



The specification for:

TLM Level 3 Diploma in Digital Tools and Applications

The Level 3 Diploma in Digital Tools and Applications builds on the foundations established by our existing Level 1–2 and Level 2 digital qualifications, offering a natural progression route for learners seeking to deepen their understanding of digital systems development and management. This qualification is designed to support learners in developing more advanced knowledge, skills, and behaviours relevant to both everyday digital decision-making and broader systems development.

This Diploma builds upon the TLM Level 3 Certificate in Digital Tools and Applications by extending the breadth and depth of learning by the real-world applications of skills in context. Learners cover core units, which provide a solid foundation in digital applications and management tools, and then progress to explore broader systemic, ethical, and industry-specific digital themes. The Diploma functions both as a standalone full Level 3 qualification and as a natural continuation for learners who have completed the Certificate and wish to develop more comprehensive digital competencies.

The Diploma is suitable for post-16 learners, adult returners, and those preparing for further or higher study in IT, operations, cyber, or related fields. It supports a range of learning styles through its structured coursework and synoptic assessment model, enabling learners to demonstrate both practical competence and deeper academic understanding across a broader scope of digital topics.

This is version 1.0 of the TLM Qualification, Level 3 Diploma in Digital Tools and Applications.

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The Learning Machine Ltd, (tlm.org.uk)

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1. For those in a hurry!

- 1.1 These qualifications are designed to support both formative and summative assessment methods. The assessment model enables differentiation by outcome, encouraging individuals to reach their full potential without the expectation that all learners will achieve the same grade at the same time. This approach promotes personal attainment and sustained motivation.

Learners are required to complete a coursework element prior to sitting the final examination. The coursework is competency-based, aligned with current research and best practice in workplace assessment. For the Certificate and Diploma pathways, this is complemented by a synoptic academic examination designed to test broader knowledge and understanding.

Requiring completion of the coursework before the examination ensures learners are adequately prepared, reducing the risk of underperformance due to lack of engagement or readiness. This structure also provides a built-in incentive to complete the coursework.

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- 1.2 The Level 3 synoptic examination for the Diploma awards grades from E to A*, with the full grade range comprising A*, A, B, C, D, and E. Learners who demonstrate the required standard in their coursework, consistent with the Level 3 descriptor, become eligible to take the examination, where their performance will be graded accordingly.

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- 1.3 This dual approach offers a robust and valid assessment framework that combines practical competence with rigorous academic testing—at a lower cost than delivering traditional vocational and academic models separately. Research suggests that such an integrated model not only improves learner motivation but also supports improved outcomes by catering to both performance-approach goals (focused on demonstrating capability) and performance-avoidance goals (aimed at avoiding failure).

Procedures

- 1.4 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.
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- 1.5 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.
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2. Assessment Strategy

2.1 Level 3 Award (Annexe A)

Mandatory

- **Unit - Digital Skills in Practice**

- 2.2 The assessment model has been designed to both motivate and support learners in achieving the highest possible grade while also promoting broader learning outcomes that may not be easily captured through traditional examination methods.

All learners must demonstrate core practical competence through the completion of coursework before becoming eligible to sit the final examination. The coursework element offers a high degree of flexibility, enabling learners to explore topics of personal or professional interest in greater depth. This personalised approach increases engagement and helps ensure learners are well-prepared for the examination, reducing the likelihood of underperformance.

- 2.3 In the Diploma pathway, the final qualification grade is determined by aggregating marks from both the completed units and a synoptic examination. Learners complete a range of coursework units, contributing a total of 30 marks. In addition, there is one externally set synoptic examination:
- **Exam 1** assesses content from Unit X

The examination carries a maximum of 70 marks, resulting in a combined total of **100 marks** for the full qualification:

- **Coursework (units to complete credit value):** 30 marks
- **Exam (Unit X):** 70 marks / **Total:** 100 marks

To be eligible for a final grade, learners must:

- Complete and pass all coursework units at Level 3 standard
- Achieve a **minimum of 20 marks in the examination** to meet the threshold for qualification

The overall grade boundaries for the diploma are as follows

- **Grade E:** 50 total marks (30 coursework +20 exam)
- **Grade D:** 55 total marks
- **Grade C:** 60 total marks
- **Grade B:** 65 total marks
- **Grade A:** 70 total marks
- **Grade A*:** 80 total marks

This equates to an overall achievement range of **50% to 80%** across the combined assessment components

- 2.4 Examination questions are structured to increase in complexity as the assessment progresses. This ensures appropriate differentiation, with higher-achieving learners—particularly those attaining the top-grade boundaries—demonstrating the kind of academic readiness typically required for progression to degree-level study

Examination Resits

- 2.5 Learners who successfully complete the coursework to the required Level 3 standard but do not achieve a minimum passing grade in the examination do have a resit opportunity, providing them with an additional opportunity to meet the qualification requirements.
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3. Summary of Qualification Specification

3.1 Level 3 Certificate

The Level 3 Diploma in Digital Tools and Applications

Qualification Title: TLM Level 3 Diploma in Digital Tools and Applications

Qualification Number:

Qualification Level: Level 3

Total Credits: 60

Guided Learning Hours: 360

Total Qualification Time: 600

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

3.2 Stage 1: Coursework – Practical Competence

Learners must demonstrate competence against the assessment criteria through their engagement with the training materials. The trainer-assessor will confirm that the learner meets the Level 3 descriptor using indicative criteria. TLM's external moderator will review the assessor's judgements and evidence, providing feedback.

This stage is not graded and serves as a flexible method for verifying core practical competence at the appropriate framework level.

3.3 Stage 2: Synoptic Examination – Academic Grading

Upon successful completion of the coursework, learners become eligible to sit the synoptic examination. This graded assessment measures broader academic knowledge and understanding and awards grades from A* to E based on performance.

This structure promotes learner confidence, encourages deeper learning, and supports progression through clear differentiation.

