



# **TLM Entry Level 1 Certificate in Life, Work and Well-being**

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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 Entry Level 1 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 **Entry Level 1 Certificate 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 1 Unit SD1 – Self Development (2 credits).

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## 3. Summary of Qualification Specification

### 3.1 Entry Level 1 Certificate (Annexe A)

The Entry Level 1 Certificate 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 1 Certificate in Life, Work and Well-being

**Qualification Number:** 610/2652/9

**Qualification Level:** Entry Level 1

**Total Credits:** 13

**Guided Learning Hours:** 100

**Total Qualification Time:** 130

**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 - Entry Level 1 Unit SD – 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)
<b>2 CREDITS</b>	<b>Samples Shown</b>
Entry Level 1 Unit SD1 Self Development (2 credits). 	A comprehensive and up to date list of optional units are available on the TLM website

## 5. Support

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### Guidance and Assistance

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- 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

### Entry Level 1 Certificate in Life, Work and Well-being- Unit assessment - coursework guidance

The Entry Level 1 **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 Entry Level 1 qualification has the following characteristics for learners:

- Achievement at RQF Entry level 1 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 1 Certificate 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 1, 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 1 Unit LLS1: Planning and reviewing learning (2 credits)

<b>1 Be able to plan to meet targets.</b>	<b>2 Be able to follow a plan to meet targets and improve performance</b>	<b>3 Be able to review own progress and achievements</b>
1.1 Identify what is meant by target setting	2.1 Work through action points to complete work on time	3.1 Identify what they have learned
1.2 identify a target that can be set	2.2 Use ways of learning suggested by others and make changes when needed to improve performance	3.2 Identify what went well and what went less well
1.3 Identify how to achieve this target	2.3 Use support given by others to help meet own targets	3.3 Accept and use feedback to improve own performance

### Entry Level 1 Unit LLS2: Using tools in a vocational area (2 credits)

<b>1 Know tools and equipment suitable for an agreed activity</b>	<b>2 Be able to use tools and equipment for an agreed activity</b>	<b>1 Know how to care for and maintain a range of tools and equipment.</b>
1.1 Identify tools and equipment suitable for an agreed activity	2.1 Use suitable tools and equipment for an agreed activity	1.1 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 1 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 1 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 1 Unit WB1: Stress Management (3 Credits)

<b>1 Understand what is meant by stress</b>	<b>2 Know the effects of stress</b>	<b>3 Understand possible causes of stress</b>	<b>4 Understand how to recognise stress</b>	<b>5 Know ways to prevent and reduce the effects of stress</b>
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 identify some possible causes of stress	4.1 Identify 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 respond to a stressful situation	5.2 Identify the benefits of using healthy strategies
1.3 Describe some different types of stress	2.3 Identify why stress can be harmful	3.3 identify some situations that trigger own stress	4.3 Identify how stress can change behaviour	5.3 Identify situations when people may need additional or professional support
	2.4 Identify how prolonged stress can damage health and well-being			5.4 Identify support available to people experiencing stress

## Optional Units – Health and Nutrition

### Entry Level 1 Unit HN1: Improving Physical Health and Well-being (2 credits)

<b>1 Understand physical health and well-being</b>	<b>2 Improve individual health and well-being</b>
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 1 Unit HN2: Physical Well-being (2 credits)

<b>1. Understand a healthy diet</b>	<b>2. Promoting physical well-being</b>	<b>3. Plan a healthy lifestyle</b>
1.1 Identify the main constituents of a healthy diet and the importance of each	2.1 Identify the possible link between poor health choices and skin cancer and heart disease	3.1 Identify how to plan for a healthy lifestyle, including diet, exercise and sleep.
1.2 Identify local facilities which provide opportunities to promote physical well-being	2.2 Identify how specialised support could be accessed for one identified health problem	



## Mandatory Unit – Entry Level 1, Unit SD1 – Self Development

### **1. Take an active role in their self-development**

Encourage your students to take an active role in their own self-development. Help them to understand that they have unique strengths and abilities that they can use to achieve their goals.

#### **1.1 Identify a personal strength or ability**

Ask your students to think about what they are good at and what they enjoy doing. Help them to identify their personal strengths or abilities. This could be a sport they are good at, a subject they enjoy, or a skill they have developed.

#### **1.2 Identify an area for self-development**

Encourage your students to think about areas where they would like to improve. This could be anything from learning a new skill to improving their behaviour in the classroom.

### **2. Understand self-development**

Help your students to understand what self-development means and how it can benefit them.

