



TLM Level 3 Award for Certified STEM Mentor - Primary

The Level Certified STEM Mentor - Primary 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, and mathematics (STEM). Our program is designed to provide educators with a comprehensive understanding of STEM principles and pedagogical strategies tailored to an early 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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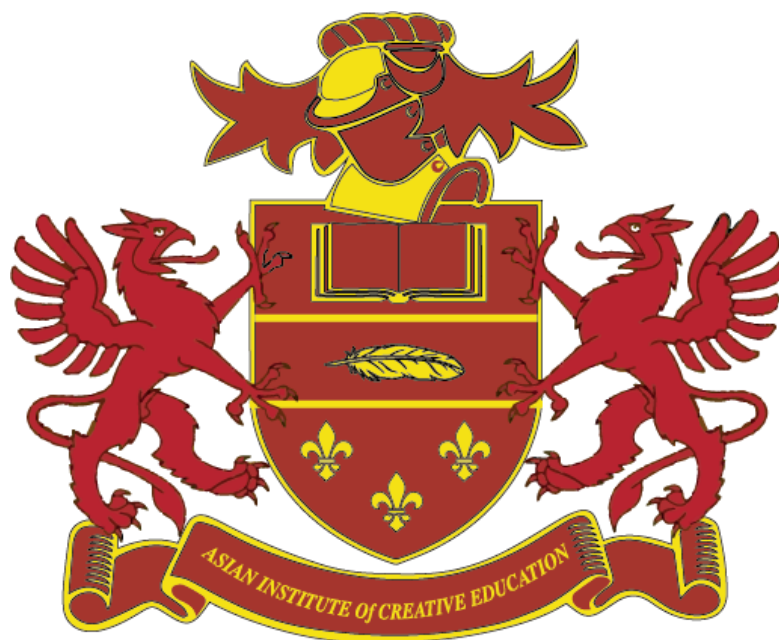


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1. For those in a hurry!

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 STEM Mentor - Primary 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 STEM mentoring.
- Attain a prestigious nationally-recognised Level 3 certification, validating their expertise and commitment to STEM education.
- Cultivate their personal growth and deepen their engagement in the art of STEM mentoring, ensuring they continue to inspire and guide young learners effectively.

2.1 **Level 3 Award in Certified STEM Mentor - Primary**

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 STEM Mentoring Primary

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 STEM Mentor - Primary

Qualification Number: XXXXXXXX

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 – STEM Mentoring Primary (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 – STEM Mentoring Primary	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 minimum need for 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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- 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.
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- 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.
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- 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.
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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 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

- 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 STEM Mentor - Primary - 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 – STEM Mentoring Primary

1. Understand the Knowledge, Skills and Behaviour for STEM mentors	2. Understand STEM education	3. Understand how to plan assessment for STEM education
1.1 I can describe the purpose and goals of the STEM mentoring program for young children	2.1 I can identify what STEM education is.	3.1 I can summarise key factors to consider when planning STEM education
1.2 I can describe the knowledge needed to be a successful STEM mentor	2.2 I can describe the benefits of STEM education for learners	3.2 I can summarise types of information that should be made available to learners and others involved for STEM learning
1.3 I can describe the skills needed to be a successful STEM mentor	2.3 I can describe the benefits of “learning through play” for STEM 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 STEM 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 STEM mentoring

Teacher Guidance Notes

Level 3, Unit 1 STEM Mentoring Primary

1 Understand the Knowledge, Skills, and Behaviour for STEM Mentors

1.1 Purpose and Goals of the STEM Mentoring Program for Young Children:

As a STEM mentor for children aged 5 to 9, it's essential to have a clear understanding of the purpose and goals of the mentoring program. The primary objective should be to foster a positive and engaging learning environment that engages children's interest and curiosity in science, technology, engineering, and mathematics. The goals include promoting critical thinking, problem-solving, creativity, and teamwork skills while making STEM concepts enjoyable and relatable for young minds.