3.4 Units

Unit – Digital Skills in Practice

Optional units to complete credit requirements can be selected from a wide range available. These can be tailored to local requirements or skills.

4. Qualification Content

Mandatory	Optional (for reference)
 Unit - Digital Skills in Practice	Unit 1 – Improving Productivity Using IT Unit 2 – Website Software Unit 3 – Using Collaborative Technologies Unit 4 – IT Security for Users Unit 5 – Spreadsheet Software Unit 7 – Word Processing Software Unit 10 – Presentation Software Unit 29 – Set UP an IT System Unit 32 – Computerised Accounting Software Unit 40 – Cloud Based Services and Applications

NB The choice of optional units could be part of the overall process chosen in terms of the Digital Skills in Practice unit. For example, if your project is about web based system, choose the units related to web design and databases as well as some cloud based units. If the project is to build a new infrastructure system for a local company, then include more network and hardware based units.

A useful project might be to help local people who are struggling with digital exclusion. You can get donated laptops, install free operating systems (Linux Mint) and office software on them (Libre Office) and then donate them to local people. You could also build in some training sessions to show them how to use them more effectively.

5. Transferable Skills

5.1 Key Subject Aims

The overarching aim of this qualification is to enable learners to develop the digital awareness and decision-making skills necessary for developing and managing digital systems effectively in both the short and long term.

Subordinate aims include:

- **Problem Solving:** be able to systematically analyse complex technical challenges, diagnose root causes, and implement effective solutions using a range of digital tools and applications.
- **Communication:** be able to communicate technical information clearly to both technical and non-technical audiences, and collaborate effectively with team members using digital collaboration platforms.
- **Project Management:** be able to plan, coordinate, and deliver digital projects within defined timescales, demonstrating effective time management, prioritisation, and resource allocation skills.
- **Adaptability:** be able to adapt to new and emerging technologies, independently acquire new skills, and apply them effectively to meet changing organisational requirements.
- **Quality Assurance:** be able to apply rigorous quality control procedures, perform methodical testing and validation, and ensure digital solutions meet specified requirements and quality standards.

5.2 Knowledge and understanding

To meet the demands of the qualification, learners will be expected to demonstrate knowledge and understanding of:

- **Digital Systems:** be able to understand how digital systems, networks, and infrastructures operate, including the relationships between hardware, software, and data in delivering effective digital solutions.
- **Security Principles:** be able to understand the fundamental principles of information security, including confidentiality, integrity, and availability, and can identify common threats, vulnerabilities, and appropriate security controls.
- **Quality Assurance:** be able to understand the principles of quality assurance and testing methodologies, including verification, validation, and the importance of systematic testing throughout the digital solution lifecycle.
- **User Requirements:** be able to understand how to gather, analyse, and document user requirements, distinguishing between functional and non-functional requirements to ensure digital solutions meet stakeholder needs.
- **Tools and Technologies:** be able to understand the purpose and application of a wide range of digital tools and technologies, including their selection, configuration, integration, and appropriate use in different contexts.

5.3 Skills

Learners will have opportunities to develop and demonstrate a range of key skills, many of which are assessed directly through coursework and

examination.

These include:

- **Tool Selection:** be able to research, evaluate, and select appropriate digital tools for specific tasks and project requirements, justifying my choices based on functionality, cost, usability, and integration needs.
 - **Configuration and Implementation:** be able to configure and customise digital tools to meet specific project requirements, including setting up user permissions, workflows, and system integrations.
 - **Security Implementation:** be able to implement security solutions including authentication, access controls, and data protection measures, and conduct vulnerability testing to identify and address security risks.
 - **Quality Assurance:** be able to design and execute quality control procedures, including developing test plans, performing systematic testing, and documenting defects and resolutions.
 - **Troubleshooting and Support:** be able to diagnose and resolve technical issues systematically, applying logical problem-solving approaches to restore functionality and minimise disruption.
 - **Data Management:** be able to manage, manipulate, and protect data effectively across multiple platforms, including performing backups, data migrations, and ensuring data integrity.
 - **Project Delivery:** be able to plan, execute, and deliver digital projects within defined constraints, managing time, resources, and stakeholder expectations throughout the project lifecycle.
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6. Support

Guidance and Assistance

- 6.1 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 TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Centre Management 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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- 6.3 Learners will have access to a dedicated online resource platform designed to support their coursework journey. This system includes integrated competency testing tools to help learners assess their understanding and readiness, while also providing teachers with valuable insights into learner progress.

Learners can upload and link evidence directly to assessment criteria across one or multiple units, with assessors able to accept, reject, or comment on submissions—creating a transparent and auditable trail. Moderators and verifiers can access this evidence in real time, making the process significantly more efficient than traditional paper-based methods. Built-in progress tracking allows monitoring by unit or criterion, and the platform can be integrated with any standards-compliant VLE or e-portfolio system already in use by centres.

Training and free support are available from your Account Manager.

The aim is to streamline the assessment process, reduce administrative overhead, and maximise time spent on teaching and learning.

- 6.4 Telephone and e-mail support are available to all Centres.
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7. Registration & Procedures

Registration

- 7.1 TLM's flexible registration model allows centres to enrol learners at times that suit their delivery schedules, with no late entry charges. There are no additional fees for learners who need to resubmit unit evidence that initially does not meet the required standard, supporting an inclusive and developmental approach to assessment. However, learners who need to resit the graded synoptic examination will be subject to a standard resit fee.

This model helps reduce overall costs for centres while maintaining the integrity of the qualification.

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 fees 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 unit evidence to TLM early to check that it 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 unit evidence submitted by learners is a true reflection of the learner's competence.

This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.

- 7.4 Certificates can be easily authenticated online by entering the certificate number or scanning the QR code printed on the certificate.

This service is free of charge and encourages routine verification, which helps strengthen overall security.

