



# **TLM Level 3 Award in Bid Best Practice and Go-to-Market Strategy**

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The TLM Level 3 Award in Bid Best Practice and Go-to-Market Strategy qualification tailored for individuals aiming to excel in competitive bidding across various sectors. Expanding upon the principles introduced at Level 2, this qualification offers a more comprehensive framework, incorporating additional units and credits that provide a deeper, more detailed exploration of bid management. It is specifically designed to enhance learners' knowledge, skills, and behaviours, with a focus on advanced preparation techniques, strategic development, and tactical approaches to bid writing and management.

With an extended curriculum, this course covers critical aspects of bid preparation, from identifying opportunities and building bid strategies to managing complex projects and securing winning bids.

Whether learners are progressing from the Level 2 Award, have prior management or bidding experience, or hold other qualifications at Level 3, this Diploma offers an enriched learning experience. It equips learners with the expertise to navigate the complexities of bid preparation and drive business growth more effectively, ensuring they are fully prepared to manage and deliver successful bids.

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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 Jennifer Lemon and Stuart Morgan, Partners of Customeric Consulting Limited Liability Partnership.

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# 1. For those in a hurry!

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

## Procedures

- 1.3 The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
- 1.4 TLM will provide initial training in the pedagogical model, and 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 TLM Level 3 Award in Bid Best Practice and Go-to-Market Strategy qualification is designed for individuals from any sector or industry who seek to enhance their business growth through advanced bidding strategies. Expanding on the fundamentals covered at Level 2, this qualification provides a deeper, more detailed exploration of bid management, encompassing a wider range of knowledge, skills, and behaviours. With its extended units and higher credit value, it offers a richer learning experience, equipping learners to effectively source, develop, manage, and secure successful bids.

Whether learners are progressing from the Level 2 Award, have prior management or bid writing experience, or hold other qualifications at Level 3, this course prepares them with the advanced expertise needed to excel in bid management. Ideal for those looking to elevate their strategic and practical application of bid preparation, this Diploma supports business success through effective bid management and preparation techniques.

The Level 3 Award in will give learners the opportunity to:

- Engage in learning that is relevant to them and which will provide opportunities to develop a range of bid writing and bid management knowledge and techniques, and the personal skills and attributes essential for effective and successful bidding
- Achieve a nationally recognised Level 3 qualification
- Develop their own personal growth and engagement in learning.

### 2.1 TLM Level 3 Award in Bid Best Practice and Go-to-Market Strategy

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

#### Optional Units

- Unit 1 –Enhanced Bid Basics (2 credits)
- Unit 2 – Enhanced Bidding Skills (2 credits)
- Unit 3 – Enhanced Strategic Market Positioning for Business Growth (4 credits).

# 3. Summary of Qualification Specification

## 3.1 Level 3 Award (Annexe A)

The Level 3 Award in Bid Best Practice and Go-to-Market Strategy is designed to support professionals working in, or striving to work in, bidding and business development. Throughout this Level 3 Award, the learner will study and demonstrate that they understand how to source, write, manage, and submit winning bids. The course will cover the knowledge needed to understand bid fundamentals and best practice, providing learners with a foundation in bid writing and bid management skills

Qualification Title: TLM Level 3 Award in Bid Best Practice and Go-to-Market Strategy

Qualification Number: XXXXXXXX

Qualification Level: Level 3

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.

- Unit 1: Enhanced Bid Basics (2 credits)
- Unit 2: Enhanced Bidding Skills (2 credits)
- Unit 3: Enhanced Strategic Market Positioning for Business Growth (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 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
None	
	<ul style="list-style-type: none"><li>• Unit 1: Enhanced Bid Basics (2 credits)</li><li>• Unit 2: Enhanced Bidding Skills (2 credits)</li><li>• Unit 3: Enhanced Strategic Market Positioning for Business Growth (4 credits)</li></ul>

## 5. Support

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### Guidance and Assistance

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- 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.
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- 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.
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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 in Bid Best Practice and Go-to-Market Strategy- 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 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 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.

