



The specification for:

**Level 3 Diploma in IT User Skills in
Open Systems and Enterprise (ITQ)**

The Level 3 Diploma in IT User Skills in Open Systems and Enterprise builds on the foundations established by our existing Level 2 qualifications, offering a progression route for learners looking to develop advanced digital capabilities. Designed for post-16 learners, adult returners, and those preparing for further study or employment in roles requiring IT skills, the qualification blends applied technical skills with contextual understanding.

This Diploma supports a range of learning styles through a flexible coursework component and a graded synoptic examination, ensuring that both practical competence and critical digital literacy are assessed. Learners are encouraged to engage with real-world tools and open systems, applying their knowledge across areas such as productivity, creative IT applications, and digital marketing.

The qualification provides a robust platform for progression into employment, apprenticeships, or further study in digital business, enterprise, or IT systems, while also supporting lifelong digital skill development in a modern, connected economy.

This is version 1.0 of the TLM Qualification, Level 3 Diploma in IT User Skills in Open Systems and Enterprise

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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 teacher 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 3 IT qualifications are designed for a wide range of abilities and for people who require skills and competence in IT. They range from units with 24 Guided Learning Hours, to many units and 85 Guided Learning Hours. There is a wide range of units available for all skill levels and interests.

2.1 Level 3 Diploma

The Level 3 Diploma is a qualification designed for people who require skills and competence in IT. The qualification consists of a mandatory unit and optional units to make up the 48 credits required:

Mandatory

Unit 1 - Improving Productivity Using IT (5 credits).

Optional

Centres can choose a range of set optional units for their cohort or can work on a wider set of options so that learners can specialise in something that interests them.

3. Summary of Qualification Specification

3.1 Level 3 Diploma (Annexe A)

The Level 3 Diploma is a qualification designed for people who require a wide range of skills in IT. The qualification consists of a mandatory unit Unit 1 - Improving Productivity Using IT (5 credits). The qualification consists of 48 credits so learners can make up the credits with optional units.

Qualification Title: TLM Level 3 Diploma in ICT Open Systems and Enterprise (ITQ)

Qualification Number: 610/6648/5

Qualification Level: Level 3

Total Credits: 48

Guided Learning Hours: 360

Total Qualification Time: 480

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

Assessment

Learners must demonstrate competence against the assessment criteria from their day to day work and the teacher 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 Unit - Unit 1 - Improving Productivity Using IT (5 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 teacher 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 IT. This could be from specialist ICT lessons, from use of ICT in other subjects or a combination.

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 moderation the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit Diploma. 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.

4. Qualification Content



Mandatory	Optional (for reference)
5 CREDITS	
Unit 1 Improving Productivity (5 credits) 	Unit 2 Website Software (5 credits)
	Unit 3 Using Collaborative Technologies (5 credits)
	Unit 4 IT Security for Users (3 credits)
	Unit 7 Word Processing Software (6 credits)
	Unit 10 Presentation Software (6 credits)
	Unit 19 IT User Fundamentals (3 credits)
	Unit 29 Set Up an IT System (5 credits)
Additional units and guidance can be found here: Unit Bank	

5. Transferable Skills

5.1 Key Subject Aims

The over-arching aim is to enable learners to support their learning in all subjects using IT tools that are freely and legally available from the internet. Subordinate aims include:

- Developing the skills needed for employment.
- Gaining practical experience and competence with contemporary technologies including programming where appropriate.
- Increasing the capacity to transfer knowledge and skills between contexts.
- Developing practical skills in creativity and problem solving.
- Developing an understanding of the social and commercial impact of IT.
- Developing an understanding of the legal, social, economic, ethical and environmental issues raised by IT.
- Developing safe, secure and responsible practice when using IT including reducing risk.
- Developing the skills to work collaboratively with IT.
- Developing skills in critical evaluation and feedback.

5.2 Knowledge and Understanding

The following knowledge and understanding will be required to support learning for the qualification.