When authentication is not quick and accessible, the risk of certificate fraud increases significantly.

With the growing sophistication of technologies—especially AI-powered image generation—creating highly convincing forgeries is becoming easier and more

common, making robust authentication methods more important than ever.

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 currently 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 key objective of this finance qualification is to equip learners with the skills to meet their financial information and digital resource needs using tools that are freely and legally available online. This approach supports national priorities around inclusion and equal access to opportunity.

While many learners and institutions remain reliant on proprietary software, our online learning platform provides structured support and practical resources to guide a gradual transition towards open and accessible tools—through education, financial literacy, and informed decision-making.

Annexe A

Level 3 Diploma in Digital Tools and Applications - 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.
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- 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 TLM Centre Management System.
- **Please refer to the Assessment Strategy for full details of the assessment process.**
- A range of learning approaches may be needed to meet the diverse needs of learners, including those with learning difficulties or disabilities.
- Once a learner has demonstrated secure competence against all criteria in a unit, they are eligible to receive a unit certificate. Completion of all mandatory units entitles the learner to enter the synoptic examination.

- For learners new to formal education or digital, we recommend a minimum of 360 guided learning hours to complete the Diploma. However, centres may exercise discretion to reduce this where appropriate, taking prior learning and experience into account. The emphasis is on outcomes—what matters is whether the learner can reliably and independently meet the assessment criteria.

Level 3, Unit – Digital Skills in Practice (8 Credits, 80GLH)

1 Meeting user requirements for a digital solution

- 1.1 I can explain the importance of accurately capturing user requirements at the start of a digital project.
- 1.2 I can describe a range of requirements-gathering techniques and justify their appropriate use in different contexts.
- 1.3 I can distinguish between functional and non-functional requirements and classify user needs accordingly.
- 1.4 I can produce clear, unambiguous user requirements documentation following industry standards.
- 1.5 I can apply validation and verification techniques to ensure requirements accurately reflect user needs.
- 1.6 I can analyse user requirements to identify potential conflicts, ambiguities, and gaps, and propose resolutions.
- 1.7 I can evaluate the effectiveness of a completed digital solution against the original user requirements and recommend improvements.

2. Selecting, evaluating and configuring the appropriate tools for a digital solution

- 2.1 I can explain the importance of a structured approach to tool selection in digital solution development.
- 2.2 I can describe a range of digital tools across different categories and their typical applications.
- 2.3 I can distinguish between evaluation criteria and apply them to assess competing tools.
- 2.4 I can apply a structured methodology to select the most appropriate tools for a given digital solution.
- 2.5 I can configure and customise digital tools to meet specific project and user requirements.

	2.6 I can evaluate the effectiveness of configured tools and propose optimisation improvements. 2.7 I can analyse interoperability requirements between tools and design integrated digital solutions. 2.8 I can evaluate the strategic impact of tool choices and recommend a sustainable digital tool ecosystem.
3. Designing and implementing a range of management tools and practices for a digital solution	3.1 I can explain the purpose and importance of management tools and practices in digital solution delivery. 3.2 I can describe a range of management tools and their application across the digital solution lifecycle. 3.3 I can select and justify appropriate management tools for specific project contexts. 3.4 I can design a management framework that integrates multiple tools and practices for a digital solution. 3.5 I can implement management practices including version control, issue tracking, and change management. 3.6 I can configure monitoring, logging, and reporting tools to support operational management. 3.7 I can evaluate the effectiveness of implemented management tools and practices and recommend improvements. 3.8 I can design and implement a continuous improvement strategy for management tools and practices.
4. Selecting and testing security solutions for a digital solution	4.1 I can explain the fundamental principles of information security and their application to digital solutions. 4.2 I can describe a range of security threats and vulnerabilities affecting digital solutions. 4.3 I can distinguish between security controls and select appropriate solutions for different scenarios. 4.4 I can design a layered security architecture for a digital solution.

	4.5 I can implement security testing methodologies to identify vulnerabilities in a digital solution. 4.6 I can evaluate security test results and recommend appropriate remediation measures. 4.7 I can design and implement a security monitoring and continuous improvement strategy.
5. Planning and evaluating quality control procedures for a digital solution	5.1 I can explain the principles of quality control and its importance in digital solution development. 5.2 I can describe a range of quality control techniques and their application across the digital solution lifecycle. 5.3 I can distinguish between types of quality control and their appropriate application. 5.4 I can design a comprehensive quality control plan for a digital solution. 5.5 I can implement quality control procedures and collect quality metrics. 5.6 I can evaluate the effectiveness of quality control procedures and identify areas for improvement. 5.7 I can design and implement a continuous quality improvement strategy.

Teacher Guidance Notes

This section provides a brief summary of guidance for each assessment criterion within the unit, offering teaching points and areas of focus to support effective delivery.

This summary is not exhaustive and will be supported by a comprehensive suite of additional materials, including teacher handbooks, exemplar activities, and interactive content, all accessible via our dedicated online learning platform.

These resources are intended to aid both teaching and learning, and to provide practical tools for assessment preparation and learner progression.

Unit : Digital Skills in Practice

1 Meeting user requirements for a digital solution

- **1.1 I can explain the importance of accurately capturing user requirements at the start of a digital project.**

Most digital projects tend to fail because of a lack of planning: “fail to plan, plan to fail”. If you are unable to understand exactly what the client is looking for, then you can't design a solution that will meet their needs. These needs will change over time and depending on the length and scope of the project, this is to be expected, but you need to be clear at the start of what is required. Some case studies here would be useful to evidence an overall understanding of the importance of good requirements capture and understanding. Use of statistics to reinforce this would also be useful here. Some explanation of concepts like scope creep, budget overruns, stakeholder dissatisfaction will underpin the explanations offered.