## **Level 3, Unit 1 – Enhanced Bid Basics**

<b>1. Advanced Bid Process and Strategy</b>	<b>2. Strategic Differences Between Public and Private Sector Bidding</b>	<b>3. Advanced Sourcing and Bid Qualification</b>
1.1 I can analyse and explain the significance of the bid process in various business sectors.	2.1 I can analyse the strategic differences in public and private sector tendering and their impacts on bid development.	3.1 I can conduct detailed research on sourcing opportunities and utilise multiple procurement portals effectively.
1.2 I can evaluate and apply advanced procurement terminology in both public and private sectors.	2.2 I can assess the risk and opportunity of customer types, bid values, and requirements in various tendering scenarios.	3.2 I can design and implement a comprehensive tender alert system based on complex keyword and CPV code searches.
1.3 I can compare various bid strategies and their suitability for different business environments.	2.3 I can evaluate and apply public procurement principles within strategic bid submissions.	3.3 I can evaluate the types of bid documentation, recognising variations across sectors and tender types.
1.4 I can develop a comprehensive bid response plan tailored to different sectors and stakeholders.	2.4 I can justify the inclusion of social value in public sector bids and strategically incorporate it into responses.	3.4 I can critically apply bid qualification criteria to inform high-level bid or no-bid decisions, ensuring alignment with business strategy.
1.5 I can critically assess bid quality and implement strategies to enhance response effectiveness.		

## **Level 3, Unit 2 – Enhanced Bidding Skills**

<b>1. Enhanced Planning to Succeed</b>	<b>2. Enhanced Bid Management for Success</b>	<b>3. Enhanced Bid Writing for Success</b>
1.1 I can evaluate different bid planning strategies and their importance in various bidding contexts.	2.1 I can manage large-scale bid projects, ensuring roles and responsibilities are clearly defined and timelines are tracked effectively.	3.1 I can analyse and develop a sophisticated bid writing strategy that ensures compliance and maximises scoring against evaluation criteria.
1.2 I can develop and implement detailed bid planning activities, adjusting for complexity based on bid type and sector.	2.2 I can lead bid meetings, including Bid Kick-Off and Lessons Learned, demonstrating strategic project management approaches.	3.2 I can review and improve draft bid responses, identifying areas for enhancement to meet specific buyer requirements.
1.3 I can critically apply bid qualification criteria and make informed bid or no-bid decisions, backed by financial and risk assessments.	2.3 I can create comprehensive bid plans that anticipate risks, address potential challenges, and ensure adherence to deadlines.	3.3 I can produce a structured storyboard for a high-level bid response, incorporating supporting evidence to maximise scoring potential.
1.4 I can design a bid team structure, ensuring alignment of skills and roles for complex bids.	2.4 I can assess and implement best practices in bid management, drawing on a range of resources and advice from industry experts.	3.4 I can ensure confidentiality and bidder privilege are maintained throughout the bid process, particularly in sensitive public sector procurement.
1.5 I can assess the effectiveness of bid toolkit methodologies and tailor them for complex bid scenarios, integrating tools like SWOT and competitor analysis.		3.5 I can adapt bid formats and designs to align with buyer specifications while ensuring clarity and impact.

## Level 3, Unit 3 – Enhanced Strategic Market Positioning for Growth

1. Enhanced Market Differentiation	2. Developing a Targeted Sales Strategy	3. Creating a Comprehensive Go-To-Market Plan
1.1 I can evaluate and implement the steps to develop a strategic Market Proposition that positions the business ahead of competitors.	2.1 I can design and execute a detailed sales strategy that aligns with the business's Market Proposition and supports sustainable growth.	3.1 I can design a comprehensive Go-To-Market Plan that includes detailed activities, timelines, and stakeholder engagement strategies to ensure successful product launches.
1.2 I can critically assess how Vision, Mission, and Values influence the development of a market proposition and align with business growth strategies.	2.2 I can transform key points from the Market Proposition into compelling sales messages and value propositions that resonate with targeted customer groups.	3.2 I can analyse and interpret customer personas and buying behaviours, integrating these insights into the Go-To-Market strategy for optimal customer engagement.
1.3 I can conduct a detailed SWOT analysis and apply its findings to refine the business's competitive positioning in the market.	2.3 I can create an end-to-end operational model, identifying how strategic changes will impact sales processes and overall business performance.	3.3 I can evaluate the results of marketing campaigns using advanced metrics, identifying opportunities for refinement and optimisation.
1.4 I can evaluate various tools and techniques to assess business and customer needs, applying these insights to strategic planning.	2.4 I can set and monitor advanced sales targets and performance metrics, ensuring alignment with business goals and stakeholder expectations.	3.4 I can apply and adapt pilot marketing strategies, using feedback to improve campaign outcomes and drive higher conversion rates.
1.5 I can critically analyse and compare the 'As Is' and 'To Be' states of business products and services, identifying areas for innovation and growth.	2.5 I can assess the effectiveness of sales technologies and tools (e.g. CRM systems) in enhancing the management of sales pipelines and customer interactions.	3.5 I can design marketing campaign measurement frameworks that focus on key success criteria such as customer engagement, conversion rates, and ROI.
1.6 I can apply advanced market proposition development tools and critique their effectiveness in supporting business growth.		

