TLM Level 2 Certificate in Fine Art

The qualifications in Fine Art are designed to offer students a comprehensive initiation into the realm of fine art techniques. They aim to furnish students with fundamental knowledge and skills tailored to this sector. The Skills for Finer Art qualifications are part of a series of qualifications encompassing diverse skill sets and accessible at different levels: Entry 3, Level 1, Level 2 and Level 3.

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 International Arts Examination Board

國際藝術考試評審中心
International Arts Examination Board

Table of Contents

1. For those in a hurry!

Please read the rest of the book later as the details are important!

1.1	TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
1.2	Learners must demonstrate competence against the assessment criteria from their day-to-day work and the tutor assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Procedures

1.3	The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
1.4	TLM will provide initial training in the pedagogical model, and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

2. Introduction

The Level 2 Certificate in Fine Art is designed to offer students a comprehensive initiation into the realm of fine art techniques. They aim to furnish students with fundamental knowledge and skills tailored to this sector. The Skills for Finer Art qualifications are part of a series of qualifications encompassing diverse skill sets and accessible at different levels: Entry 3, Level 1, Level 2 and Level 3.

They give learners the opportunity to:

- engage in learning that is relevant to them and that will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for safe working practises

- achieve a nationally-recognised Level 2 qualification

- develop their own personal growth and engagement in learning.

2.1 **Level 2 Certificate in Fine Arts**
The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills.

Mandatory - None
Optional Unit Bank
Unit AP – Acrylic Painting (4 credits).
Unit CD – Comic Drawing (4 credits)
Unit ID – Integrated Drawing (4 credits).
Unit OP – Oil Painting (4 credits)
Unit S – Sketching (4 credits).
Unit WP – Watercolour painting (4 credits)

3. Summary of Qualification Specification

3.1	**Level 2 Award (Annexe A)**

The Level 2 Certificate is a qualification designed to enhance and develop learners' life skills and build their confidence with an engaging learning journey.

Qualification Title: TLM Level 2 Certificate in Fine Art
Qualification Number: 610/3235/9
Qualification Level: Level 2
Total Credits: 8
Guided Learning Hours: 60
Total Qualification Time: 80
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
Optional Unit Bank
Unit AP – Acrylic Painting (4 credits).
Unit CD – Comic Drawing (4 credits)
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Unit OP – Oil Painting (4 credits)
Unit S – Sketching (4 credits).
Unit WP – Watercolour painting (4 credits)

3.5	**Assessment**

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

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

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

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

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

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

4. Qualification Content

Mandatory	Optional Unit Bank
0 CREDITS	**4 credits per unit**
NONE	Unit AP – Acrylic Painting (4 credits). Unit CD – Comic Drawing (4 credits) Unit ID – Integrated Drawing (4 credits). Unit OP – Oil Painting (4 credits) Unit S – Sketching (4 credits). Unit WP – Watercolour painting (4 credits)

5. Support

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 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. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.

5.4   **Telephone** and e-mail support are available to all Centres. There is a general convention of first-name.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.

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. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

Level 2 Certificate in Fine Arts - Unit assessment - coursework guidance

The **Level 2 learner** reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straight-forward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall 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 2 qualification has the following characteristics for learners:

- Achievement at RQF level 2 (EQF Level 3) 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 2 Certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

Requirements

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

Level 2 - Unit AP - Acrylic Painting

1. Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of acrylic painting within the fine arts	2. Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of acrylic painting.	3. Understand the risks to health associated with working with materials
1.1 I can demonstrate the properties of a range of art & design materials related to acrylic painting	2.1 I can select appropriate materials for a particular purpose.	3.1 I can describe Health and Safety procedures when handling materials and using different techniques and processes.
1.2 I can choose appropriate materials for a specific acrylic painting project	2.2 I can choose appropriate techniques, processes and methods for a particular purpose	3.2 I can apply Health and Safety procedures when handling materials and using different techniques and processes.
1.3 I can apply a range of techniques.	2.3 I can apply a range of techniques processes and methods using selected media for acrylic painting	
1.4 I can choose the relevant processes and approaches to cultivate concepts and designs	2.4 I can demonstrate selected techniques processes and methods for acrylic painting	

Level 2 Unit CD - Comic Drawing

1. Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of comic drawing within the fine arts	2. Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of comic drawing.	3. Understand the risks to health associated with working with materials
1.1 I can demonstrate the properties of a range of art & design materials related to comic drawing	2.1 I can select appropriate materials for a particular project.	3.1 I can describe Health and Safety procedures when handling materials and using different techniques and processes.
1.2 I can choose appropriate materials for a specific comic drawing project	2.2 I can choose appropriate techniques, processes and methods for a particular project	3.2 I can apply Health and Safety procedures when handling materials and using different techniques and processes.
1.3 I can apply a range of techniques.	2.3 I can apply a range of techniques processes and methods using selected media for comic drawing	
1.4 I can choose the relevant processes and approaches to cultivate concepts and designs	2.4 I can demonstrate selected techniques processes and methods for Comic Drawing	