Evidence could include:

- Written explanation of the consequences of inadequate requirements gathering
- Case study analysis of a failed project due to poor requirements
- Presentation on the cost of fixing errors at different project stages (the "cost of change" curve)

- **1.2 I can describe a range of requirements-gathering techniques and justify their appropriate use in different contexts.**

There are a multitude of ways for capturing information relevant to a digital project and it depends on the size of the project undertaken. If the company is a global company, it would be unrealistic to conduct interviews with every stakeholder, so some form of mass capture would be more appropriate, such as surveys or questionnaires. Some aspects of the project might require more close focussed investigations, such as observations of work flows or the way people use devices, for example when replacing analogue systems with digital. The key point here, for this level of qualification, is to show some justification. For each technique and method chosen, you need to explain the strengths and weaknesses, or the limitations. It doesn't mean they will not be used, but if they are, you have discussed why. Factors here to consider will also be time and budget constraints.

Evidence could include:

- Comparison table of requirements-gathering techniques
- Justified recommendations for technique selection in given scenarios
- Demonstration of conducting a mock interview or survey design

- **1.3 I can distinguish between functional and non-functional requirements and classify user needs accordingly.**

The distinction between these two ideas is important and will guide the final solution design and offering. The functional aspects of a system are the way that it does things, what it should do. The non-functional are how well the system does things, or should do things. For example, a functional requirement might be the login system. If someone can't login to the system, then clearly it does not function. However, if they can login, but it takes 3 hours, then clearly it is a non-functional issue and it is affecting the system overall. Some important non-functional requirements will be reliability, security, performance etc. and should be discussed with examples.

Evidence could include:

- Exercise classifying user requirements into functional/non-functional categories
- Explanation of why non-functional requirements are often overlooked
- Creation of a requirements catalogue with both types clearly labelled

- **1.4 I can produce clear, unambiguous user requirements documentation following industry standards.**

Collection and collation of your requirements should be clear and detailed enough so that any other person could pick them up and run with them. Where possible, they should adhere to industry standards so that they can be cross-referenced. It is useful to follow various models, for example MoSCoW (Must have, Could Have, Should Have, Wont Have). This documentation can be presented to the client at various stages in order to get approval and sign off. The more detailed and clear it is, the easier it is to get "buy-in".

Evidence could include:

- A complete user requirements document (URD) for a specified scenario
- Use of MOSCOW prioritisation in a requirements specification
- Peer review of requirements for clarity and testability

- **1.5 I can apply validation and verification techniques to ensure requirements accurately reflect user needs.**

By this stage, you might have some prototypes and rough designs of the proposed solution and these can be used to allow clients to test out the system and do system walk-throughs. The clients can complete forms for UAT (User Acceptance Testing). They can try out test systems and give feedback on the proposed design that will help refine it. They will be using it so it is important to get their views. One problem with designs is that the people making the designs just assume everyone is the same as they are, but this misses the detail that some users might be quite inexperienced computer users and an over complex UI will not help them. "The customer is always right." Using a traceability matrix will ensure that requirements and their corresponding actions are matched and met.

Evidence could include:

- Conducting a requirements review session (role-play)
- Creating a requirements traceability matrix (RTM)
- Explanation of how prototyping can validate ambiguous requirements
- Report on validation activities and outcomes

- **1.6 I can analyse user requirements to identify potential conflicts, ambiguities, and gaps, and propose resolutions.**

In most cases, clients will expect the system to do everything. These expectations need to be managed and real solutions offered to make sure that the project completes successfully. You may not be able to resolve everything at this stage of your professional journey in IT, but need to be able to show an understanding of potential roadblocks and how they might be avoided. It might also be the case that you can suggest to the client that a need of theirs can be met in future releases of the product and explain why this might be the case. Some frameworks here can be useful in supporting your recommendations. Most small scale projects these days use an agile methodology, though larger projects suit a waterfall approach. Each of these can be analysed and evaluated in the context of your chosen project.

Evidence could include:

- Requirements analysis report identifying issues in a given specification
- Conflict resolution recommendations with justifications
- Change request documentation showing impact analysis
- Presentation on the importance of change control in agile vs. waterfall

- **1.7 I can evaluate the effectiveness of a completed digital solution against the original user requirements and recommend improvements.**

How do you know that the client is happy with the proposed solution you offer? Conducting interviews and user satisfaction surveys will give you the confidence to move forward. Once the system is in place, you can gather data to find out if it met the initial expectations and find out from users their experience and how closely this meets the intentions set out in the beginning. Getting sign-off, on a paid project, will also make sure you get paid. It also helps with other projects as you can reflect on what worked and what didn't.

Evidence could include:

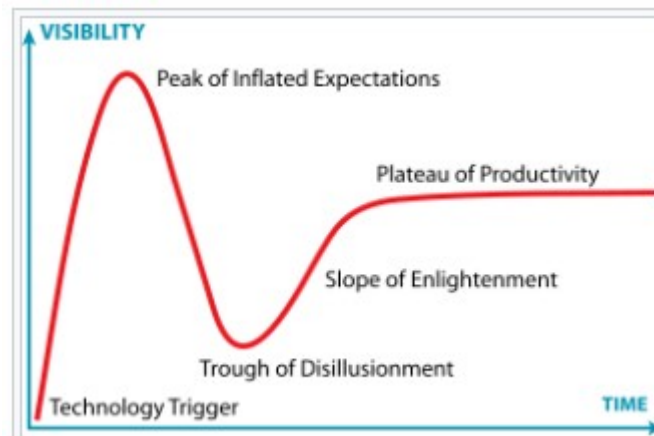
- Post-implementation review report with findings and recommendations

- User satisfaction survey design and analysis
- Usability testing plan and results
- Presentation on lessons learned and continuous improvement
- Formal project closure documentation and sign-off

2. Selecting, evaluating and configuring the appropriate tools for a digital solution

- **2.1 I can explain the importance of a structured approach to tool selection in digital solution development.**

Don't always assume that the most expensive tool is the best one to use. A rusty old hammer will knock in a nail as well as a solid gold one. It is about choosing and justifying the best tools to use based on your detailed requirements from section 1 above. A key here is the understanding of concepts like Gartner's Hype Cycle.



https://en.wikipedia.org/wiki/Gartner_hype_cycle

It is sometimes appropriate to select new technologies to solve issues, but in business, it is often better to have tried and tested ones. It is important to explain how poor tool choices lead to increased costs, reduced productivity, integration challenges, skills gaps, vendor lock-in, and ultimately project failure.