- Demonstrate knowledge and understanding of audiences at which work is targeted.
- Understand the purpose in common applications and/or applications they have used.
- Demonstrate knowledge and understanding of strengths and weaknesses in the way information is presented.
- Demonstrate knowledge and understanding of intellectual property.
- Know common file types and the implications of open and proprietary standards.
- Understand information flow starting with input of information, to processing and output.
- Understand the costs associated with different applications including direct and indirect costs.
- Have the confidence to deal with the unfamiliar such as the code in a computer program and work out what to do.
- Understand the principles of ordered lists of instructions underpinning algorithms.
- Understand abstraction as picking out common features of objects in order to simplify. e.g. A common structure for a template to input information into different systems.
- Understand the benefits of target setting for IT projects.
- Know specific characteristics of software in order to make choices of tools.
- Demonstrate a practical understanding and respect for acceptable use policies.

5.3 Skills

Opportunities are provided to support the following skills, the great majority of which will be assessed directly.

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- Select, use and integrate IT tools and techniques to meet needs.
 - Find, select and evaluate information for its relevance, value, accuracy and plausibility.
 - Manipulate and process data and other information, sequence instructions, model situations and explore ideas.
 - Transfer competence in a familiar context to an unfamiliar context.
 - Communicate data and information in a form fit for purpose and audience.
 - Adopt safe, secure and responsible practice when using IT.
 - Develop appropriate and effective IT-based solutions in a range of contexts including computer programming solutions.
 - Self and peer assess to gauge the effectiveness of their own learning.
 - Think creatively, logically and critically evaluate their own and others' use of digital technologies.
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6. Support

Guidance and Assistance

- 6.1 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 teachers, 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.
- 6.2 **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 Diploma on behalf of the learner when a unit has been fully assessed.
- 6.3 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.
- 6.4 **Telephone** and e-mail support are available to all Centres. There is a general convention of firstname.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.

7. Registration & Procedures

Registration

- 7.1 TLM's subscription model enables schools 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 school when compared to GCEs and significantly more than this when compared to some GCE alternatives.

There are no fees for replacement Diplomas or verification of Diplomas because all Diplomas 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

- 7.2 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

- 7.3 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.
- 7.4 Diplomas can be authenticated directly on-line using the Diploma number or by scanning the QR code on the Diploma. There is no charge and it makes it more likely that Diplomas will be checked and that in turn improves security. Diploma 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.

8. Other Considerations

Access arrangements and special requirements

- 8.1 All TLM's qualifications are intended to be accessible, as widely as possible. There is an extensive policy documented on the web site at <https://tlm.org.uk/policy-download-centre/>. Centres should contact TLM if they have any questions related to accessibility issues.

Language

- 8.2 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

- 8.3 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

- 8.4 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

- 8.5 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.
- 8.6 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.

Annexe A

Level 3 Diploma - 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 QCF 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 criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are compatible with the UK National Curriculum programmes of study as well as the regulated qualifications framework. This provides opportunities to satisfy both needs concurrently.
- The specification for the Level 3 Diploma provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults and be applied to a wide range of existing courses.

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 children will be different from the needs of adults with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a Diploma for passing the unit and the overall award.
- We expect at least 360 hours of guided study to be under-taken for the Diploma 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 Diploma, what matters is outcomes. Can the candidate securely meet the criteria?

The Mandatory Unit - Level 2, Unit 1 - Improving Productivity Using IT (5 credits)

1. Plan, select and use appropriate IT systems and software for different purposes	2. Evaluate the selection and use of IT tools to make sure that activities are successful	3. Devise solutions to improve the use of IT tools and systems for self and others
1.1 I can explain the purpose for using IT	2.1 I can critically compare the strengths and weaknesses of own and other people's final work	3.1 I can evaluate the productivity and efficiency of IT systems and procedures used by self and others
1.2 I can analyse the methods, skills and resources required to complete the task successfully	2.2 I can review ongoing use of IT tools and techniques and change the approach as needed	3.2 I can research and advise on ways to improve productivity and efficiency
1.3 I can analyse any factors that may affect the task	2.3 I can evaluate and test solutions to make sure they match requirements and are fit for purpose	3.3 I can develop solutions that make a demonstrable improvement to the use of IT tools and systems
1.4 I can critically compare alternative methods to produce the intended outcome	2.4 I can be prepared to give feedback on other people's selection and use of IT tools	3.4 I can test solutions to make sure that they work as intended
1.5 I can develop plans for using IT for different tasks and purposes, including contingencies	2.5 I can explain different ways to make further improvements to work	3.5 I can recommend improvements to IT systems and procedures that increase productivity
1.6 I can select and use appropriate IT systems and software applications to produce effective outcomes		
1.7 I can explain why different software applications could be chosen to suit different tasks, purposes and outcomes		
1.8 I can explain any legal or local guidelines or constraints which apply to the task or activity		