#### **2.1 Identify a personal skill or behaviour they need to develop**

Ask your students to identify a personal skill or behaviour they need to develop. This could be something they struggle with or an area they would like to improve.

#### **2.2 Identify a suitable target to work towards**

Help your students to set a target for their self-development. This could be a specific goal they want to achieve, such as reading a certain number of books in a month or improving their handwriting.

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

Encourage your students to think about who can support them in their self-development. This could be a teacher, parent, or friend.

#### **2.4 Work through activities to develop the agreed skill or behaviour**

Help your students to work through activities that will help them to develop their identified skill or behaviour. This could be practicing a skill or behaviour, watching videos, or reading books.

### **3. Review their self-development**

Encourage your students to review their progress and reflect on their self-development.

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

Ask your students to carry out a simple review of their progress. This could involve looking at their target and seeing how far they have come.

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

Encourage your students to identify what went well and what did not go so well in their self-development. This will help them to make adjustments for the future and set new targets.

## Entry Level 1 Unit LLS1: Planning and reviewing learning

### **1. Be able to plan to meet targets.**

Help your students understand what target setting means and how to set achievable targets for themselves.

#### **1.1 Identify what is meant by target setting**

Explain to your students what target setting means - setting a goal or aim to work towards.

#### **1.2 Identify a target that can be set**

Ask your students to identify a target they would like to achieve, such as reading a certain number of books, improving their handwriting or achieving a certain score on a test.

#### **1.3 Identify how to achieve this target**

Help your students to plan how they will achieve their target. Encourage them to break down their target into smaller, manageable steps.

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

Encourage your students to work through a plan to meet their targets and improve their performance.

#### **2.1 Work through action points to complete work on time**

Encourage your students to work through a list of action points to complete their work on time. Help them to break their work down into smaller, manageable tasks.

#### **2.2 Use ways of learning suggested by others and make changes when needed to improve performance**

Encourage your students to use different ways of learning suggested by others and to make changes when needed to improve their performance. For example, they could try using different learning materials or techniques.

### **2.3 Use support given by others to help meet own targets**

Encourage your students to use the support given by others, such as teachers or parents, to help them meet their own targets.

### **3. Be able to review own progress and achievements**

Encourage your students to reflect on their progress and achievements.

#### **3.1 Identify what they have learned**

Ask your students to identify what they have learned from their target setting and their efforts to meet their targets.

#### **3.2 Identify what went well and what went less well**

Encourage your students to identify what went well and what went less well in their efforts to meet their targets. This will help them to make adjustments for the future.

### **3.3 Accept and use feedback to improve own performance**

Encourage your students to accept and use feedback to improve their own performance. Help them to see that feedback is a way to learn and grow, and that it can help them to achieve their targets in the future.

## **Entry Level 1 Unit LLS2: Using tools in a vocational area**

### **1. Know tools and equipment suitable for an agreed activity.**

Help your students to identify the tools and equipment that are suitable for a particular activity, and to understand their purpose.

#### **1.1 Identify tools and equipment suitable for an agreed activity**

Ask your students to identify the tools and equipment that are suitable for a particular activity. For example, if the activity is gardening, they might identify tools such as a trowel, watering can, and gloves.

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

Help your students to understand the purpose of the tools and equipment that they have identified. For example, they might understand that a trowel is used for digging and planting, a watering can is used for watering plants, and gloves are used to protect their hands.

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

Encourage your students to use the tools and equipment that they have identified in a safe and effective way.

#### **2.1 Use suitable tools and equipment for an agreed activity**

Encourage your students to use the tools and equipment that they have identified for a particular activity. Help them to understand which tool is best for which task.

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

Encourage your students to identify and follow the safety precautions associated with the tools and equipment that they are using. For example, if they are using gardening tools, they should wear gloves and be careful not to hurt themselves or others.

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

Help your students to understand how to care for and maintain the tools and equipment that they are using.

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

Encourage your students to outline the care and maintenance that is needed for the tools and equipment that they are using. For example, they might understand that gardening tools should be cleaned after use and stored in a dry place. They might also understand that they need to be careful not to leave tools out in the rain or expose them to extreme temperatures.

## [Entry Level 1 Unit WS1: Completing a Job Application form](#)

### **1. Know tools and equipment suitable for an agreed activity.**

Help your students to identify the tools and equipment that are suitable for a particular activity, and to understand their purpose.

#### **1.1 Identify tools and equipment suitable for an agreed activity**

Ask your students to identify the tools and equipment that are suitable for a particular activity. For example, if the activity is gardening, they might identify tools such as a trowel, watering can, and gloves.