Evidence could include:

- Written explanation of the consequences of poor tool selection
- Case study analysis of a project impacted by inappropriate tool choices
- Presentation on technology adoption frameworks and models
- Report on the total cost of ownership (TCO) implications of tool decisions

• **2.2 I can describe a range of digital tools across different categories and their typical applications.**

An overview of possible tools for different jobs in the form of a short report will show an understanding of what is available and how they function. It is also useful to experience different tools as once you go to a company, there is no telling what tool they use, so wide experience is useful. It also helps when making informed choices.

Category	Possible tools
Project Management	Jira, Trello, Asana, Microsoft Project, eGroupware
Version Control	Git, GitHub, GitLab, Bitbucket
Development Environments	Visual Studio, Eclipse, IntelliJ, VS Code
Testing Tools	Selenium, JUnit, Postman, JMeter
Collaboration	Slack, Microsoft Teams, Confluence, Clickup, Nextcloud
CI/CD Pipelines	Jenkins, GitLab CI, GitHub Actions, Azure DevOps
Cloud Platforms	AWS, Azure, Google Cloud Platform, Nextcloud
Database Systems	MySQL, PostgreSQL, MongoDB, Oracle
Monitoring & Analytics	Splunk, Datadog, Google Analytics

For the chosen tools, an overview of use cases and strengths vs weaknesses would be helpful.

Evidence could include:

- Comprehensive tools catalogue with category classifications
- Presentation on emerging tools and technologies
- Comparison matrix of tools within a specific category
- Skills audit identifying which tools are industry standards

- **2.3 I can distinguish between evaluation criteria and apply them to assess competing tools.**

Each of the tools above needs to be fully evaluated as they will be recommended for different aspects of the project solution. Some evaluation criteria might include: functionality, technical aspects, cost, usability, support, vendor viability, compliance and possible alignment with other systems. Each of these can be unpacked. For example, open source software is often “free”, though can have paid for support versions. If using open source, it is important to check that they are viable. For example, one company forked a version of an enterprise Linux distribution RedHat version 7 as CentOS. It was free so widely used, but several years later the volunteers supporting it stopped so people were left with a choice to move on to a paid version such as RedHat.

Evidence could include:

- Completed evaluation matrix comparing 3+ tools
- Weighted decision matrix with justification for weightings
- Written analysis explaining which factors are most critical for a given scenario
- Stakeholder consultation summary identifying priority criteria

- **2.4 I can apply a structured methodology to select the most appropriate tools for a given digital solution.**

You need to evidence a process here that the tools have been thoroughly evaluated on a range of measures.

Requirements Definition – Documenting functional and technical requirements for tools

Research and Shortlisting – Identifying potential tools and creating a longlist

Criteria Definition – Establishing evaluation criteria with stakeholder input

Detailed Evaluation – Using trials, demos, and proof-of-concepts to assess tools

Decision Making – Producing a recommendation with clear justification

Justification and Documentation – Recording the rationale for future reference

Carrying out this process will help as it will build up a clear picture for you of what tools are good for you as you progress through your career. It is also always changing as new tools constantly appear and disappear.

Evidence could include:

- Complete tool selection report for a specified scenario
 - Demonstration of a selection methodology applied to a real-world problem
 - Presentation to stakeholders with recommendation and justification
 - Scoring matrix showing how the final decision was reached
-
- **2.5 I can configure and customise digital tools to meet specific project and user requirements.**

Many software tools can be used “off the shelf”, but generally need some configuration and adaptation for local needs. Some short user guides here on one or two tools will demonstrate that you have the ability to configure tools as required.

For example, I can configure a CI/CD pipeline, set up project boards in Jira or Trello, or establish version control workflows with appropriate branching strategies (e.g., Git Flow or GitHub Flow).

Evidence could include:

- Screenshots or walkthroughs of configured tools
 - Configuration log or documentation
 - Demonstration of custom workflows in action
 - Migration or setup plan for new tool adoption
-
- **2.6 I can evaluate the effectiveness of configured tools and propose optimisation improvements.**

Various measures can be deployed to make sure the tools you have chosen for different aspects of the solution are doing their job. These can include performance monitoring. If you have selected a web server for a client, is it coping with the number of logins expected and still quick to login etc. How are users dealing with the tools and are they happy with how they work. Is there a measured improvement in productivity.

Evidence could include:

- Tool effectiveness audit report
- Performance metrics analysis and visualisations
- Cost-benefit analysis of optimisation proposals
- User satisfaction survey results and analysis

• 2.7 I can analyse interoperability requirements between tools and design integrated digital solutions.

Many systems you design and maintain will have to be integrated with existing systems as they will not generally be full replacements. For example, a front end web site might be running on a Linux operating system, but be accessing a database on a Microsoft server. How do the systems integrate and are there issues for interoperability that are causing bottlenecks that need to be addressed.

Evidence could include:

- Integration architecture diagram
- API documentation and endpoint specification
- Data flow diagrams showing inter-tool communication
- Integration test plan
- Technical specification for custom integration code

• 2.8 I can evaluate the strategic impact of tool choices and recommend a sustainable digital tool ecosystem.

