



## **TLM Level 1 Award in Health and Safety in the Workplace**

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The TLM Level 1 Award in Health and Safety in the Workplace has been developed with employers and centres across a wide range of sectors to support safe, confident entry into work. It equips non-specialist staff, volunteers, apprentices and returners with the everyday knowledge and behaviours that prevent harm and support legal duties. The qualification emphasises that safety is everyone's responsibility and that small, consistent actions make the biggest difference.

Designed to complement local inductions, the Award focuses on practical, sector-neutral fundamentals that apply in offices, retail, hospitality, warehousing and light industrial settings. Learners build competence in spotting common hazards, choosing simple control measures, using PPE correctly, keeping work areas tidy and hygienic, reporting concerns promptly, and responding appropriately to fire and first-aid incidents.

Progression routes include sector-specific safety training (e.g., construction), role-focused modules (e.g., manual handling, DSE, COSHH awareness) and broader employability or Level 2 health and safety qualifications. For employers, the Award supports a positive safety culture, improves near-miss reporting and basic risk awareness, and helps new starters and volunteers meet the expectations of modern workplaces.

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with the support of Lewes Training Centre who have extensive experience delivering employee health-and-safety qualifications across multiple sectors. Their practitioner insight shaped the focus on common induction risks, simple behaviour-led controls, and a low-burden assessment model suitable for real workplaces. This collaboration helps ensure the Award is practical, credible and aligned with current workplace expectations

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# 1. For those in a hurry!

- 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

This Level 1 Award in Health and Safety in the Workplace is designed to introduce learners to the essential principles of workplace health and safety and the human factors that influence safe behaviour. Learners will explore how common hazards, such as slips, trips and falls, poor manual handling, unsafe interaction with work equipment, hazardous substances and poorly set-up workstations, arise and how they are controlled.

They will practise everyday protective behaviours including good housekeeping, basic safe lifting using TILE (Task, Individual, Load, Environment), simple display screen equipment (DSE) setup and micro-breaks, correct selection and use of personal protective equipment (PPE), and prompt reporting of hazards, near misses and accidents in line with local policy.

The programme frames risk using the hierarchy of control and a simple likelihood–severity risk rating, and signposts recognised UK guidance (e.g. HSE's *Health and safety made simple* and *Risk assessment: A brief guide to controlling risks in the workplace*) so that good practice can be applied in real settings.

The Level 1 Award in Health and Safety in the Workplace will give learners the opportunity to:

- Engage in learning aligned to recognised UK good practice, developing the confidence to recognise threats, take appropriate action, and reinforce a positive security culture
- Achieve a nationally recognised Level 2 qualification
- Develop their own personal growth and engagement in learning.

### 2.1 TLM Level 1 Award in Health and Safety in the Workplace

The objective of the qualification is to provide learners with the knowledge and confidence to develop their own skills. This qualification includes optional units, and learners are required to complete a total of 2 credits in order to earn the qualification.

#### Mandatory Unit

- Unit 1 – Health and Safety in the Workplace – (2 Credits)

### 3. Summary of Qualification Specification

#### 3.1 Level 2 Certificate (Annexe A)

This Level 1 Award in Health and Safety in the Workplace is designed to introduce learners to the essential principles of workplace health and safety and the human factors that influence safe behaviour

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**Qualification Title:** TLM Level 1 Award in Health and Safety in the Workplace

**Qualification Number:** XXX/XXXX/X

**Qualification Level:** Level 1

**Total Credits:** 2

**Guided Learning Hours:** 12

**Total Qualification Time:** 20

**Assessment Methods:** Coursework, E-assessment, Portfolio of Evidence

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#### 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.

CASLO review is shown on Page 13

#### 3.2 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 in line 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/>

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## 4. Qualification Content

Mandatory	Optional Unit Bank
 Unit 1 – Health and Safety in the Workplace – (2 Credits)	None

# 5. Support

## Guidance and Assistance

**5.1** 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.

**5.2** **Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the TLM Centre management system 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.