1.2 Knowledge Needed to be a successful STEM Mentor:

To be an effective STEM mentor, you should possess the following knowledge:

- a) Solid grasp of STEM fundamentals: Have a strong foundation in basic scientific principles, mathematical concepts and engineering fundamentals to effectively explain and demonstrate concepts to children.
- b) Child development: Understand the cognitive, social, and emotional developmental stages of children aged 5 to 9 to tailor your mentoring approach accordingly.
- c) Relevant curriculum: Familiarise yourself with age-appropriate STEM curriculum and resources that align with the mentoring program's objectives and the children's learning needs.
- d) Safety protocols: Be knowledgeable about age-appropriate safety guidelines when conducting hands-on activities or experiments.
- e) Inquiry-based learning: Understand and implement inquiry-based teaching methods to encourage children to ask questions, explore and discover the answers themselves.

1.3 Skills Needed to be a successful STEM Mentor:

- a) Communication: Develop effective communication skills to convey complex STEM concepts in simple terms and encourage open discussions with the children.
- b) Patience and empathy: Children in this age group may face challenges in grasping certain concepts, so patience and empathy are crucial to support their learning journey.
- c) Adaptability: Be flexible and adaptable in your approach to accommodate the diverse learning styles and needs of individual children.

- d) Facilitation: Know how to facilitate group activities and discussions, encouraging collaboration and teamwork among the children.
- e) Problem-solving: Cultivate problem-solving skills to guide children in finding solutions to challenges they encounter during STEM activities.

1.4 Behaviour Needed to be a successful STEM Mentor:

- a) Encouraging and supportive: Create a nurturing environment where children feel comfortable asking questions, sharing their ideas, and taking risks in their learning.
- b) Positive role model: Lead by example by demonstrating enthusiasm, curiosity, and a growth mindset towards STEM subjects.
- c) Inclusive: Be sensitive to the diverse backgrounds, interests, and abilities of the children, ensuring an inclusive learning experience for all.
- d) Safety-conscious: Prioritise the safety of the children during hands-on activities, and consistently reinforce the importance of following safety guidelines.
- e) Inspiring and fun-loving: Infuse your mentoring sessions with creativity, excitement, and fun to spark the children's interest and passion for STEM.

By understanding the purpose, knowledge, skills, and behaviour needed to be a successful STEM mentor, you can effectively engage and inspire young children on their journey of discovery and learning in the fields of science, technology, engineering, and mathematics. Remember, the impact you make as a mentor can shape their lifelong attitudes towards these subjects and potentially influence their future career paths.

2 Understand STEM Education:

2.1 Identify What STEM Education Is:

STEM 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. STEM 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 STEM Education for Learners:

- a) Real-world relevance: STEM education helps learners understand how the knowledge and skills they acquire in the classroom are applicable to real-life situations and future careers.
- b) Critical thinking and problem-solving: By engaging in STEM activities, students learn to analyse problems, think critically, and devise innovative solutions.
- c) Creativity and innovation: STEM education encourages students to think creatively, try new approaches, and think outside the box when facing challenges.

d) Collaboration and teamwork: STEM projects often involve teamwork, teaching students how to work collaboratively, share ideas, and respect diverse perspectives.

e) Career opportunities: Exposure to STEM fields at an early age can ignite students' interest in pursuing STEM-related careers, helping to address the current and future demand for STEM professionals.

