



TLM Level 1 Extended Certificate 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 1 Extended 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 1 Extended 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

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

3. Summary of Qualification Specification

3.1 Level 1 Extended Certificate (Annexe A)

The Level 1 Extended Certificate is a qualification designed to enhance and develop learners' life skills and build their confidence with an engaging learning journey.

Qualification Title: TLM Level 1 Extended Certificate in Life, Work and Well-being

Qualification Number: 610/2646/3

Qualification Level: Level 1

Total Credits: 20

Guided Learning Hours: 140

Total Qualification Time: 200

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 1 Unit SD1 – Self Development (2 credits).

3.5 Assessment

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

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

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


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

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

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

4. Qualification Content



Mandatory	Optional (for reference)
2 CREDITS	Samples Shown
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

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 1 Extended Certificate in Life, Work and Well-being - Unit assessment - coursework guidance

The **Level 1 learner** has the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to 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 1 qualification has the following characteristics for learners:

- Achievement at RQF level 1 (EQF Level 2) 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 1 Extended 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 – Level 1, Unit SD1 – Self Development

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 Identify 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 Suggest how to make changes and improve the plan
1.3 Outline the importance of this area for their own self-development	3.3 Plan how to review progress towards achieving their targets	3.4 Outline ways to continue with their self-development in the future
	3.5 Work through the agreed plan towards achieving their self-development targets	

Optional Units – Life Long Skills

Level 1 Unit LLS1: Planning and reviewing learning (2 credits)

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

Level 1 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	1 Know how to care for and maintain a range of tools and equipment.
1.1 Identify tools and equipment suitable for an agreed activity	2.1 Use suitable tools and equipment for an agreed activity	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

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

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

Level 1 Unit WB1: Stress Management (3 Credits)

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

Optional Units – Health and Nutrition

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 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

Level 1 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		

Teacher Guidance Notes

Level 1, Unit SD1 – Self Development

1.1 Identify their own strengths and/or abilities:

Encourage students to reflect on their strengths and abilities. Ask them to think about the things they enjoy doing and are good at, and also consider feedback they have received from others.

Provide opportunities for students to showcase their strengths and abilities in class or school-wide activities.

Encourage students to try new things and challenge themselves, even if it means stepping outside their comfort zone.

1.2 Choose an area for self-development:

Encourage students to think about areas where they would like to improve or learn more.

Provide guidance on how to identify areas for self-development such as reading, researching or speaking with mentors.

Help students understand that self-development is a continuous process and that they should be open to learning and growing in all areas of their life.

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

Encourage students to reflect on the benefits of self-development, and how it can help them achieve their personal and academic goals.

Discuss with students how self-development can help them build resilience, improve their confidence and self-esteem, and increase their chances of success in life.

2.1 Plan for an identified area of self-development:

Encourage students to set clear, achievable goals for their self-development, based on their identified areas for improvement.

Help students understand the importance of setting goals that are realistic and measurable.

Provide guidance on how to develop a plan of action for their self-development, including steps they can take to achieve their goals.

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

Encourage students to break down their self-development goals into smaller, manageable tasks and activities.

Help students understand the importance of setting specific targets and timelines for each activity.

Provide guidance on how to prioritize tasks and allocate time effectively to achieve their self-development targets.

3.1 Review their own self-development plan:

Encourage students to regularly review their self-development plan to ensure that they are on track to achieve their goals.

Help students understand the importance of reflecting on their progress, identifying areas of improvement, and making changes as necessary.

3.2 Suggest how to make changes and improve the plan:

Encourage students to be open to feedback from others and to seek guidance from mentors or teachers if needed.

Help students understand the importance of being flexible and adapting their plan as necessary to achieve their self-development goals.

3.3 Plan how to review progress towards achieving their targets:

Encourage students to develop a system for tracking their progress towards achieving their self-development targets.

Help students understand the importance of setting regular review dates and establishing measurable indicators to monitor their progress.

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

Encourage students to see self-development as a lifelong process, and to continue to set new goals and targets as they achieve their existing ones.

Help students understand the importance of developing a growth mindset, and being open to learning and adapting to new challenges and opportunities.