## ● Teacher Guidance Notes

### **Level 3, Unit 1: Enhanced Bid Process and Strategy**

#### **1.1 Evaluate Bid Process Significance**

- Recap basic bid processes, highlighting how they apply differently across business sectors.
- Encourage students to analyse the significance of the bid process in their own industry.
- Ask students to discuss real-world examples where the bid process directly impacted business success or failure.
- Provide a case study for students to evaluate, identifying key decision points in the bid process.

#### **1.2 Apply Advanced Procurement Terminology**

- Review standard bid terminology from Level 2 and introduce more complex procurement terms relevant to different sectors.
- Engage students in group discussions about procurement terminology in both public and private sectors.
- Provide a matching exercise where students pair advanced terms with their definitions or real-world applications.

#### **1.3 Compare and Develop Bid Strategies**

- Lead a discussion on various bid strategies (e.g., competitive bids, direct awards).
- Ask students to choose a real or hypothetical scenario and develop a tailored bid strategy.
- Evaluate the effectiveness of different bid strategies in response to specific client needs or market conditions.

#### **1.4 Comprehensive Bid Response Plan**

- Explain the importance of creating a detailed bid response plan and how it differs at Level 3.
- Ask students to outline a plan for a bid response that includes timelines, team roles, and key milestones.
- Provide a group activity where students work on a case study and present their bid response plans to the class.

#### **1.5 Critically Assess Bid Quality**

- Discuss what differentiates a high-quality bid from a poor one, using anonymised bid examples.
- Facilitate a workshop where students critique bids, suggesting ways to improve them to meet buyer expectations.
- Introduce evaluation frameworks and ask students to apply them to their own bid reviews.

## **2: Strategic Differences Between Public and Private Sector Bidding**

### **2.1 Analyse Public vs Private Sector Tendering**

- Recap the differences between public and private sector bidding, with an emphasis on strategic considerations.
- Ask students to analyse how these differences affect the approach to tendering.
- Encourage students to bring examples from their work environments, if applicable, to compare tendering strategies in different sectors.

### **2.2 Risk and Opportunity in Customer Types**

- Introduce a scenario where students identify the risks and opportunities presented by different customer types and bid values.
- Discuss strategies for tailoring bids to meet the expectations of public vs private clients.
- Have students simulate the decision-making process for public and private bids, considering value, risks, and customer requirements.

### **2.3 Applying Public Procurement Principles**

- Dive deeper into the principles of public procurement, explaining how they can be strategically applied to bid submissions.
- Facilitate a discussion about recent public sector changes and how they affect bidding strategy.
- Ask students to apply these principles in a mock bid submission, ensuring their strategies comply with current regulations.

### **2.4 Strategically Incorporating Social Value**

- Recap the importance of social value in public sector bids and discuss how to incorporate it effectively.
- Present examples of bids that used social value well, asking students to critique them.
- Encourage students to develop a social value plan for a bid, ensuring it aligns with organisational capabilities.

## **3: Advanced Sourcing and Bid Qualification**

### **3.1 Research and Utilise Procurement Portals**

- Recap Level 2's basic portal use, moving into a more strategic approach to sourcing opportunities.
- Demonstrate advanced procurement portal functions, such as setting up detailed alerts and using CPV codes.
- Assign a research task where students find and qualify a real-world opportunity using multiple procurement platforms.

### **3.2 Implementing Tender Alert Systems**

- Explain the importance of tender alerts and how to customise them to capture the most relevant opportunities.
- Provide a practical session where students set up their own tender alerts and explain their strategies.
- Facilitate a group discussion on the importance of staying up-to-date with new opportunities and how alerts aid in strategic bidding.



### **3.3 Evaluate Bid Documentation**

- Provide a breakdown of the types of bid documentation and how these vary across sectors.
- Ask students to critique a tender pack, focusing on its comprehensiveness and compliance.
- Lead a practical exercise where students compile a mock tender pack, ensuring all essential documentation is included.