Many companies might be using legacy servers and applications for certain functions. How well do these integrate with newer systems. Using tools like End of Life (<https://endoflife.date>) will guide you on how and when these systems need to be changed. You need to produce a strategic technology roadmap that shows how the toolset will evolve over 3-5 years, including planned upgrades, migrations, and potential changes. You need to make evidence-based recommendations for building a sustainable and resilient tool ecosystem that balances innovation with stability and risk management.

Evidence could include:

- Strategic technology roadmap

- Vendor lock-in risk assessment
- Long-term TCO forecast and budget planning
- Innovation strategy document
- Sustainability impact assessment

3. Designing and implementing a range of management tools and practices for a digital solution

- **3.1 I can explain the purpose and importance of management tools and practices in digital solution delivery.**

In IT, there are tried and tested management tools that people use to ensure the project management is carried out effectively. Frameworks like ITIL and Prince2 are widely recognised as industry standards to follow. Basic concepts of management of projects need to be explained and examples given of their importance. Ideas such as visibility, accountability and efficiency are important. Also, control, quality assurance and compliance need to be explained in reference to the project.

Evidence could include:

- Written explanation of the value of management tools and practices
- Case study analysis of a project that succeeded/failed due to management practices
- Presentation comparing different management frameworks
- Reflective account of observed management practices in a real or simulated environment

- **3.2 I can describe a range of management tools and their application across the digital solution lifecycle.**

As with element 2.2 above, it is important to describe the different tools available and discuss how they will be used with some viable use cases that reflect the way your project will be carried out. The wider the range of tools described, the more comprehensive the possible solution will be. If possible, it would be useful to talk to professionals in the field to ask them for examples of their best tools with explanation of why they use them.

Some tools to consider include: Project Management, Issue Tracking, Version Control, CI/CD, Monitoring or Alerting, Logging, Analytics, Collaboration, Testing, Configuration Management and Service Desks.

Evidence could include:

- Comprehensive management tools catalogue with classifications
- Lifecycle mapping showing which tools apply to each phase
- Presentation on tool integration across the lifecycle
- Gap analysis identifying missing tools for a given scenario

- **3.3 I can select and justify appropriate management tools for specific project contexts.**

Once tools have been identified generally, they need to be selected and justified in a more granular way depending on the nature of the specific tasks. Is the task a large and complex project, in which case it needs a management tool to cope with that. What methodology is required. Is it a Waterfall type of project, where all tasks are set at the beginning and they “cascade” down to the end, or is a more agile approach needed. How will the teams work: locally or more remotely, and what will that require in terms of tools to monitor and manage. What skills do you have to use the tools and do you require external help etc.

Evidence could include:

- Tool selection report with justification for each choice
- Comparative analysis of competing tools
- Proof-of-concept plan and results
- Stakeholder recommendation presentation

- **3.4 I can design a management framework that integrates multiple tools and practices for a digital solution.**

How will you bring all these different elements together and keep track of it all. What are the associated risks and do you have plans in place to lessen or remove these. Using something like a RACI matrix diagram may make it clearer to understand who is doing what and where you are on the journey.

Evidence could include:

- Complete management framework design document
- Process flow diagrams for key activities
- RACI (Responsible, Accountable, Consulted, Informed) matrix
- Tool integration architecture diagram
- Governance structure and role descriptions

- **3.5 I can implement management practices including version control, issue tracking, and change management.**

Consider some of the following:

Version Control Implementation:

- Set up a version control repository (e.g., Git)
- Implement branching strategies (Git Flow, GitHub Flow, or trunk-based)
- Establish commit message conventions
- Configure access controls and permissions
- Set up pull request and code review workflows

Issue Tracking Implementation:

- Configure issue tracking system (e.g., Jira, GitHub Issues)
- Define issue types (bug, feature, task, story)
- Establish prioritisation and triage processes
- Configure workflows for issue lifecycle
- Set up dashboards and reporting

Change Management Implementation:

- Document change request process
- Establish change advisory board (CAB) or approval process
- Implement change impact assessment procedures
- Define emergency change processes
- Set up change logging and audit trails

Some of these you may not require or use, but need to evidence you are aware of them and how they could be used in your project.

Evidence could include:

- Screenshots/recordings of configured tools
- Repository structure documentation
- Issue tracking workflow diagrams
- Change request templates and process documentation
- Practical demonstration of using the implemented practices

- **3.6 I can configure monitoring, logging, and reporting tools to support operational management.**

How will you know that things are working as expected. Use some of the following methods and practices:

Monitoring Configuration:

- Set up system and application monitoring (CPU, memory, disk, network)
- Configure health checks and availability monitoring
- Implement alerting rules with appropriate thresholds
- Create dashboards for real-time visibility

Logging Implementation:

- Configure centralised logging (e.g., ELK Stack, Splunk)
- Define log levels and retention policies
- Implement structured logging for easier analysis
- Set up log aggregation and search capabilities
- Configure log rotation and archival

Reporting & Dashboards:

- Design management dashboards with key metrics
- Create operational reports (uptime, performance, incidents)
- Generate business reports (usage, adoption, ROI)

- Establish regular reporting cadence and distribution

Evidence could include:

- Dashboard screenshots and walk throughs
- Alert configuration documentation
- Monitoring and logging architecture diagram
- Sample reports generated from the system
- Incident response demonstration using monitoring tools

Simple tools like Uptime Robot (<https://uptimerobot.com>) can help make sure you know that a website you made is working as expected.

- **3.7 I can evaluate the effectiveness of implemented management tools and practices and recommend improvements.**

As with other management or design tools, evaluate their efficiency and quality. Check with the users if they are satisfied with the information output and it is something they can use to help make decisions. Are they still operating in budget and can they be scaled as required?

Evidence could include:

- Management tools evaluation report
- Stakeholder feedback survey design and results
- Performance metrics analysis and visualisations
- Recommendations with cost-benefit analysis
- Improvement implementation plan

- **3.8 I can design and implement a continuous improvement strategy for management tools and practices.**

The project is likely to be a long and ongoing one, so how will you ensure that it has a good life cycle?