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

Encourage students to take ownership of their self-development, and to take the necessary steps to achieve their self-development targets.

Provide support and guidance as needed, and help students to stay motivated and focused on their goals.

Level 1 Unit LLS1: Planning and reviewing learning

1.1 Describe the importance of setting targets:

Explain to students why setting targets is important and how it can help them achieve their goals.

Help students understand that targets provide a clear direction and purpose, help to focus their efforts, and increase motivation and accountability.

1.2 Set targets that clearly show what they want to achieve:

Encourage students to set SMART targets (Specific, Measurable, Achievable, Relevant, and Time-bound).

Help students to break down larger goals into smaller, more manageable targets.

Provide guidance on how to set targets that are meaningful and relevant to their personal and academic goals.

1.3 Identify clear action points and deadlines:

Help students to identify specific action points that need to be taken to achieve their targets.

Encourage students to set deadlines for each action point to ensure they stay on track and meet their targets on time.

Provide guidance on how to prioritize tasks and allocate time effectively to achieve their targets.

1.4 Identify and access sources of support:

Encourage students to seek out sources of support, such as teachers, mentors, peers, or online resources.

Help students to identify which sources of support will be most useful for their specific targets.

Provide guidance on how to access and utilize sources of support effectively.

1.5 Plan for reviewing progress:

Encourage students to plan regular review dates to track their progress towards achieving their targets.

Help students to identify measurable indicators to monitor their progress.

Provide guidance on how to reflect on their progress, identify areas of improvement, and make changes as necessary.

2.1 Work through action points to complete work on time:

Encourage students to take ownership of their targets and to work through each action point to complete their work on time.

Help students to prioritize tasks and manage their time effectively.

Provide support and guidance as needed to help students stay motivated and focused on their targets.

2.2 Describe different ways of learning and how they learn best:

Encourage students to reflect on their preferred learning styles and the different ways they learn best.

Help students to understand the importance of being open to different ways of learning and adapting to new challenges and opportunities.

Provide guidance on how to identify their preferred learning style and explore different ways of learning.

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

Encourage students to be open to feedback from others and to seek guidance from mentors or teachers if needed.

Help students to understand the importance of being flexible and adapting their ways of learning as necessary to improve their performance.

Provide guidance on how to identify areas for improvement and make changes to their ways of learning.

2.4 Use support given by others to help meet own targets:

Encourage students to seek out and use the support given by others to help meet their targets.

Help students to understand the importance of being proactive in seeking support and utilizing it effectively.

Provide guidance on how to communicate their needs and work collaboratively with others to achieve their targets.

3.1 Identify what they have learned and state they have learned:

Encourage students to reflect on what they have learned and articulate it clearly.

Help students to identify the knowledge, skills, and competencies they have acquired through their target-setting and action planning.

Provide guidance on how to communicate their learning effectively.

Encourage students to reflect on their progress towards their targets and identify what went well and what went less well.

Help students to understand the importance of being honest and objective in their self-evaluation.

Provide guidance on how to identify areas for improvement and make changes to their action plan.

Level 1 Unit LLS2: Using tools in a vocational area

1. Know tools and equipment suitable for an agreed activity

Introduce students to a range of tools and equipment that are commonly used in the agreed activity

Discuss the different types of tools and equipment and their specific uses

Encourage students to identify the tools and equipment they think would be necessary for the activity

1.1 Identify tools and equipment suitable for an agreed activity

Encourage students to research and find out about the different tools and equipment that can be used for the activity

Provide guidance on how to identify the most suitable tools and equipment based on the task requirements

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

Discuss the purpose of different tools and equipment and how they contribute to the activity

Encourage students to explore the functions of the tools and equipment and the benefits of using them

Be able to use tools and equipment for an agreed activity

Provide students with hands-on experience in using the tools and equipment for the activity

Demonstrate the correct and safe use of the tools and equipment

Encourage students to practice using the tools and equipment under supervision

2.1 Use suitable tools and equipment for an agreed activity

Ensure that students use the appropriate tools and equipment for the activity

Monitor and provide feedback on their use of the tools and equipment

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

Emphasize the importance of safety when using tools and equipment

Provide guidance on the safety precautions and procedures that need to be followed when using the tools and equipment

Ensure that students are aware of the potential hazards and risks associated with using the tools and equipment and how to mitigate them

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

Discuss the importance of caring for and maintaining tools and equipment

Teach students how to clean, store and maintain the tools and equipment properly to ensure their longevity and optimal performance

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

Provide guidance on the specific care and maintenance requirements for the tools and equipment used for the activity

Encourage students to take responsibility for the care and maintenance of the tools and equipment and to follow the recommended procedures.