Level 2 - Unit ID - Integrated Drawing

1. Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of integrated drawing within the fine arts	2. Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of integrated drawing.	3. Understand the risks to health associated with working with materials
1.1 I can demonstrate the properties of a range of art & design materials related to integrated drawing	2.1 I can select appropriate materials for a particular purpose.	3.1 I can describe Health and Safety procedures when handling materials and using different techniques and processes.
1.2 I can choose appropriate materials for a specific Integrated drawing project	2.2 I can choose appropriate techniques, processes and methods for a particular purpose	3.2 I can apply Health and Safety procedures when handling materials and using different techniques and processes.
1.3 I can apply a range of techniques.	2.3 I can apply a range of techniques processes and methods using selected media for integrated drawing	
1.4 I can choose the relevant processes and approaches to cultivate concepts and designs	2.4 I can demonstrate selected techniques processes and methods for integrated drawing	

Level 2 - Unit OP - Oil Painting

1. Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of oil painting within the fine arts	2. Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of oil painting.	3. Understand the risks to health associated with working with materials
1.1 I can demonstrate the properties of a range of art & design materials related to oil painting	2.1 I can select appropriate materials for a particular purpose.	3.1 I can describe Health and Safety procedures when handling materials and using different techniques and processes.
1.2 I can choose appropriate materials for a specific oil painting project	2.2 I can choose appropriate techniques, processes and methods for a particular purpose	3.2 I can apply Health and Safety procedures when handling materials and using different techniques and processes.
1.3 I can apply a range of techniques.	2.3 I can apply a range of techniques processes and methods using selected media for oil painting	
1.4 I can choose the relevant processes and approaches to cultivate concepts and designs	2.4 I can demonstrate selected techniques processes and methods for oil painting	

Level 2 - Unit S - Sketching

1. Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of sketching within the fine arts	2. Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of sketching.	3. Understand the risks to health associated with working with materials
1.1 I can demonstrate the properties of a range of art & design materials related to sketching	2.1 I can select appropriate materials for a particular purpose.	3.1 I can describe Health and Safety procedures when handling materials and using different techniques and processes.
1.2 I can choose appropriate materials for a specific sketching project	2.2 I can choose appropriate techniques, processes and methods for a particular purpose	3.2 I can apply Health and Safety procedures when handling materials and using different techniques and processes.
1.3 I can apply a range of techniques.	2.3 I can apply a range of techniques processes and methods using selected media for sketching	
1.4 I can choose the relevant processes and approaches to cultivate concepts and designs	2.4 I can demonstrate selected techniques processes and methods for sketching	

Level 2 - Unit WP - Watercolour Painting

1. Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of watercolour painting within the fine arts	2. Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of watercolour painting.	3. Understand the risks to health associated with working with materials
1.1 I can demonstrate the properties of a range of art & design materials related to watercolour painting	2.1 I can select appropriate materials for a particular purpose.	3.1 I can describe Health and Safety procedures when handling materials and using different techniques and processes.
1.2 I can choose appropriate materials for a specific watercolour painting project	2.2 I can choose appropriate techniques, processes and methods for a particular purpose	3.2 I can apply Health and Safety procedures when handling materials and using different techniques and processes.
1.3 I can apply a range of techniques.	2.3 I can apply a range of techniques processes and methods using selected media for watercolour painting	
1.4 I can choose the relevant processes and approaches to cultivate concepts and designs	2.4 I can demonstrate selected techniques processes and methods for watercolour painting	

Level 2, Unit AP – Acrylic Painting

1 Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of watercolour painting within the fine arts

1.1: Demonstrating Properties of Art & Design Materials

Guidance: Begin by introducing a diverse range of art and design materials used in acrylic painting. Emphasize the importance of understanding their properties, such as viscosity, opacity, and drying time. Encourage students to experiment and observe the effects of different materials.

Activities:

Provide hands-on demonstrations where students can explore the properties of various acrylic paints, brushes, and surfaces.

Encourage students to create sample boards showcasing different materials and their unique characteristics.

Discuss the science behind acrylic paint composition, explaining how it affects drying time, texture, and color intensity.

1.2: Choosing Appropriate Materials for a Project

Guidance: Guide students in selecting materials that align with their artistic intentions and the requirements of specific projects. Discuss how material choices can impact the final outcome and expression.