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

Help your students to understand the purpose of the tools and equipment that they have identified. For example, they might understand that a trowel is used for digging and planting, a watering can is used for watering plants, and gloves are used to protect their hands.

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

Encourage your students to use the tools and equipment that they have identified in a safe and effective way.

#### **2.1 Use suitable tools and equipment for an agreed activity**

Encourage your students to use the tools and equipment that they have identified for a particular activity. Help them to understand which tool is best for which task.

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

Encourage your students to identify and follow the safety precautions associated with the tools and equipment that they are using. For example, if they are using gardening tools, they should wear gloves and be careful not to hurt themselves or others.

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

Help your students to understand how to care for and maintain the tools and equipment that they are using.

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

Encourage your students to outline the care and maintenance that is needed for the tools and equipment that they are using. For example, they might understand that gardening tools should be cleaned after use and stored in a dry place. They might also understand that they need to be careful not to leave tools out in the rain or expose them to extreme temperatures.

## [Entry Level 1 Unit WS2: Producing a CV](#)

### **1. Know the purpose of a CV.**

Help your students to understand the purpose of a CV, and why it might be used when applying for a job.

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

Explain to your students that a CV is a document that summarizes their skills, education, and work experience. It is used by employers to evaluate whether they are a good fit for a job. A CV might be used when applying for a job because it provides a concise overview of their qualifications.

### **2. Know information required in a CV.**

Help your students to identify the core information needed to complete a CV.

#### **2.1 Identify core information needed to complete a CV.**

Encourage your students to include the following information in their CV:

- Full name and contact information
- Educational qualifications
- Work experience (if any)
- Relevant skills and achievements

### **3. Know the purpose of a reference in a CV.**

Help your students to understand why a reference is needed in a CV, and to identify suitable referees.

### **3.1 Outline why a reference is needed in a CV.**

Explain to your students that a reference is a statement from someone who can vouch for their character, work ethic, and/or qualifications. A reference is needed in a CV because it provides additional evidence that they are a good fit for a job.

### **3.2 Identify suitable referees for a CV.**

Encourage your students to identify people who can serve as suitable referees. For example, they might choose a former teacher, coach, or employer.

## **4. Be able to produce a CV.**

Help your students to produce a CV appropriate for a job application using a template.

### **4.1 Produce a CV appropriate for a job application using a template.**

Provide your students with a template for a CV, and help them to fill it in with their personal information, educational qualifications, work experience (if any), and relevant skills and achievements. Encourage them to review their CV for accuracy and completeness before submitting it with a job application.

## [Entry Level 1 Unit WB1: Stress Management](#)

### **1. Understand what is meant by stress.**

Help your students to identify what is meant by stress, and to understand the purpose of stress on the body.

#### **1.1 Identify what is meant by stress.**

Explain to your students that stress is a feeling of pressure or tension, often caused by a difficult situation or event.

#### **1.2 Identify the purpose of stress on the body.**

Help your students to understand that stress can help to prepare the body to respond to a difficult situation. For example, it can help to release adrenaline, which can make them feel more alert and ready to face a challenge.

#### **1.3 Describe some different types of stress.**

Encourage your students to describe different types of stress that they might have experienced, such as feeling nervous before a test, feeling worried about a family member, or feeling overwhelmed by a busy schedule.

### **2. Know the effects of stress.**

Help your students to identify the short-term and long-term effects of stress on a person, and to understand why stress can be both useful and harmful.

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

Encourage your students to identify the short-term effects of stress, such as feeling anxious, tense, or irritable. They should also be aware of the long-term effects of stress, such as sleep problems, headaches, and difficulties with concentration.

## **2.2 Identify why stress can be useful.**

Explain to your students that stress can be useful because it can help them to focus and to respond quickly to a difficult situation.

## **2.3 Identify why stress can be harmful.**

Help your students to understand that stress can be harmful if it becomes chronic (long-term) and if it is not managed properly. Chronic stress can lead to a range of health problems, such as heart disease, depression, and anxiety.

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

Encourage your students to identify some ways in which prolonged stress can damage health and well-being. For example, it can lead to a weakened immune system, fatigue, and burnout. They should also be aware of the importance of managing stress through techniques such as exercise, relaxation, and talking to someone about their worries.

## **3. Understand possible causes of stress**

### **3.1 identify some possible causes of stress**

Identify some common causes of stress, such as academic pressure, social situations, or family conflict.

### **3.2 Identify how causes of stress can vary between different people**

Discuss how the causes of stress can vary between different people, depending on their unique circumstances and experiences.