Level 1 Unit WS1: Completing a Job Application form

1 Be able to complete a simple job application form

Explain the purpose and importance of job application forms to students

Provide examples of job application forms and discuss the different sections and information required

Emphasize the need for accuracy, completeness, and legibility when completing job application forms

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

Provide guidance on the information that needs to be collected for the job application form, such as personal details, educational background, work experience, etc.

Help students to gather the necessary information and organize it in a clear and concise manner

1.2 Complete a simple job application form, with help

Provide guidance on how to complete each section of the job application form

Emphasize the importance of reading the instructions carefully and following them accurately

Assist students with any questions or difficulties they may have while completing the form

Review and check the completed form for accuracy and completeness before submission

Level 1 Unit WS2: Producing a CV

1 Know the purpose of a CV

Explain the purpose and importance of a CV to students, including how it can help to showcase their skills, experiences, and qualifications to potential employers

Discuss the different situations in which a CV might be used, such as when applying for a job, an internship, or a scholarship

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

Discuss how a CV is often used as a key component of a job application, alongside a cover letter and other supporting documents

Emphasize the importance of tailoring a CV to the specific requirements of the job being applied for

1.1 Know information required in a CV

Provide guidance on the different sections and information that are typically included in a CV, such as personal details, education, work experience, skills, and interests

Emphasize the need for accuracy, clarity, and relevance when selecting and presenting information in a CV

2.1 Identify core information needed to complete a CV

Help students to identify the most important and relevant information to include in their CV, based on their skills, experiences, and the job requirements

Encourage students to organize the information in a clear and concise way, using headings, bullet points, and other formatting techniques as appropriate

Know the purpose of a reference in a CV

Discuss the role of references in a job application process, and how they can provide additional information about a candidate's character, abilities, and work performance

Explain the difference between personal and professional references, and the importance of choosing suitable referees

3.1 Outline why a reference is needed in a CV

Explain how a reference can help to validate a candidate's qualifications, experiences, and achievements, and provide insights into their work style, character, and potential fit with a particular job or organization

3.2 Identify suitable referees for a CV

Discuss the different types of referees that may be suitable for a CV, such as former employers, teachers, mentors, or other professionals who have worked closely with the candidate

Provide guidance on how to approach potential referees and request their permission to be listed as a reference

Be able to produce a CV

Provide a template or outline for a CV that students can use as a starting point

Encourage students to tailor their CV to the specific requirements of a job, and to highlight their most relevant skills, experiences, and achievements

Provide guidance on how to format and structure a CV, and how to proofread and edit it for clarity and accuracy before submission.

Level 1 Unit WB1: Stress Management

1.1. To help students understand what is meant by stress, introduce the concept and explain how it is a normal response to challenging or threatening situations. Encourage students to share their own experiences of stress and how it affects them.

1.2. Explain the purpose of stress on the body and how it prepares us for action in difficult situations. Discuss the physical and emotional symptoms of stress and how they can vary from person to person.

1.3. Discuss the different types of stress, including acute stress, chronic stress, and traumatic stress. Help students understand the causes and effects of each type of stress, and how they can manage their stress levels.

Some activities to support these learning outcomes could include:

Encourage students to keep a stress diary for a week, where they record any stressful situations, they encounter and how they feel in response to them. This can help them identify patterns in their stress levels and triggers.

Have students create a mind map or brainstorm of different types of stress, and how they affect them physically and emotionally.

Show students videos or articles about the effects of stress on the body, and discuss what they learned.

Have students create posters or presentations on different stress management techniques, such as exercise, deep breathing, or mindfulness.

