professional, social, etc.) and to explain what they offer or how they operate. For example, you can ask students to identify local facilities such as gyms, sports clubs, parks, trails.

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

Ask the students to brainstorm what they think are some poor health choices that could increase the risk of developing skin cancer and heart disease. Write their answers on the board and discuss them. Possible answers include: smoking, drinking alcohol, eating unhealthy foods, being overweight or obese, not wearing sunscreen, using sunbeds, not exercising regularly, etc.

Explain that skin cancer and heart disease are two common types of cancer that can be caused or influenced by lifestyle factors. Show some statistics or graphs on the prevalence and mortality of these diseases in the UK or worldwide. You can use sources such as [this](#) for reference.

Explain that skin cancer is mainly caused by overexposure to ultraviolet (UV) light from the sun or artificial sources such as sunbeds. UV light damages the DNA in our skin cells and can cause them to grow abnormally. There are three main types of skin cancer: basal cell carcinoma (BCC), squamous cell carcinoma (SCC) and malignant melanoma. BCCs and SCCs are usually slow-growing and treatable, but melanoma is more aggressive and can spread to other parts of the body if not detected early. You can use sources such as [this](#) for reference.

Explain that heart disease is a general term for conditions that affect the heart and blood vessels. The most common type of heart disease is coronary heart disease (CHD), which occurs when the arteries that supply blood to the heart become narrowed or blocked by fatty deposits called plaque. This can reduce the blood flow to the heart and cause chest pain (angina), heart attack or stroke. Other types of heart disease include heart failure, arrhythmia, congenital heart defects, etc. You can use sources such as [this](#) for reference.

Ask the students to identify which of the poor health choices they listed are linked to skin cancer and which are linked to heart disease. For example, smoking is linked to both skin cancer and heart disease, while using sunbeds is only linked to skin cancer. You can use sources such as [this](#) for reference.

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

Ask the students to choose one of the health problems they learned about in outcome 2.1 (skin cancer or heart disease) and research how specialised support could be accessed for it. For example, they could look up online resources, helplines, support groups, charities, etc. that provide information, advice, counselling, treatment or care for people with that health problem.

Ask the students to present their findings to the class or in small groups. They should explain what kind of support is available, how it can be accessed, who can access it and why it is helpful. They should also cite their sources of information.

Discuss with the students how accessing specialised support could benefit someone with a health problem. For example, it could help them cope with their emotions, learn more about their condition, get practical help, improve their quality of life, etc.

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

Ask the students to reflect on their own lifestyle habits and identify areas where they could make improvements to reduce their risk of developing skin cancer or heart disease. For example, they could quit smoking, drink less alcohol, eat more fruits and vegetables, exercise more often, wear sunscreen, avoid sunbeds, get enough sleep, etc.

Ask the students to write a personal action plan for a healthy lifestyle that includes specific goals, strategies and timelines for each area they want to improve. For example, they could write: "I want to quit smoking by next month. I will use nicotine patches or gum to help me cope with cravings. I will also avoid situations where I might be tempted to smoke, such as going out with friends who smoke or drinking alcohol."

Ask the students to share their action plans with a partner or in small groups and give each other feedback and encouragement. They should also discuss any potential barriers or challenges they might face in achieving their goals