### **3.4 High-Level Bid Qualification**

- Introduce bid qualification tools and techniques, emphasising strategic decision-making in bid or no-bid scenarios.
- Have students analyse a real or hypothetical opportunity and decide whether to proceed with bidding, supporting their decision with qualitative and quantitative data.
- Engage in a role-play exercise where students present their bid/no-bid recommendations to senior management.

## **Level 3 Unit 2: Enhanced Bidding Skills**

### **1: Advanced Planning to Succeed**

#### **1.1 Evaluate Bid Planning Strategies**

- Recap basic bid planning from Level 2, emphasising the strategic role of planning in complex bids.
- Ask students to evaluate different planning strategies, considering how these can be adapted to specific industries or clients.
- Facilitate a discussion on the importance of early bid planning, including competitor analysis, client engagement, and pre-bid research.

#### **1.2 Implement Detailed Bid Planning Activities**

- Introduce different types of bid planning activities (e.g., risk assessment, resource allocation).
- Provide a practical session where students draft a detailed bid plan for a real or hypothetical scenario, considering timelines and resource needs.
- Ask students to share their plans and offer peer feedback on the practicality and thoroughness of the planning.

#### **1.3 Apply Bid Qualification Criteria**

- Recap basic bid qualification from Level 2, introducing more complex evaluation tools (e.g., risk matrices, financial viability assessments).
- Facilitate a role-play where students decide whether to bid on a given opportunity, using bid qualification tools to justify their decision.
- Ask students to present their bid/no-bid recommendations, providing rationale and identifying potential risks and benefits.

#### **1.4 Design and Structure Bid Teams**

- Discuss the importance of aligning bid team roles and skills to the complexity of the bid.
- Provide examples of how different industries may structure their bid teams based on size, project scope, and technical requirements.
- Encourage students to create a draft bid team structure for a specific bid, justifying the roles and responsibilities assigned to each member.

### **1.5 Tailor Bid Toolkit Methodologies**

- Recap the basic templates and tools from Level 2 (e.g., SWOT analysis, competitor analysis).
- Explain how these tools can be tailored for more complex, high-stakes bids.
- Have students work in groups to apply these tools to a case study, presenting how they would modify them for their specific business or sector.

## **2: Advanced Bid Management for Success**

### **2.1 Lead Bid Projects Effectively**

- Recap Level 2 bid management fundamentals, moving into project management best practices specific to high-value or complex bids.
- Discuss how bid management differs from general project management, with a focus on internal governance, review stages, and compliance.
- Ask students to develop a timeline for a complex bid, identifying key milestones and ensuring they account for internal checkpoints and deadlines.

### **2.2 Identify and Allocate Bid Team Roles**

- Recap the bid team roles introduced in Module 1, with a focus on identifying gaps in skills or resources.
- Facilitate a discussion on the risks of having under-resourced or unqualified team members in key roles.
- Assign a group task where students allocate roles and responsibilities to a bid team, justifying their choices based on bid complexity and project scope.

### **2.3 Develop Comprehensive Bid Plans**

- Recap the stages of the bid process and introduce how these differ when handling larger, more complex bids (e.g., public sector vs private sector timelines).
- Provide templates for bid plans and ask students to develop high-level plans for complex scenarios, identifying critical activities, roles, and risks.
- Ask students to present their plans, discussing how they addressed potential risks and ensured adherence to timelines.

### **2.4 Facilitate Kick-Off and Lessons Learned Meetings**

- Recap the purpose and agenda of a Bid Kick-Off Meeting and Lessons Learned Meeting, emphasising their importance in bid management.
- Conduct a mock kick-off meeting where students outline bid timelines, roles, and critical deadlines.
- Ask students to create a Lessons Learned agenda based on a previous bidding experience (real or hypothetical), facilitating a discussion on what went well and what could be improved.

## **3: Advanced Bid Writing for Success**

### **3.1 Develop a Bid Writing Strategy**

- Recap the basics of bid writing from Level 2 and discuss how bid writing differs for complex bids.
- Explain the importance of a structured approach, including the development of win themes, storyboarding, and collaboration with Subject Matter Experts (SMEs).
- Ask students to develop a draft strategy for responding to a complex bid question, focusing on collaboration with SMEs and the alignment of content with bid strategy.