### **3.3 identify some situations that trigger own stress**

Encourage students to identify situations that trigger their own stress, and discuss ways to cope with those situations.

## **4. Understand how to recognize stress**

### **4.1 Identify the symptoms of stress**

Teach students to recognize symptoms of stress, such as irritability, nervousness, or fatigue.

### **4.2 Identify how people can respond to a stressful situation**

Discuss how people can respond to a stressful situation, such as by taking deep breaths, talking to someone, or engaging in a relaxing activity.

### **4.3 Identify how stress can change behaviour**

Explain how stress can change behaviour, such as withdrawing from friends or not participating in activities that were once enjoyed.

## **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

Identify a range of healthy strategies for preventing and reducing the effects of stress, such as exercise, meditation, spending time with loved ones, and getting enough sleep.

### **5.2 Identify the benefits of using healthy strategies**

Discuss the benefits of using healthy strategies to cope with stress, such as improving mood, reducing physical tension, and increasing overall well-being.

### **5.3 Identify situations when people may need additional or professional**

support

Identify situations when people may need additional or professional support, such as if stress is significantly impacting daily life or if symptoms persist for a prolonged period of time.

### **5.4 Identify support available to people experiencing stress**

Identify support available to people experiencing stress, such as counselling services or mental health hotlines, and encourage students to seek help if needed.

## [Entry Level 1 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**

- Explain to the students the importance of physical health and well-being and how it affects their daily life.
- Ask the students to identify different factors that can affect their physical health, such as diet, exercise, sleep, hygiene, and safety.
- Encourage the students to discuss how these factors can have a positive or negative impact on their physical health and well-being.

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

- Ask the students to define what a healthy lifestyle means.



- Discuss with the students' different factors that can influence an individual's decision to have a healthy lifestyle, such as family, friends, media, culture, and personal values.

- Encourage the students to share their own experiences and thoughts on what influences their own decisions towards a healthy lifestyle.

## **2. Improve individual health and well-being**

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

- Explain to the students that there are many ways to improve their health and well-being, such as eating a balanced diet, exercising regularly, getting enough sleep, practicing good hygiene, and being safe.

- Encourage the students to share their own ideas on how they can improve their health and well-being, and discuss how these ideas can be put into action.

### **2.2 Plan how to improve physical health and well-being**

- Help the students to create a plan to improve their physical health and well-being. This can include setting goals, identifying the steps needed to achieve these goals, and tracking progress.

- Discuss with the students the importance of setting realistic goals and the benefits of tracking progress, such as feeling a sense of accomplishment and being motivated to continue.

- Encourage the students to share their plans with their classmates and to support each other in achieving their goals.

## [Entry Level 1 Unit HN2: Physical Well-being](#)

### **1. Understand a healthy diet**

- Introduce the concept of a healthy diet to the students and explain the importance of each constituent of a healthy diet, such as carbohydrates, proteins, fats, vitamins, and minerals.

- Discuss with the students the sources of each constituent and the recommended daily intake for each constituent based on their age and gender.

- Provide examples of healthy meals and snacks and discuss the benefits of eating a balanced and varied diet.

- Encourage students to make healthy food choices and to limit the intake of foods that are high in sugar, salt, and fat.

### **1.2 Promoting physical well-being**

- Discuss the possible link between poor health choices and skin cancer and heart disease.

- Explain to students the importance of regular physical exercise and its benefits, such as improving heart health, strengthening bones and muscles, reducing stress, and improving mental health.
- Encourage students to participate in physical activities, such as sports, dancing, and outdoor activities.
- Provide information about local facilities that provide opportunities to promote physical well-being, such as community centres, parks, and sports clubs.

## **2.2 Plan a healthy lifestyle**

- Discuss with students how to plan for a healthy lifestyle, including diet, exercise, and sleep.
- Encourage students to set goals for their health and well-being, such as eating more fruits and vegetables, exercising for 30 minutes a day, and getting 8 hours of sleep every night.
- Help students to identify obstacles that may prevent them from achieving their goals and brainstorm strategies to overcome those obstacles.
- Provide guidance on how to make healthy choices when eating out, such as choosing grilled instead of fried food, avoiding sugary drinks, and opting for a side salad instead of fries.

## **2.2 Identify how specialised support could be accessed for one identified health problem**

- Discuss with students how to identify a health problem and the possible sources of support available.
- Provide examples of specialized support for different health problems, such as seeing a doctor for an illness or injury, seeing a nutritionist for dietary advice, and seeing a counsellor for mental health issues.
- Encourage students to speak to a trusted adult if they are experiencing a health problem and to seek medical attention if necessary.