The Mandatory Unit - Level 2, Unit 1 - Improving Productivity Using IT (5 credits)

1. Plan, select and use appropriate IT systems and software for different purposes	2. Evaluate the selection and use of IT tools to make sure that activities are successful	3. Devise solutions to improve the use of IT tools and systems for self and others
1.1 I can explain the purpose for using IT	2.1 I can critically compare the strengths and weaknesses of own and other people's final work	3.1 I can evaluate the productivity and efficiency of IT systems and procedures used by self and others
1.2 I can analyse the methods, skills and resources required to complete the task successfully	2.2 I can review ongoing use of IT tools and techniques and change the approach as needed	3.2 I can research and advise on ways to improve productivity and efficiency
1.3 I can analyse any factors that may affect the task	2.3 I can evaluate and test solutions to make sure they match requirements and are fit for purpose	3.3 I can develop solutions that make a demonstrable improvement to the use of IT tools and systems
1.4 I can critically compare alternative methods to produce the intended outcome	2.4 I can be prepared to give feedback on other people's selection and use of IT tools	3.4 I can test solutions to make sure that they work as intended
1.5 I can develop plans for using IT for different tasks and purposes, including contingencies	2.5 I can explain different ways to make further improvements to work	3.5 I can recommend improvements to IT systems and procedures that increase productivity
1.6 I can select and use appropriate IT systems and software applications to produce effective outcomes		
1.7 I can explain why different software applications could be chosen to suit different tasks, purposes and outcomes		
1.8 I can explain any legal or local guidelines or constraints which apply to the task or activity		

Example Optional Unit - Level 3, Unit 10 – Presentation Software (6 credits)

1. Input and combine text and other information within presentation slides	2. Use presentation software tools to structure, edit and format presentations	3. Prepare interactive slideshow for presentation
1.1 I can explain what types of information are required for the presentation	2.1 I can explain when and how to use and change slide structure and themes to enhance presentations	3.1 I can explain how to present slides to communicate effectively for different contexts
1.2 I can enter text and other information using layouts appropriate to type of information	2.2 I can create, amend and use appropriate templates and themes for slides	3.2 I can prepare interactive slideshow and associated products for presentation
1.3 I can insert charts and tables and link to source data	2.3 I can explain how interactive and presentation effects can be used to aid meaning or impact	3.3 I can check presentation meets needs, using IT tools and making corrections as necessary
1.4 I can insert images, video or sound to enhance the presentation	2.4 I can select and use appropriate techniques to edit and format presentations to meet needs	3.4 I can evaluate presentations, identify any quality problems and discuss how to respond to them
1.5 I can identify any constraints which may affect the presentation	2.5 I can create and use interactive elements to enhance presentations	3.5 I can respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose
1.6 I can organise and combine information for presentations in line with any constraints	2.6 I can select and use animation and transition techniques appropriately to enhance presentations	
1.7 I can store and retrieve presentation files effectively, in line with local guidelines and conventions where available		

Example Optional Unit - Level 3, Unit 45 – Digital Marketing (6 credits)