Encourage students to practice stress reduction techniques and share their experiences with the class. This could include activities like yoga, meditation, or going for a walk.

2 Know the effects of stress

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

Short-term effects of stress might include physical symptoms such as headaches, muscle tension, or stomach problems, as well as emotional symptoms such as anxiety, irritability, or difficulty concentrating.

Long-term effects of stress can be more serious, such as an increased risk of heart disease, high blood pressure, depression, or other mental health issues.

2.2 Identify why stress can be useful

Stress can be useful in small amounts because it can help motivate us to take action and achieve our goals.

In some situations, stress can even be enjoyable, such as when we feel excited or challenged by a new opportunity.

2.3 Identify why stress can be harmful

Stress can be harmful when it becomes chronic or overwhelming, leading to negative physical and emotional consequences.

Too much stress can interfere with our ability to function effectively, leading to problems at work, in relationships, or in other areas of our lives.

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

Prolonged stress can lead to a variety of negative health outcomes, such as high blood pressure, heart disease, obesity, or mental health issues such as anxiety or depression.

Chronic stress can also impair our ability to cope with future stressors, leading to a cycle of negative outcomes that can be difficult to break.

Some guidance for teaching these outcomes might include:

Start by helping students to understand what stress is and how it affects the body and mind.

Use real-life examples to help students identify short-term and long-term effects of stress, such as how stress might affect someone preparing for an important exam or dealing with a difficult family situation.

Discuss why stress can be helpful in certain situations, and help students to identify healthy coping mechanisms that can help manage stress in a positive way.

Talk about why stress can be harmful and how it can contribute to physical and mental health issues, and help students to identify warning signs that they might be experiencing chronic or overwhelming stress.

Encourage students to develop healthy coping strategies that can help them manage stress in a positive way, such as exercise, relaxation techniques, or seeking social support when needed.

3 Understand possible causes of stress

Describe a range of possible causes of stress: Students should be able to identify different factors that can cause stress, such as academic pressure, family issues, social situations, health concerns, and financial difficulties.

Identify how causes of stress can vary between different people: Students should understand that what may cause stress in one person may not cause stress in another. They should consider factors such as personality, coping skills, and life experiences that can affect how individuals respond to stress.

Give examples of situations that trigger own stress: Students should be encouraged to reflect on their own experiences and identify situations that trigger stress for them. This can help them develop self-awareness and identify strategies for coping with stress.

It may be helpful to provide students with examples of common stressors and ask them to identify others that are relevant to their own lives. Encourage open discussion and sharing of personal experiences while also emphasizing the importance of respecting each other's boundaries and privacy. Encourage students to identify healthy coping strategies and provide resources for additional support if needed.

4.1 List the symptoms of stress

Provide students with a list of common physical, emotional, and behavioural symptoms of stress

Discuss how these symptoms can vary from person to person and how they can also change depending on the intensity and duration of stress

Encourage students to pay attention to their own body and emotions to recognize signs of stress

4.2 Identify how people can respond to a stressful situation

Discuss different coping mechanisms that people can use to deal with stress, such as exercise, relaxation techniques, social support, and problem-solving skills

Encourage students to identify their own coping strategies and discuss which ones work best for them

Highlight the importance of seeking help from a trusted adult or professional if the stress becomes too overwhelming

4.3 Give examples of how stress changes behaviour

Discuss how stress can affect people's behaviour, such as irritability, changes in appetite, difficulty sleeping, and decreased motivation

Encourage students to share their own experiences of how stress has affected their behaviour and discuss how this can impact their daily life and relationships

Highlight the importance of recognizing these changes in behaviour and seeking support if necessary

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

Encourage students to identify healthy strategies such as exercise, relaxation techniques, mindfulness, talking to a trusted friend or family member, and taking breaks.

Discuss the importance of finding healthy outlets for stress and avoiding harmful coping mechanisms such as substance abuse.

5.2 Identify the benefits of using healthy strategies:

Ask students to reflect on the benefits of using healthy strategies, such as improved physical and mental health, increased resilience, and better overall well-being.

