TLM Level 3 Award for Certified STEAM Mentor

The Certified STEAM Mentor Qualification is designed to empower teachers with the knowledge and skills required to effectively mentor and guide young children in the realms of science, technology, engineering, arts and mathematics (STEAM). Our program is designed to provide educators with a comprehensive understanding of STEAM principles and pedagogical strategies tailored to a middle year's age group.

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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 the Asian Institute of Creative Education

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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 use 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 3 Certified STEAM Mentor Qualifications offer educators the chance to:

- Facilitate learning experiences that resonate with their students, fostering the development of a diverse skill set and essential personal attributes crucial for safe and effective STEAM mentoring.
- Attain a prestigious nationally-recognised Level 3 certification, validating their expertise and commitment to STEAM education.
- Cultivate their personal growth and deepen their engagement in the art of STEAM mentoring, ensuring they continue to inspire and guide young learners effectively.

2.1 **Level 3 Award in Certified STEAM Mentor**

The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills.

Mandatory - None

Level 3 Unit 1 STEAM Mentoring

3. Summary of Qualification Specification

3.1 Level 3 Award (Annexe A)

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

Qualification Title: TLM Level 3 Award for Certified STEAM Mentor
Qualification Number: XXXXXXX
Qualification Level: Level 3
Total Credits: 3
Guided Learning Hours: 15
Total Qualification Time: 30
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 - None
Unit 1 – STEAM Mentoring (3 credits).

3.5 Assessment

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

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

4. Qualification Content

Mandatory	Optional Unit Bank
XCREDITS	
Level 3 Unit 1 – STEAM Mentoring	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	**Websites** - 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.
5.3	The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderators/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no emails 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.
5.4	**Telephone** and email support are available to all Centres. There is a general convention of firstname.secondname@tlm.org.uk for email addresses. It is usually best to email your account manager in the first instance. Google hangouts can be arranged for video conferencing support.

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. For details of current subscription costs please contact us or refer to the web site.
	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 authenticated directly online 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
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 at https://tlm.org.uk/policy-download-centre/
	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. 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.
7.6	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. YouTube, 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 3 Award for Certified STEAM Mentor - Unit assessment - coursework guidance

The Level 3 learner has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Holder can interpret relevant information and ideas. Holder is aware of a range of information that is relevant to the area of study or work. 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 online mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

General Information

The Level 3 qualification has the following characteristics for learners:

- Achievement at RQF level 3 (EQF Level 4) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. 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, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

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

Requirements

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

Level 3, Unit 1 – STEAM Mentoring

1. Understand the Knowledge, Skills and Behaviour for STEAM mentors	2. Understand STEAM education	3. Understand how to plan assessment for STEAM education
1.1 I can describe the purpose and goals of the steam mentoring program for children	2.1 I can identify what STEAM education is.	3.1 I can summarise key factors to consider when planning STEAM education
1.2 I can describe the knowledge needed to be a successful STEAM mentor	2.2 I can describe the benefits of STEAM education for learners	3.2 I can summarise types of information that should be made available to learners and others involved for STEAM learning
1.3 I can describe the skills needed to be a successful STEAM mentor	2.3 I can describe the benefits of “learning through play” for STEAM learners at this age group	3.3 I can explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility
1.4 I can describe the behaviour needed to be a successful STEAM mentor		3.4 I can explain how assessment arrangements can be adapted to meet the needs of individual learners
		3.5 I can explain the importance of communication and clarity for STEAM mentoring

Teacher Guidance Notes

Level 3, Unit 1 STEAM Mentoring

1. Understand the Knowledge, Skills, and Behaviour for STEAM Mentors for Ages 9 to 14

1.1 Purpose and Goals of the STEAM Mentoring Program for Preteens and Early Teens:
As a STEAM mentor for children aged 9 to 14, it's essential to have a clear understanding of the purpose and goals of the mentoring program. The primary objective should be to cultivate a stimulating and supportive learning environment that fosters preteens' and early teens' interest and curiosity in science, technology, engineering, and mathematics (STEAM). The goals include nurturing critical thinking, problem-solving, creativity, and teamwork skills while making STEAM concepts exciting and relevant for this age group.

1.2 Knowledge Needed to be a Successful STEAM Mentor:
To be an effective STEAM mentor, you should possess the following knowledge:

a) Solid grasp of advanced STEAM concepts: Have a strong foundation in more advanced scientific principles, mathematical concepts and engineering principles to effectively engage and challenge preteens and early teens.
b) Understanding of adolescent development: Familiarise yourself with the cognitive, social, and emotional development stages of children aged 9 to 14 to adapt your mentoring approach accordingly.
c) Age-appropriate curriculum: Be knowledgeable about age-appropriate STEAM curriculum and resources that align with the mentoring program's objectives and the students' learning needs.
d) Safety protocols: Understand and enforce age-appropriate safety guidelines when conducting hands-on activities or experiments.
e) Project-based learning: Comprehend and implement project-based learning methods to encourage preteens and early teens to explore complex topics and apply their knowledge.