1. Understand the principles and purpose of digital marketing	2. Use digital tools and platforms to design and implement marketing content	3. Evaluate the effectiveness of digital marketing activity
1.1 I can explain the role of digital marketing in supporting business growth and engagement.	2.1 I can explain the key features and functions of tools used to create and publish digital marketing content.	3.1 I can collect and interpret campaign performance data using relevant IT-based analytics tools.
1.2 I can compare different types of digital marketing and evaluate their use in various contexts.	2.2 I can design digital marketing materials that are suitable for the chosen platform, audience and campaign goal.	3.2 I can assess the effectiveness of different types of content and channels in meeting campaign objectives.
1.3 I can explain the importance of customer personas and how they influence digital marketing strategies.	2.3 I can apply branding and style guidelines to ensure consistency across digital assets.	3.3 I can explain the impact of user engagement, feedback and behavioural data on future marketing strategies.
1.4 I can describe the legal, ethical and data protection considerations relevant to digital marketing activities.	2.4 I can explain how scheduling and automation tools support the delivery of digital marketing campaigns.	3.4 I can explain how digital marketing outcomes can be used to justify changes in future campaign planning.
1.5 I can analyse how performance metrics are used to measure the effectiveness of campaigns.	2.5 I can store, retrieve and manage digital marketing assets in line with local conventions and organisational policies.	3.5 I can present digital marketing evaluation findings clearly and appropriately for different stakeholders.

Example Optional Unit - Level 3, Unit 46 – Computer Aided Design (6 credits)

1. History and Advanced Concepts of Computer Aided Design	2. Use of CAD to Develop and Refine Designs	3. Application of CAD in Professional Practice
1.1 I can explain the historical development of CAD and assess its impact on modern design industries.	2.1 I can produce detailed, dimensioned sketches that serve as a foundation for a complex CAD design.	3.1 I can develop a design brief that outlines key requirements, constraints, and intended outcomes
1.2 I can analyse and compare the application of CAD across a range of industries.	2.2 I can describe the intended outcomes of my design, including functional, aesthetic, and technical aspects	3.2 I can document and justify the structured workflow used to develop the CAD model.
1.3 I can evaluate a range of tools available in CAD software and their practical applications	2.3 I can create a fully developed CAD model that follows industry standards and best practices	3.3 I can create a design that meets the specifications of the design brief, incorporating advanced CAD techniques
1.4 I can describe the evolving strengths of CAD software, considering technological advancements and their effect on design processes.	2.4 I can describe the role of iterative feedback in the design process, demonstrating how it improves efficiency and quality	3.4 I can explain my design effectively to an audience, justifying my design choices and responding to feedback
1.5 I can describe weaknesses and potential drawbacks of CAD software, proposing solutions to overcome identified limitations.	2.5 I can refine my design based on critical feedback, implementing improvements and justifying my choices.	3.5 I can prepare my CAD design for export to other systems.

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 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>

Alignment with the CASLO Approach

This qualification has been developed in accordance with the principles of the CASLO (Competency and Skills-Led Outcomes) approach, ensuring each unit is clearly defined by specific learning outcomes and assessment criteria.

Outcomes are expressed in terms of observable knowledge, skills, and behaviours, supporting transparency, clarity, and learner-focused planning for curriculum design, delivery, and assessment.

While CASLO qualifications are typically associated with a mastery model—where all outcomes must be achieved for a pass—we have adopted a blended model that combines competency-based coursework, E-assessment, or a portfolio of evidence with a graded synoptic examination.

This structure reflects a progression-focused approach while still maintaining the rigour and learner-centred values inherent in CASLO.

Learners must first complete a competence-based coursework component, demonstrating their ability to meet the learning outcomes in realistic contexts. Evidence may be collected holistically, allowing learners to demonstrate achievement across multiple outcomes through integrated activities. This supports:

- flexibility in delivery and learner pacing
- the reinforcement and application of knowledge across units
- inclusivity for learners with varied backgrounds, particularly adult returners or those with mixed prior learning

Upon successful completion of the coursework, E-assessment, or a portfolio of evidence learners become eligible to sit the graded synoptic examination, which assesses their broader academic understanding and ability to apply knowledge in unfamiliar scenarios.

Grades from A* to E provide clear differentiation and support progression to higher-level study or employment.

We acknowledge potential challenges within rigid mastery models—such as the risk of overall failure due to narrowly missing a single criterion—and have mitigated these through strong internal quality assurance, formative assessment opportunities, and supportive moderation processes.

By combining competency-based assessment with an academic grading structure, this qualification remains true to the CASLO philosophy of confirming meaningful learning outcomes, while offering a more supportive and scalable model of assessment that reflects both real-world practice and educational progression.