- Current state assessment
- Vision for the future tool and practice landscape
- Prioritised improvement roadmap

- Implementation plan with timelines and responsibilities
- Success measures and KPIs
- Governance and review process

Evidence could include:

- Continuous improvement strategy document
- Improvement roadmap with milestones
- PDCA cycle applied to a specific tool or practice
- Skills development plan for the team
- Governance review process design

4. Selecting and testing security solutions for a digital solution

- **4.1 I can explain the fundamental principles of information security and their application to digital solutions.**

Any system today, regardless of function, is subject to attack. Since most, if not all, companies are online, all projects require extra security. Central to this is CIA.

The CIA Security Triad: Confidentiality, Integrity & Availability



https://www.splunk.com/en_us/blog/learn/cia-triad-confidentiality-integrity-availability.html

In addition to these central aims, sub-aims might consist of:

- **Authentication** – Verifying identity (something you know, have, or are)
- **Authorisation** – Determining what an authenticated user can access

- **Non-repudiation** – Ensuring actions cannot be denied later
- **Defence in Depth** – Multiple layers of security controls
- **Least Privilege** – Users get only the access they need
- **Zero Trust** – Never trust, always verify

Evidence could include:

- Written explanation of the CIA triad with examples
- Case study analysis of a security breach and its impact
- Presentation on security principles for non-technical stakeholders
- Risk assessment identifying which principles are most critical for a given scenario

- **4.2 I can describe a range of security threats and vulnerabilities affecting digital solutions.**

So many to choose from and changing all the time, but describe Malware generally, network attacks, social engineering, insider threats etc. In addition, consider:

- Weak or default passwords
- Unpatched software and systems
- Misconfigured servers and cloud resources
- Insecure APIs and integrations
- Lack of encryption in transit and at rest
- Insufficient logging and monitoring
- Poor access control implementation

Evidence could include:

- Comprehensive threat landscape report

- Vulnerability assessment of a specified scenario
 - Presentation on OWASP Top 10 with examples
 - Attack tree or threat modelling exercise
- **4.3 I can distinguish between security controls and select appropriate solutions for different scenarios.**

Controls:

Type	Definition	Examples
Preventative	Stops security incidents from occurring	Firewalls, encryption, access controls, antivirus
Detective	Identifies and alerts on security events	IDS/IPS, SIEM, audit logs, monitoring
Corrective	Responds to and recovers from incidents	Backups, disaster recovery, incident response plans
Deterrent	Discourages potential attackers	Warning banners, security policies, legal notices
Compensating	Provides alternative protection when primary controls aren't feasible	Additional monitoring, manual reviews

Solutions:

Type	Purpose	Examples
Network Security	Protect network infrastructure	Firewalls, VPNs, IDS/IPS, NAC
Endpoint Security	Protect devices	Antivirus, EDR, patch management, device encryption
Application Security	Secure software	WAF, SAST, DAST, RASP, secure coding practices
Data Security	Protect sensitive data	Encryption (at rest/in transit), DLP, tokenisation

Identity & Access	Control who can access what	MFA, SSO, IAM, privileged access management
Cloud Security	Secure cloud environments	CASB, cloud security posture management, CSPM
Security Operations	Monitor and respond	SIEM, SOAR, threat intelligence, SOC

Evidence could include:

- Security solution selection report with justification
 - Control mapping to specific threats and vulnerabilities
 - Solution comparison matrix with scoring
 - Compliance requirement mapping to security controls
-
- **4.4 I can design a layered security architecture for a digital solution.**

Designing a layered approach helps isolate attacks and find where the problems are occurring.

POLICIES & GOVERNANCE Security policies, standards, procedures
AWARENESS & TRAINING Security awareness, role-based training
PHYSICAL SECURITY Access control, CCTV, environmental controls
NETWORK SECURITY Firewalls, IDS/IPS, VPN, segmentation
APPLICATION SECURITY Secure coding, WAF, vulnerability scanning
DATA SECURITY Encryption, DLP, classification, backup

ENDPOINT SECURITY Antivirus, EDR, patch management
IDENTITY & ACCESS MFA, IAM, privileged access management
MONITORING & RESPONSE SIEM, incident response, SOC

Evidence could include:

- Security architecture diagram with all layers
- Control mapping to threats and vulnerabilities
- Written justification for the architecture design
- Defence-in-depth analysis
- Security architecture review presentation

• **4.5 I can implement security testing methodologies to identify vulnerabilities in a digital solution.**

You need to evidence some different testing strategies. These will differ depending on the type of project and the overall threat, but here are some considerations.

Type	Description	Tools and Examples
Vulnerability Scanning	Automated scanning for known vulnerabilities	Nessus, OpenVAS, Nikto, Qualys
Penetration Testing	Simulated attacks to exploit vulnerabilities	Burp Suite, Metasploit, Kali Linux, OWASP ZAP
Static Testing (SAST)	Analysing source code for vulnerabilities	SonarQube, Fortify, Checkmarx, ESLint Security
Dynamic Testing (DAST)	Testing running applications	Burp Suite, OWASP ZAP, Acunetix
Interactive Testing	Combined static and dynamic analysis	Contrast Security, Veracode

(IAST)		
Software Composition Analysis	Systematic review of security controls	Manual review, checklists, frameworks (ISO 27001, Cyber Essentials)
Security Audits	Monitor and respond	SIEM, SOAR, threat intelligence, SOC
Threat Modelling	Identifying threats during design	STRIDE, DREAD, MITRE ATT&CK

Evidence could include:

- Vulnerability scan report with analysis
- Penetration test plan and findings
- Security test execution records
- SAST/DAST results with remediation recommendations
- Threat model documentation

• **4.6 I can evaluate security test results and recommend appropriate remediation measures.**

Evaluation of these security measures will depend on factors like the severity and impact. All of these need to be documented and explained. The actual problems can also be explained. For example, is it weak passwords, SQL injections, missing patches. Each of these has a different impact, level of severity and also the system it affects.