### **3.2 Analyse and Review Bid Responses**

- Facilitate a workshop where students critically review bid responses, ensuring they answer all elements of the bid question and meet evaluation criteria.
- Provide anonymised bid responses for students to analyse, encouraging them to identify areas for improvement.
- Ask students to rewrite a portion of a bid response, applying best practices for clarity, compliance, and scoring optimization.

### **3.3 Use Storyboarding to Plan Responses**

- Explain the concept of storyboarding for bid writing and how it helps ensure responses are structured and aligned with bid strategy.
- Facilitate a practical exercise where students create a storyboard for a specific bid question, focusing on structure, compliance, and use of supporting evidence.
- Encourage students to present their storyboards and explain their approach, receiving feedback from peers.

### **3.4 Critically Evaluate Bid Responses**

- Recap the importance of understanding evaluation criteria and how they influence bid scoring.
- Ask students to evaluate a draft bid response from the perspective of a bid evaluator, highlighting areas for improvement and suggesting alternatives to maximise scoring.
- Facilitate a group discussion on the importance of clear, concise, and persuasive bid responses, particularly in highly competitive bidding environments.

### **3.5 Maintain Confidentiality in Bid Processes**

- Discuss the importance of confidentiality in bid processes, particularly in public sector bidding, and how to avoid breaching bidder privilege.
- Provide real-life examples of issues arising from breaches of confidentiality, encouraging students to suggest strategies for preventing these issues.
- Facilitate a practical session where students review bid communications to identify any risks to confidentiality and offer solutions to mitigate these risks.

## **Level 3, Unit 3 – Enhanced Strategic Market Positioning for Growth**

### **1: Advanced Market Differentiation**

#### **1.1 Evaluate and Implement Market Proposition Development**

- Recap the basic steps of developing a market proposition from Level 2, expanding on the strategic implications of positioning in a competitive market.
- Ask students to analyse their current market positioning and identify areas where their business can differentiate itself from competitors.
- Facilitate a workshop where students present the steps required to develop a strategic market proposition for their own organisation or a hypothetical business.
- Encourage peer feedback, focusing on the effectiveness of each proposition in positioning the business for growth.

#### **1.2 Critically Assess Vision, Mission, and Values**

- Lead a discussion on how Vision, Mission, and Values statements contribute to the market proposition and align with overall business strategy.
- Ask students to review their organisation's Vision, Mission, and Values, assessing whether they support or hinder the organisation's market positioning.
- Facilitate a group exercise where students develop or refine these statements to better align with their strategic goals, focusing on long-term growth and differentiation.

#### **1.3 Conduct and Apply SWOT Analysis for Market Positioning**

- Recap the use of SWOT analysis in Level 2, with a deeper focus on applying it to refine business strategies for market positioning.

- Provide a case study for students to conduct a SWOT analysis, identifying key strengths, weaknesses, opportunities, and threats that impact their competitive positioning.
- Ask students to present their SWOT findings and how they would apply these insights to improve their organisation's market proposition.

#### **1.4 Evaluate Business and Customer Needs Using Advanced Techniques**

- Introduce more advanced techniques for assessing business and customer needs (e.g., SPIN, MOSCOW), explaining how these help refine a business's market positioning.
- Facilitate a practical session where students apply one of these techniques to evaluate their own business or a hypothetical case study, identifying customer pain points and aligning business capabilities to meet these needs.
- Lead a group discussion on how these techniques can be integrated into strategic planning for long-term market success.

#### **1.5 Analyse 'As Is' and 'To Be' Products/Services**

- Recap the concept of 'As Is' and 'To Be' products/services, expanding on how businesses can use this analysis to drive innovation and growth.
- Ask students to apply this framework to their own products/services, identifying areas where improvements or innovations can be made to align with future market needs.
- Facilitate a group exercise where students present their analysis, focusing on how moving from 'As Is' to 'To Be' can strengthen their market position.

#### **1.6 Apply Advanced Tools to Articulate and Critique Market Proposition**

- Recap the tools introduced in previous sessions (e.g., SWOT, competitor analysis) and ask students to apply them to articulate their market proposition clearly.
- Facilitate a practical exercise where students critique their market proposition using these tools, focusing on how effectively the tools reveal the strengths and weaknesses of the proposition.
- Encourage students to present their findings, providing feedback on how the tools were applied and whether they need refinement for their organisation's specific context.