2.3 Describe the benefits of "Learning Through Play" for STEM Learners at this age group:

a) Engagement and motivation: Play-based learning captures the attention and interest of young learners, motivating them to explore and discover STEM concepts in a fun and enjoyable way.

b) Hands-on experience: Play-based activities allow children to engage with tangible materials, conduct experiments, and manipulate objects, enhancing their understanding of abstract concepts.

c) Social and emotional development: Through play, children interact with peers, negotiate roles, and solve problems together, promoting social skills and emotional growth.

d) Creativity and imagination: Play-based learning encourages children to use their imagination, which is essential for creative thinking and developing a sense of wonder about the world.

e) Long-term retention: Learning through play enhances long-term retention of information, as children connect the concepts they explore with positive and memorable experiences.

f) Reduced anxiety towards learning: Play reduces the pressure often associated with formal education, creating a positive learning environment where children feel comfortable experimenting and taking risks.

g) Language development: Play allows children to express their thoughts, ideas, and findings verbally, contributing to the development 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 children progress in their understanding.

By understanding the essence of STEM education and recognizing the advantages of play-based learning for children aged 5 to 9, mentors can create engaging and effective learning experiences that foster curiosity, creativity, and a love for learning in the young minds they nurture.

3 Understand How to Plan Assessment for STEM Education:

3.1 Summarise Key Factors to Consider When Planning STEM Education:

- a) Learning Objectives: Clearly define the learning objectives and outcomes you want to achieve through STEM education. These objectives should align with age-appropriate standards and the specific needs of the learners.
- b) Authentic Assessment: Design assessments that reflect real-world scenarios and challenges, allowing learners to demonstrate their understanding and application of STEM concepts in practical contexts.
- c) Formative and Summative Assessment: Incorporate both formative (ongoing, during learning) and summative (end-of-unit) assessments to monitor progress and provide valuable feedback to learners.
- d) Multiple Assessment Methods: Use a variety of assessment methods, such as observations, quizzes, projects, presentations, and hands-on activities, to cater to diverse learning styles and abilities.
- e) Feedback Mechanism: Establish a feedback mechanism that provides constructive feedback to learners, highlighting their strengths and areas for improvement in STEM learning.

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

- a) Learning Outcomes: Clearly communicate the expected learning outcomes and objectives of the STEM activities to both learners and parents/guardians.
- b) Assessment Criteria: Share the assessment criteria, rubrics, or guidelines that will be used to evaluate the learners' performance and progress.
- c) Learning Resources: Provide information about the resources and materials available to support the learners' STEM education journey.
- d) Timeline and Expectations: Communicate the schedule, deadlines, and expectations related to the STEM learning activities to ensure learners are aware of what is expected of them.

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 provide feedback to their peers on projects or activities, promoting a collaborative and supportive learning environment.

b) Self-Assessment: Guide learners in self-assessing their own work and progress, fostering a sense of personal responsibility and metacognition (awareness of their own learning process).

c) Reflection: Use reflection exercises to help learners identify their strengths, areas for improvement, and strategies for enhancing their understanding of STEM concepts.

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

a) Differentiation: Modify assessment tasks or provide alternative activities to accommodate learners with varying abilities, interests, and learning styles.

b) Accommodations: Offer appropriate accommodations for learners with specific needs, such as additional time, assistive technology, or differentiated instructions.

c) Individualised Learning Plans (ILPs): If applicable, refer to and implement the strategies outlined in learners' ILPs to support their assessment and learning needs.

3.5 Explain the Importance of Communication and Clarity for STEM Mentoring:

a) Clear Instructions: Provide clear and concise instructions for STEM activities and assessments to ensure learners understand the expectations and goals.

b) Open Communication: Foster open communication between mentors, learners, and parents/guardians to address any questions, concerns, or feedback related to STEM education.

c) Encourage Questions: Create a safe and supportive space where learners feel comfortable asking questions and seeking clarification on STEM concepts.

d) Celebrate Progress: Acknowledge and celebrate learners' achievements and progress in STEM learning, motivating them to continue their exploration of these subjects.

Effective assessment planning is crucial for monitoring and promoting the progress of young learners in STEM education. By considering key factors, providing clear information, using peer and self-assessment effectively, adapting assessment arrangements, and maintaining open communication, mentors can create a dynamic and enriching STEM learning environment that caters to individual needs and fosters a love for learning in children aged 5 to 9.

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>