**5.3** Use of the online community learning site is entirely optional. It offers a streamlined way for learners to submit evidence and for assessors and verifiers to manage feedback and tracking, reducing administrative workload for centres that choose to use it.

**5.4** **Telephone** and e-mail support are available to all Centres. There is a general convention of [firstname.lastname@tlm.org.uk](mailto:firstname.lastname@tlm.org.uk) for e-mail addresses.

# 6. Registration & Procedures

## Registration

**6.1** 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.

## Internal standardisation

**6.2** 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

**6.3** 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.

**6.4** Certificates can be easily authenticated online by entering the certificate number or scanning the QR code printed on the certificate.

This service is free of charge and encourages routine verification, which helps strengthen overall security.

When authentication is not quick and accessible, the risk of certificate fraud increases significantly.

With the growing sophistication of technologies—especially AI-powered image generation—creating highly convincing forgeries is becoming easier and more common, making robust authentication methods more important than ever.

# 7. Other Considerations

## Access arrangements and special requirements

**7.1** All TLM's qualifications are intended to be accessible, as widely as possible.

Please refer to the Annex for further information.

Centres should contact TLM if they have any questions related to accessibility issues

## Language

**7.2** 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

**7.3** 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

**7.4** TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site.

## Resources, Support and Training

**7.5** 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.

**7.6** TLM does not require centres to use free and open-source software (FOSS), but it actively encourages its use, particularly in the context of embedded systems development and operations.

Most of the essential tools required to support the practical elements of these qualification, such as Linux distributions, code editors, compilers, network analysis tools, and system monitoring utilities, are freely available and widely used across industry.

By equipping learners with the skills and confidence to work with open-source technologies, we not only promote independence and digital resilience but also support the growing demand for professionals who can operate effectively in open, collaborative development environments.

The use of open-source resources also provides a cost-effective solution for schools, training providers, and learners, aligning with sustainable and inclusive approaches to digital education.

## Annexe A

### Level 1 Award in Health and Safety in the Workplace 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 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults

#### Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must make 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 12 hours of guided study to be undertaken for the award 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 1 – Health and Safety in the Workplace**

<b>1. Understand roles, responsibilities and reporting lines for health and safety</b>	<b>2. Understand how to identify common hazards and select simple control measures</b>	<b>3. Understand the basics of safe manual handling, equipment uses and workstations</b>	<b>4. Understand what to do in common workplace emergencies</b>
<b>1.1</b> Describe hazard, risk, near miss and accident in a workplace context.	<b>2.1</b> Identify typical hazards across sectors	<b>3.1</b> Describe why safe manual handling matters and the potential consequences of poor technique	<b>4.1</b> Describe immediate actions for fire
<b>1.2</b> State the employee's basic H&S responsibilities and how they differ from the employer's.	<b>2.2</b> Identify straightforward controls using the hierarchy of control	<b>3.2</b> Identify a simple safe lift using TILE(E) principles	<b>4.2</b> Describe how to summon first aid help and what information to provide
<b>1.3</b> Identify who to report hazards, near misses and accidents to in their workplace and why timely reporting matters.	<b>2.3</b> Describe what a dynamic risk check is and when to use it	<b>3.3</b> Identify common handling aids and when to ask for help or refuse unsafe loads	<b>4.3</b> Identify the purpose and basic limits of PPE and the need to maintain and report defects
<b>1.4</b> Recognise common safety signs and symbols	<b>2.3</b> Identify basic welfare expectations	<b>3.4</b> Identify the basics of safe use/interaction with work equipment	<b>4.4</b> Describe what information is typically needed for incident/accident forms and why records are kept
		<b>3.5</b> Identify good DSE/workstation setup and micro-break habits for comfort and injury prevention	

# Teacher Guidance

## 1: Understand roles, responsibilities and reporting lines for health and safety

### 1.1 Describe hazard, risk, near miss and accident in a workplace context

- Use plain, work-based examples to distinguish the terms (e.g., *hazard* = trailing cable; *risk* = chance of tripping; *near miss* = stumble without injury; *accident* = fall causing harm).
- A quick card-sort or “spot the difference” exercise helps learners anchor the vocabulary to everyday situations.