1.3 Skills Needed to be a Successful STEAM Mentor:

a) Effective communication: Develop excellent communication skills to convey advanced STEAM concepts clearly and engage in meaningful discussions with the pre-teens and early teens.
b) Patience and empathy: Recognize that this age group may encounter challenges in comprehending complex concepts, and demonstrate patience and empathy to support their learning journey.
c) Adaptability: Be flexible and adaptable in your approach to cater to the diverse learning styles and individual needs of pre-teens and early teens.
d) Facilitation: Know how to facilitate group activities and discussions, encouraging collaboration and teamwork among the students.
e) Advanced problem-solving: Cultivate advanced problem-solving skills to guide students in tackling complex challenges they may encounter during STEAM activities.

1.4 Behaviour Needed to be a Successful STEAM Mentor:

a) Encouraging and supportive: Create a nurturing environment where preteens and early teens feel encouraged to ask questions, share their ideas, and take intellectual risks.
b) Positive role model: Lead by example by demonstrating enthusiasm, curiosity, and a growth mindset towards STEAM subjects.

c) Inclusive: Be sensitive to the diverse backgrounds, interests, and abilities of the students, ensuring an inclusive and equitable learning experience for all.
d) Safety-conscious: Prioritise the safety of the students during hands-on activities and consistently reinforce the importance of following safety guidelines.
e) Inspiring and engaging: Inject your mentoring sessions with creativity, excitement, and engagement to spark the students' interest and passion for STEAM.

By understanding the purpose, knowledge, skills, and behaviour needed to be a successful STEAM mentor for ages 9 to 14, you can effectively inspire and empower preteens and early teens on their journey of exploration and learning in the fields of science, technology, engineering and mathematics. Your guidance can influence their continued interest in these subjects and potentially shape their future educational and career paths.

2. Understand STEAM education

2.1 Identify What STEAM Education Is:

STEAM education is an interdisciplinary approach to learning that integrates Science, Technology, Engineering and Mathematics concepts. It emphasises hands-on, inquiry-based learning experiences to foster critical thinking, problem-solving, creativity, and collaboration skills. STEAM education goes beyond teaching each subject in isolation and instead encourages a holistic approach that reflects real-world applications of these disciplines.

2.2 Describe the Benefits of STEAM Education for Learners Ages 9 to 14:

a) Real-world relevance: STEAM education helps older learners understand the practical applications of the knowledge and skills they acquire in the classroom, making the connection between education and future careers more apparent.
b) Critical thinking and problem-solving: Engaging in STEAM activities at this age group further enhances students' abilities to analyse complex problems, think critically, and develop innovative solutions to real-world challenges.
c) Creativity and innovation: STEAM education continues to encourage older students to think creatively, explore new approaches, and push the boundaries of their knowledge when tackling complex issues.
d) Collaboration and teamwork: older students in STEAM often work on more intricate projects that require effective teamwork, fostering collaboration skills, the ability to share ideas, and a deeper respect for diverse perspectives.
e) Career opportunities: Exposure to STEAM fields during these formative years can ignite a lasting interest in STEAM-related careers, helping to address the growing demand for STEAM professionals in the future job market.

2.3 Describe the Benefits of "Learning Through Play" for STEAM Learners Ages 9 to 14:

a) Engagement and motivation: Play-based learning remains effective in capturing the interest and motivation of older learners, encouraging them to explore and understand STEAM concepts in an engaging and enjoyable manner.
b) Hands-on experience: Play-based activities continue to provide older students with tangible experiences, enabling them to conduct experiments, manipulate objects, and gain practical insights into abstract STEAM concepts.
c) Social and emotional development: Play at this age group continues to foster social and emotional growth as students interact with peers, collaborate, negotiate roles, and solve problems together, strengthening their interpersonal skills.
d) Creativity and imagination: Play-based learning sustains a focus on nurturing creativity and imagination, which are essential for developing innovative thinking and a sense of wonder about the world.
e) Long-term retention: Learning through play reinforces the long-term retention of information, as older students connect the concepts they explore with positive and memorable experiences, deepening their understanding.
f) Reduced anxiety towards learning: Play continues to alleviate the pressures associated with formal education, creating a positive and comfortable learning environment where older students feel at ease experimenting and taking intellectual risks.

g) Language development: Play-based learning continues to provide opportunities for older students to express their thoughts, ideas, and findings verbally, contributing to the refinement of their language and communication skills.
h) Scaffolding learning: As mentors, using play-based learning, you can scaffold knowledge by gradually introducing more complex challenges and concepts as students' progress in their understanding, ensuring that their learning remains engaging and effective.