### **2: Developing a Targeted Sales Strategy**

#### **2.1 Design and Execute a Detailed Sales Strategy**

- Recap basic sales strategy principles from Level 2, expanding into more complex strategic approaches that align with the market proposition.
- Ask students to develop a detailed sales strategy that targets specific market segments, ensuring alignment with the organisation's market proposition and growth objectives.
- Facilitate a peer review session where students present their strategies, focusing on how the strategy will lead to sales success and business growth.

#### **2.2 Transform Market Proposition into Sales Messages**

- Discuss how to convert the key points of a market proposition into compelling sales messages and win themes that resonate with target customers.
- Provide a hands-on activity where students create sales messages tailored to different customer personas, ensuring the messages reflect the unique strengths of their market proposition.
- Encourage students to present their sales messages, receiving feedback on clarity, alignment with customer needs, and the strength of the value proposition.

#### **2.3 Create an End-to-End Target Operating Model (TOM)**

- Explain the concept of a Target Operating Model (TOM) and how it supports the implementation of a sales strategy.

- Ask students to create a high-level TOM for their organisation or a case study, mapping out the key operational changes needed to align with their strategic goals and market positioning.
- Facilitate a discussion on the challenges of transitioning from the current operating model ('As Is') to the target model ('To Be'), focusing on operational alignment and scalability.

#### **2.4 Set Realistic Sales Targets and Metrics**

- Recap the importance of setting realistic, achievable sales targets, introducing advanced metrics that align with business growth objectives.
- Ask students to set sales targets for a new or existing market proposition, considering factors such as sector performance, sales budget, and stakeholder buy-in.
- Facilitate a peer review session where students present their targets and metrics, ensuring alignment with overall business strategy and market positioning.

#### **2.5 Implement Sales Management Tools**

- Introduce students to advanced tools for managing the sales process (e.g., CRM systems like Salesforce or HubSpot), focusing on how these tools help track and organise customer interactions.
- Ask students to explore these tools in a hands-on session, demonstrating how they would use them to manage sales pipelines and target key customer segments.
- Facilitate a discussion on the importance of data-driven decision-making in sales management, highlighting how these tools improve efficiency and drive growth.

### **3: Creating a Comprehensive Go-To-Market Plan**

#### **3.1 Design a Comprehensive Go-To-Market Plan**

- Recap the purpose and key elements of a Go-To-Market (GTM) plan from Level 2, expanding into more complex strategies for product launches or updates.
- Ask students to develop a comprehensive GTM plan for a product or service, ensuring that it includes key messaging, stakeholder engagement, and timelines.
- Facilitate a peer review session where students present their GTM plans, focusing on how the plan supports business growth and aligns with the market proposition.

#### **3.2 Analyse Customer Personas and Buyer Journeys**

- Recap the basics of customer personas and buyer journeys, introducing more advanced techniques for mapping customer behaviour and needs.
- Ask students to create detailed customer personas and map out the buyer journey for a product or service, ensuring these insights are integrated into their GTM plan.
- Facilitate a group exercise where students share their personas and buyer journeys, offering feedback on how well these elements reflect real-world customer behaviour.

#### **3.3 Outline Key Activities in the Go-To-Market Plan**

- Discuss the critical activities involved in executing a successful GTM plan, such as team engagement, stakeholder buy-in, and prospecting.
- Provide a case study for students to outline a step-by-step GTM plan, ensuring they cover key tasks, timelines, and potential risks.
- Facilitate a discussion on how the activities outlined in the plan will drive business growth and ensure a successful product launch or market entry.

#### **3.4 Develop a Detailed Go-To-Market Plan**

- Ask students to build on their outline GTM plan by developing a detailed, time-bound version that includes all key activities and task durations.
- Provide guidance on how to align messaging with different market channels, ensuring the plan is realistic and actionable.

- Facilitate a workshop where students present their detailed GTM plans, focusing on how they plan to measure success and adapt the plan if needed.

### **3.5 Evaluate and Improve Pilot Marketing Campaigns**

- Recap the importance of pilot campaigns in testing market propositions before full-scale launches.
- Ask students to outline a pilot marketing campaign for their product or service, focusing on key metrics to evaluate its success.
- Facilitate a group discussion on how to adapt and improve pilot campaigns based on the results, encouraging students to consider alternative approaches and how they could optimise future campaigns.

## 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>

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