### 1.2 State the employee’s basic H&S responsibilities and how they differ from the employer’s

- Create a simple T-chart: *Employee must* (follow training, use equipment correctly, report issues) vs *Employer must* (provide safe systems/equipment/training, consult workers).
- Keep it practical by linking each duty to a typical task in the learners’ setting.

### 1.3 Identify who to report hazards, near misses and accidents to in their workplace and why timely reporting matters

- Show the reporting line (supervisor, H&S rep, site contact).
- Stress *when in doubt, report*.
- Use a short scenario to illustrate how early reporting prevents harm and supports fixes.

### 1.4 Recognise common safety signs and symbols

- Teach colours/shapes and meanings (prohibition, warning, mandatory, safe-condition, fire).
- Run a “signs walk” (photos or on-site) and have learners explain what action each sign requires.

## 2: Understand how to identify common hazards and select simple control measures

### 2.1 Identify typical hazards across sectors

- Build a quick hazard map covering slips/trips/falls, electricity, vehicles, substances, noise, stress, lone working, and housekeeping.
- Use photos from varied workplaces and ask learners to label hazards they recognise from experience.

### 2.2 Identify straightforward controls using the hierarchy of control

- Introduce *eliminate* → *substitute* → *engineering* → *administrative* → *PPE*.
- Give learners a hazard and ask them to suggest a simple control at the highest achievable level

### 2.3 Describe what a dynamic risk check is and when to use it

- Teach a short checklist such as **STOP → THINK → CHECK → ACT** before starting or when things change (new location, weather, faulty kit).
- Practise with quick “what would you do?” prompts.

### 2.4 Identify basic welfare expectations

- Clarify everyday standards: toilets and hand-washing, drinking water, rest areas, first-aid access.
- Ask learners to note where these are on their site and how to report defects or shortages.

### **3: Understand the basics of safe manual handling, equipment uses and workstations**

#### **3.1 Describe why safe manual handling matters and the potential consequences of poor technique**

- Use simple anatomy visuals to show common injuries (back strain, sprains).
- Link poor technique to lost time and discomfort; invite learners to share tasks that feel risky and why.

#### **3.2 Identify a simple safe lift using TILE(E) principles**

- Walk through Task, Individual, Load, Environment (+ Equipment if taught).
- Demonstrate a basic lift: plan route, test weight, feet shoulder-width, neutral spine, load close, avoid twisting, put down safely.
- Have learners narrate the TILE(E) checks as they practise with empty boxes.

#### **3.3 Identify common handling aids and when to ask for help or refuse unsafe loads**

- Show trolleys, pallet trucks, sliders, lifters; discuss limits and surface conditions.
- Reinforce the right to *stop and seek help* if a load is too heavy, bulky, or access is unsafe.

#### **3.4 Identify the basics of safe use/interaction with work equipment**

- Cover check-before-use, guards and interlocks, authorisation, following instructions, and *never bypassing safety devices*.
- Emphasise reporting faults immediately and isolating unsafe kit where procedures allow.

#### **3.5 Identify good DSE/workstation setup and micro-break habits for comfort and injury prevention**

- Demonstrate chair height (hips slightly above knees), screen at eye level and arm's length, wrists neutral, feet supported.
- Teach micro-breaks and posture resets (e.g., 20-20-20 rule; frequent short pauses), plus tidy-cable/clear-desk habits for shared workstations.

### **4: Understand what to do in common workplace emergencies**

#### **4.1 Describe immediate actions for fire**

- Keep it simple: raise the alarm, follow the evacuation route to the assembly point, do not use lifts, and only use an extinguisher if trained and it is safe to do so.
- Use a floor-plan to rehearse routes and nearest call-points.

#### **4.2 Describe how to summon first-aid help and what information to provide**

- Identify who the first-aiders are and how to contact them; practise giving clear information: location, nature of injury, hazards present, any immediate actions taken.
- Remind learners that calling **999/112** may be necessary per site procedures.