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

Encourage students to share personal experiences of how using a healthy strategy has helped them cope with stress.

Discuss the importance of self-care and taking proactive steps to manage stress.

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

Discuss harmful coping mechanisms such as substance abuse, overeating, and avoidance.

Encourage students to identify the negative consequences of these harmful coping mechanisms.

5.5 Identify situations when people may need additional or professional support:

Discuss situations where additional or professional support may be necessary, such as when stress becomes overwhelming or interferes with daily functioning.

Encourage students to seek support from trusted adults, such as teachers, counsellors, or healthcare professionals.

5.6 Identify support available to people experiencing stress:

Discuss different types of support available to people experiencing stress, such as counselling, therapy, and support groups.

Encourage students to seek out support resources and to provide support to others who may be experiencing stress.

Level 1 Unit HN1: Improving Physical Health and Well-being

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

Explain that physical health and well-being can be influenced by a range of factors such as genetics, age, lifestyle choices, environment, access to healthcare, and socio-economic factors.

Give examples of how each of these factors can affect physical health and well-being, such as genetics predisposing someone to certain conditions, environmental factors like pollution affecting respiratory health, or socio-economic factors like poverty limiting access to healthy food options and healthcare.

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

Explain that an individual's decision to have a healthy lifestyle can be influenced by a range of factors such as personal beliefs, cultural and social norms, availability of resources, and peer pressure.

Give examples of how each of these factors can influence an individual's decision to have a healthy lifestyle, such as personal beliefs in the benefits of exercise and healthy eating, cultural norms that value certain types of food or physical activities, or peer pressure to engage in unhealthy behaviours like smoking or excessive drinking.

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

Explain that there are many ways individuals can improve their health and well-being, such as through regular exercise, healthy eating habits, getting enough sleep, reducing stress, and avoiding harmful substances like tobacco and alcohol.

Give examples of how each of these strategies can improve health and well-being, such as exercise improving cardiovascular health and reducing stress, healthy eating habits providing essential nutrients and reducing the risk of chronic diseases, and getting enough sleep improving cognitive function and overall mood.

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

Explain the importance of setting specific, measurable, achievable, relevant, and time-bound (SMART) goals when planning to improve physical health and well-being.

Encourage individuals to identify areas where they would like to improve their physical health and well-being, and to set SMART goals to achieve these improvements.

Provide resources and support to help individuals achieve their goals, such as access to healthy food options, exercise classes, or mental health counselling if needed.

Level 1 Unit HN2: Physical Well-being

1 Understand a healthy diet

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

Carbohydrates, proteins, fats, vitamins, minerals, and water are the main constituents of a healthy diet.

Carbohydrates provide energy, while proteins build and repair tissues. Fats are a source of energy and help absorb vitamins. Vitamins and minerals are important for various bodily functions, while water is essential for hydration.

Emphasize the importance of a balanced diet that includes all food groups in appropriate amounts. Encourage learners to research and explore different types of healthy foods and meal plans.

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

Explain the link between regular exercise and cardiovascular health.

Regular exercise can help improve heart and lung efficiency by strengthening the heart muscle and improving oxygen uptake and delivery to the body.

Encourage learners to explore different types of physical activities and exercises that can help improve heart and lung efficiency.

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

Encourage learners to research and identify local facilities that promote physical well-being, such as gyms, sports clubs, parks, and community centres.

Discuss the benefits of participating in physical activities and the social and emotional benefits of being part of a community.

Promoting physical well-being

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

Explain how poor health choices, such as smoking, poor diet, and lack of physical activity, can increase the risk of developing skin cancer and heart disease.

Emphasize the importance of making healthy lifestyle choices to reduce the risk of developing chronic diseases.

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

Provide examples of specialised support, such as counselling, rehabilitation programs, and medical treatments.

Encourage learners to research and explore different types of specialised support and how they can access them.

Plan a healthy lifestyle

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

Encourage learners to set specific and achievable goals for improving their physical health and well-being.

Discuss the importance of creating a balanced action plan that includes diet, exercise, and sleep.

Provide resources and tools, such as apps, trackers, and planners, that can help learners monitor and achieve their goals.