Activities:

Assign projects with varying themes and encourage students to choose materials that suit each theme effectively.

Provide opportunities for students to research and share their material choices, explaining their rationale.

Teach students to consider the interaction between materials, techniques, and the intended emotional impact of the artwork.

1.3: Applying a Range of Techniques

Guidance: Introduce students to a wide array of acrylic painting techniques, including layering, blending, impasto, and glazing. Encourage experimentation and guide them in honing their technical skills.

Activities:

Demonstrate techniques through live or recorded video tutorials, allowing students to follow along.

Assign projects that specifically incorporate different techniques, allowing students to explore their potential.

Provide constructive feedback on technique application, suggesting refinements and improvements.

1.4: Choosing Relevant Processes and Approaches for Concepts and Designs

Guidance: Help students develop their conceptual and design skills by guiding them in selecting appropriate processes and approaches. Encourage critical thinking and the exploration of various artistic methodologies.

Activities:

Introduce design concepts like composition, focal points, and visual hierarchy to guide students in creating well-structured artworks.

Assign projects that challenge students to explore different artistic approaches, such as realism, abstraction, or mixed media.

Facilitate brainstorming sessions where students generate concepts based on themes or emotions, guiding them toward innovative solutions.

2 Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of acrylic painting.

2.1: Selecting Appropriate Materials for a Purpose

Guidance: Teach students to analyse project requirements and desired outcomes when selecting materials. Emphasize the role of materials in conveying ideas and achieving specific visual effects.

Activities:

Present case studies where artists chose specific materials to communicate their artistic intentions effectively.

Assign projects with varying themes or moods, guiding students in selecting materials that suit each project's goals.

Encourage students to create material swatches and notes detailing the effects of different materials on their artworks.

2.2: Choosing Appropriate Techniques, Processes, and Methods

Guidance: Guide students in understanding how techniques, processes, and methods contribute to the overall artistic concept. Encourage critical thinking when selecting approaches that best serve the purpose of the artwork.

Activities:

Introduce a variety of techniques and approaches through demonstrations and examples.

Assign projects that challenge students to choose techniques that align with the intended mood or message of their artwork.

Facilitate discussions where students justify their technique choices based on their understanding of the project's requirements.

2.3: Applying a Range of Techniques, Processes, and Methods

Guidance: Provide opportunities for students to practice and refine a variety of acrylic painting techniques, processes, and methods. Support them in experimenting and developing their skills.

Activities:

Organise workshops or stations where students can explore different techniques hands-on.

Assign projects that incorporate multiple techniques, allowing students to experiment and combine approaches.

Encourage students to create technique reference sheets or journals to document their progress and discoveries.

2.4: Demonstrating Techniques, Processes, and Methods

Guidance: Help students showcase their mastery of selected techniques, processes, and methods. Encourage them to effectively integrate these elements into their artworks.

Activities:

Assign projects that require the application of specific techniques or methods learned in class.

Provide opportunities for students to present their techniques to the class, explaining the step-by-step process.

Organise art exhibitions or showcases where students can display their artworks and discuss the techniques they employed.

3 Understand the risks to health associated with working with materials

3.1: Describing Health and Safety Procedures

Guidance: Begin by emphasizing the importance of safety in the art studio. Teach students to recognize potential hazards associated with art materials, tools, and techniques. Provide comprehensive knowledge about safe practices.

Activities:

Start with a general overview of art safety, covering aspects such as ventilation, protective gear, and proper handling of materials.

Create a list of common hazards related to specific art materials, processes, and tools.

Organise discussions or presentations were students research and share information about safety procedures for specific materials or techniques.

3.2: Applying Health and Safety Procedures

Guidance: Guide students in practical applications of health and safety procedures. Help them develop a habit of consistently following safe practices while working on their art projects.

Activities:

Incorporate safety demonstrations where students learn to use tools and materials safely, such as using knives, solvents, or sprays.

Integrate safety checks into the beginning of each session, ensuring students are using proper ventilation, wearing protective gear, and practicing safe habits.

Provide scenarios where students must identify and address safety concerns within their artistic processes, promoting proactive thinking.

Promote Safe Habits:

Encourage students to ask questions and seek clarification if they're unsure about the safety aspects of a particular material or technique.

Reinforce the importance of cleaning up properly after each session to prevent accidents and maintain a safe environment.

Display Safety Information:

Create visible reminders of safety procedures in the art studio, such as posters that outline key safety points.

Include safety guidelines in project handouts or resource materials, ensuring that students are consistently reminded of safe practices.

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