#### **4.3 Identify the purpose and basic limits of PPE and the need to maintain and report defects**

- Explain PPE as the *last line of defence* after other controls.
- Demonstrate correct fit/use and checks for common items (gloves, eye protection, hi-vis).
- Show how to report damaged or missing PPE and why replacements matter.

#### **4.4 Describe what information is typically needed for incident/accident forms and why records are kept**

- Model a concise report: *who, what, when, where, how*, witnesses, immediate controls, and follow-up actions.
- Explain that records support learning, trend spotting, and legal/insurance needs; stress accuracy and prompt submission.

## Accessibility Policy

TLM firmly believes that every learner should have an equal chance to excel in their studies and assessments, regardless of any disabilities they may have. To achieve this goal, TLM has developed a comprehensive and well-structured reasonable adjustment policy that is specifically tailored to cater to the needs of learners with disabilities. This policy is not only an essential aspect of TLM's commitment to inclusivity but also an integral part of creating a diverse and accessible learning environment.

The reasonable adjustment policy is designed to support learners with disabilities in various ways. It encompasses a range of accommodations, such as providing additional time for examinations, offering alternative formats for study materials, permitting the use of assistive technology, arranging for sign language interpreters, and ensuring accessible physical facilities. The implementation of these reasonable adjustments is meticulously carried out to ensure that they meet the individual needs of each learner, acknowledging the unique challenges they may face.

TLM is dedicated to making the reasonable adjustment process transparent and easily accessible for all stakeholders. Thus, the details of the policy are made readily available to all, including learners, educators, and TLM Centres. These details can be found on TLM's official website, ensuring that everyone is well-informed about the support and accommodations available to learners with disabilities.

Additionally, TLM Centres play a crucial role in facilitating this process. They are empowered to submit requests for other reasonable adjustments on behalf of learners, based on their specific requirements and circumstances.

TLM firmly believes that promoting a culture of inclusivity and understanding is fundamental to fostering an environment where learners can thrive, irrespective of their abilities or disabilities. By continuously evaluating and refining its reasonable adjustment policy, TLM ensures that it remains up-to-date with the best practices in the field of inclusive education.

TLM Qualifications is deeply committed to its duty as an awarding organisation to provide reasonable adjustments for learners with disabilities in accordance with the Equality Act 2010. By adhering to its comprehensive reasonable adjustment policy and collaborating closely with TLM Centres, TLM strives to create a learning landscape that supports and empowers all learners, ensuring they can reach their full potential and achieve academic success.

TLM Accessibility Policy: <https://tlm.org.uk/policies/general-requirements-for-regulated-qualifications/#3>

TLM reasonable adjustment policy: <https://tlm.org.uk/reasonable-adjustments-and-special-considerations-policy-2/>

TLM reasonable adjustments request form: <https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx>

## Alignment with the CASLO Approach

This qualification has been designed in line with the principles of the CASLO approach, ensuring each unit is clearly defined in terms of learning outcomes and assessment criteria, with outcomes structured around observable knowledge, skills, and behaviours. In doing so, we embrace CASLO's strengths in transparency, clarity, and learner-centred planning for curriculum, teaching, and assessment.

While we recognise that CASLO qualifications are typically characterised by a mastery model, whereby all outcomes must be met to achieve a pass, we have chosen to adopt a holistic approach to evidence collection and assessment. This means learners may demonstrate their achievement of outcomes across multiple pieces of evidence, and assessors may consider a broader context of performance, rather than requiring separate, isolated confirmation for each criterion.

This approach supports:

- flexibility in delivery and learner pacing
- the integration of learning across units
- and better accommodates diverse learner journeys, particularly for adults returning to education or learners with mixed prior experience.

We are aware of the potential limitations of the CASLO model—such as the risk of learner failure due to narrowly missing a single outcome—and have mitigated this by embedding formative assessment opportunities and maintaining strong internal quality assurance to support valid, reliable, and fair judgements.

By doing so, this qualification respects the CASLO model's intent—to confirm specified learning outcomes—while avoiding overly rigid application of the mastery principle that could undermine learner success or the demonstration of real-world competence.