Evidence could include:

- Vulnerability assessment report with prioritisation
- Remediation plan with timelines and responsibilities
- Risk matrix and prioritisation justification
- Root cause analysis of identified vulnerabilities
- Implementation plan for security improvements

- **4.7 I can design and implement a security monitoring and continuous improvement strategy.**

Having identified the problems, what can be done about them in the short, medium and more long term. Having monitored the issues and set up dashboards and alert systems, you then need to determine the testing routines to keep on top of the problem. Something like the following.

Activity	Frequency	Purpose
Vulnerability Scans	Weekly/Monthly	Identify new vulnerabilities
Penetration Testing	Annual/Bi-annual	Comprehensive security validation
Security Audits	Annual	Compliance and governance validation
Threat Modelling	On significant changes	Assess new threats
Security Reviews	Per sprint/iteration	Continuous improvement

Evidence could include:

- Security monitoring architecture design
- Incident response plan
- Security dashboard design and KPIs
- Continuous improvement plan with schedules
- Security governance documentation
- Training and awareness programme

5. Planning and evaluating quality control procedures for a digital solution

- **5.1 I can explain the principles of quality control and its importance in digital solution development.**

You need to explain the main ways that a system is judged, in particular the level of quality evidenced from different stakeholders. Ideas like user satisfaction, reputation, risk management reduction, efficiency need to be explained in relation to your project.

Evidence could include:

- Written explanation of quality control principles with examples
- Case study analysis of a project impacted by poor quality
- Presentation on the cost of quality vs. cost of poor quality
- Quality model comparison (ISO 9001 vs. ISO 25010)

- **5.2 I can describe a range of quality control techniques and their application across the digital solution lifecycle.**

The range of techniques will vary depending on what project you undertake, but ideas such as code reviews, static review, inspections etc. need to be described with examples from your project. You also need to discuss some of the testing carried out, by users, developers, possible customers etc.

Evidence could include:

- Comprehensive QC techniques catalogue with lifecycle mapping
- Explanation of when to use each technique
- Comparison of different testing levels
- Quality control plan incorporating multiple techniques

- **5.3 I can distinguish between types of quality control and their appropriate application.**

Quality control can be preventative as well as corrective, so you need to give some examples to show that you know the difference. Equally, some quality control can be automated, while others need to be manual.

Evidence could include:

- Comparison matrix showing QC types and applications
 - Scenario analysis with justified QC selection
 - Quality control plan with balanced approaches
 - Presentation on testing strategy selection
-
- **5.4 I can design a comprehensive quality control plan for a digital solution.**

Some of the following will need to be evidenced.

Component	Description	Example
Quality Objectives	What quality means for this project	Response time < 2s, zero critical bugs, 95% test coverage
Scope	What is and isn't covered by QC activities	All functional requirements, performance, security, accessibility
Standards	Quality standards and frameworks to follow	Unit testing, code reviews, penetration testing
Techniques	Testing and review methods to use	Developers write unit tests; QA performs system testing
Roles & Responsibilities	Who does what	Continuous improvement
Schedule	When QC activities occur	Unit tests per sprint; UAT before release
Entry/Exit Criteria	When to start and finish QC activities	Code complete before testing; all critical bugs fixed before release
Defect Management	How defects are reported, tracked, and resolved	Jira/issue tracking, prioritisation, escalation

Test Environment	Where testing occurs	Dev, staging, UAT environments
Tools	What tools will be used	JUnit, Selenium, JMeter, SonarQube
Reporting	How quality is communicated	Test reports, dashboards, defect metrics

Evidence could include:

- Complete quality control plan document
- Test strategy document
- Quality objectives and metrics definition
- Stakeholder presentation of the QC plan

• **5.5 I can implement quality control procedures and collect quality metrics.**

Create a range of tests, metrics, and reports that provide stakeholders with clear visibility into quality status, trends, and areas requiring attention.

Evidence could include:

- Test execution records and test case results
- Defect tracking logs and trend analysis
- Quality dashboard screenshots
- Code review records and approval logs
- Performance test results and analysis
- Quality report to stakeholders

- **5.6 I can evaluate the effectiveness of quality control procedures and identify areas for improvement.**

If things are not as expected, how do you know the extent? Document and carry out some of the following.

Root Cause Analysis Techniques:

Technique	Description	Best For
5 Whys	Asking "why" repeatedly to find root cause	Simple, single issue analysis
Fishbone Diagram	Categorising potential causes (people, process, technology, environment)	Complex, multi-factor issues
Pareto Analysis	Identifying the most significant causes (80/20 rule)	Prioritising improvement efforts
Failure Mode Analysis	Analysing how failures could occur	Preventative quality planning

Evaluation Evidence Sources:

- Defect trend analysis (open vs. closed defects over time)
- Test coverage reports and analysis
- Post-implementation reviews
- Stakeholder feedback and satisfaction surveys
- Team retrospectives and process feedback
- Escaped defect analysis

Evidence could include:

- QC effectiveness evaluation report
- Defect trend analysis and charts

- Root cause analysis documentation
- Stakeholder feedback summary
- Cost-benefit analysis of QC activities
- Identified improvement opportunities with prioritisation

- **5.7 I can design and implement a continuous quality improvement strategy.**

You need to be able to produce a continuous quality improvement strategy that includes:

- Current state assessment
- Improvement roadmap with milestones
- Implementation plan with responsibilities
- Success measures and KPIs
- Governance and review process
- Training and skills development plan

Evidence could include:

- Continuous quality improvement strategy document
- PDCA cycle applied to a specific QC area
- Improvement roadmap with timelines
- Team training and development plan
- Quality governance process design
- Lessons learned repository and sharing process

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>

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.