By recognising the benefits of STEAM education and the advantages of play-based learning for learners aged 9 to 14, mentors can design and facilitate engaging and effective learning experiences that nurture curiosity, creativity, and a lifelong love for learning in these older students.

3. Understand How to Plan Assessment for STEAM Education for Ages 9 to 14:

3.1 Summarise Key Factors to Consider When Planning STEAM Education:

a) Learning Objectives: Clearly define age-appropriate learning objectives and outcomes for STEAM education that align with curriculum standards and the specific needs and developmental stages of learners aged 9 to 14.
b) Authentic Assessment: Design assessments that mirror real-world scenarios and challenges relevant to the older age group, allowing learners to apply STEAM concepts practically.
c) Formative and Summative Assessment: Include both formative and summative assessments to continuously monitor progress and provide constructive feedback to learners throughout their STEAM education journey.
d) Multiple Assessment Methods: Utilise diverse assessment methods, such as observations, quizzes, projects, presentations, and hands-on experiments, to accommodate the varied learning styles and abilities of learners aged 9 to 14.
e) Feedback Mechanism: Implement a feedback mechanism that offers insightful feedback to learners, emphasising their strengths and areas for improvement in STEAM learning.

3.2 Summarise Types of Information that Should Be Made Available to Learners and Others Involved in STEAM Learning:

a) Learning Outcomes: Clearly communicate the expected learning outcomes and objectives of STEAM activities to both learners and parents/guardians, ensuring everyone is aware of the educational goals.
b) Assessment Criteria: Share transparent assessment criteria, rubrics, or guidelines used for evaluating learners' performance and progress, promoting clarity in the assessment process.
c) Learning Resources: Provide information about the available resources and materials that support learners' STEAM education, facilitating access to necessary tools.
d) Timeline and Expectations: Communicate the schedule, deadlines, and expectations related to STEAM learning activities, helping learners aged 9 to 14 understand their responsibilities and time management.

3.3 Explain How Peer and Self-Assessment Can Be Used Effectively to Promote Learner Involvement and Personal Responsibility:

a) Peer Assessment: Encourage learners to engage in peer assessment, where they provide feedback to each other on projects or activities, fostering a collaborative and supportive learning environment that is age-appropriate.
b) Self-Assessment: Guide learners in self-assessing their own work and progress, promoting personal responsibility and metacognition, which is especially important for this older age group's development.
c) Reflection: Implement reflection exercises to help learners aged 9 to 14 identify their strengths, areas for improvement, and strategies for enhancing their understanding of STEAM concepts, promoting self-directed learning.

3.4 Explain How Assessment Arrangements Can Be Adapted to Meet the Needs of Individual Learners:

a) Differentiation: Adapt assessment tasks or offer alternative activities to accommodate learners with differing abilities, interests, and learning styles within the 9 to 14 age group.
b) Accommodations: Provide appropriate accommodations for learners with specific needs, such as extra time, assistive technology, or individualised instructions, ensuring equitable assessment opportunities.
c) Individualised Learning Plans (ILPs): If applicable, refer to and implement strategies outlined in learners' Individualised Learning Plans (ILPs) to address their unique assessment and learning requirements.

3.5 Explain the Importance of Communication and Clarity for STEAM Mentoring for Ages 9 to 14:

a) Clear Instructions: Deliver clear and concise instructions for STEAM activities and assessments, ensuring that learners aged 9 to 14 comprehend the expectations and objectives.
b) Open Communication: Foster open communication channels among mentors, learners, and parents/guardians, allowing for the discussion of questions, concerns, or feedback related to STEAM education.
c) Encourage Questions: Create a supportive learning environment where older students feel comfortable asking questions and seeking clarification on STEAM concepts, promoting active engagement.
d) Celebrate Progress: Recognize and celebrate the achievements and progress of learners aged 9 to 14 in STEAM learning, motivating them to continue exploring and excelling in these subjects.

Effective assessment planning tailored to the needs and developmental stage of learners aged 9 to 14 is vital for monitoring their progress and fostering a continued passion for STEAM education. Through clear communication, thoughtful adaptation, and effective feedback mechanisms, mentors can create a dynamic and enriching STEAM learning environment for these older students.

Accessibility Policies

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

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