

The specification for:

Level 2 Certificate in Creative Fashion and Textiles

TLM Level 2 Certificate in Creative Fashion and Textiles

The TLM Level 2 Certificate in Creative Fashion and Textiles is designed to provide learners with opportunities to explore creative approaches to textile art and fashion making through practical, portfolio-based work.

The qualification introduces learners to the properties and creative use of materials, visual language, textile and fashion techniques, design development and safe working practices. Learners will use visual references and source material to inform their ideas, explore materials and techniques, and develop a completed creative outcome.

The qualification is suitable for learners who wish to develop practical skills in fashion, textiles or textile art, whether for personal development, further study or progression into related creative subjects. It supports a flexible approach in which learners can respond to themes and briefs through a range of materials, techniques and creative outcomes.

Scope of the qualification

This qualification is intended to recognise creative development and practical achievement at Level 2. It is not limited to garment making or a particular textile discipline. Outcomes may include fashion-based work, textile art, decorative or constructed textiles, weaving, surface design, mixed-media textiles or other appropriate creative responses, provided the learner demonstrates the knowledge, skills and assessment criteria required by the selected unit.

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The Regulated Qualifications Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union

The assessment model for the qualifications presented in this publication was designed by TLM

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1. For those in a hurry! 4
2. Introduction 5
3. Summary of Qualification Specification 6
4. Qualification Content 7
5. Support 8
6. Registration & Procedures 9
7. Other Considerations 10
Annexe A 11
Level 2 Certificate in Creative Fashion and Textiles - Unit assessment - coursework guidance 11
Mandatory Unit 1 – Creative Design Development for Fashion and Textiles 13
Optional Unit 2 – Creative Fashion Making 13
Optional Unit 3 – Creative Design Textile Art 13

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 2 Certificate in Creative Fashion and Textiles

The TLM Level 2 Certificate in Creative Fashion and Textiles enables learners to develop and demonstrate creative, technical and practical skills within fashion and textile disciplines. The qualification provides opportunities to explore materials, techniques and visual ideas while developing confidence in the design and production of creative work.

Learners will investigate relevant visual references, explore design ideas and experiment with appropriate materials, techniques and processes. They will use their findings to inform creative decisions and produce outcomes that demonstrate appropriate practical skills and an understanding of their intended purpose.

The qualification combines a mandatory design development unit with a choice of specialist practical units, allowing learners to develop their knowledge and skills within either creative fashion making or textile art.

The mandatory unit introduces the design process, including visual research, idea development, practical exploration, presentation and review. The optional units provide opportunities to apply these skills through the production of completed creative work.

At Level 2, learners are expected to demonstrate the ability to select and use appropriate materials, tools and techniques, develop ideas into completed outcomes and review the effectiveness of their work. Assessment focuses on practical application, creative development and evidence of achievement against the specified assessment criteria.

The qualification supports progression to Level 3 study, further creative training, employment-related development or personal creative practice.

Qualification Structure

Learners must complete the mandatory unit and one optional unit to achieve the certificate.

Mandatory Unit

Unit 1 – Creative Design Development for Fashion and Textiles (6 credits)

Optional Units – Select One

Unit 2 – Creative Textile Art (6 credits)

Unit 3 – Creative Fashion Making (6 credits)

Total qualification credits: 12

3. Summary of Qualification Specification

3.1 Level 2 Certificate (Annexe A)

The Level 2 Certificate in Creative Fashion and Textiles is designed to develop learners' creative and practical skills through textile art and fashion making. Learners will explore materials, techniques and visual ideas and apply these to the development of a resolved creative outcome.

The qualification supports a flexible approach to creative practice and may include fashion making, textile art, constructed textiles, surface design, weaving, mixed-media textiles or other appropriate creative outcomes.

Qualification Title: Level 2 Certificate in Creative Fashion and Textiles

Qualification Number: 610/8201/1
Qualification Level: Level 2
Total Credits: 12
Guided Learning Hours: xx
Total Qualification Time: xx
Assessment Methods: Coursework, E-assessment, Portfolio of Evidence

Assessment
Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded; the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Mandatory

Unit 1 – Creative Design Development for Fashion and Textiles (6 Credits)

Optional

Unit 2 – Creative Fashion Making (6 Credits)

Unit 2 – Creative Textile Art (6 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 teacher observations, portfolio completed, and or activities in line with the learning materials

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

If on 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 certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

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

4. Qualification Content

Mandatory	Optional (for reference)
1 CREDITS	**None**
Unit 1 – Creative Design Development for Fashion and Textiles	**Unit 2 – Creative Textile Art** **Unit 3 – Creative Fashion Making**

5. Support

	Guidance and Assistance
5.1	There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified 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.
5.2	**Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.
5.3	The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screenshots and referencing that draws time away from teaching.
5.4	**Telephone** and e-mail support are available to all Centres. There is a general convention of 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.

6. Registration & Procedures

	Registration
6.1	TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.
	Internal standardisation
6.2	The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent. It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations. TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.
	Authentication
6.3	All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.
6.4	Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

7. Other Considerations

	Access arrangements and special requirements
7.1	All TLM's qualifications are intended to be accessible, as widely as possible. Please refer to the Annex for further information. Centres should contact TLM if they have any questions related to accessibility issues
	Language
7.2	The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.
	Malpractice
7.3	TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at https://tlm.org.uk/policy-download-centre/ Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.
	Equality of opportunity
7.4	TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at https://tlm.org.uk/policy-download-centre/
	Resources, Support and Training
7.5	A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.
7.6	TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

Annexe A

Level 2 Certificate in Creative Fashion and Textiles - Unit assessment - coursework guidance

The **Level 2 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 2 qualification has the following characteristics for learners:

- Achievement at RQF level 2 (EQF Level 3) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
- Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

- The specification for the Level 3 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day-to-day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 8 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

Level 2, Unit 1 – Creative Design Development for Fashion and Textiles

1. Understand how visual research is used to develop fashion and textile ideas	**2. Develop design ideas for a fashion or textile outcome**	**3. Present and review a design proposal for a fashion or textile outcome**	**4. Work safely when developing fashion and textile outcomes**
1.1 Identify sources of visual research for fashion and textile design.	2.1 Produce initial design ideas for a fashion or textile outcome.	3.1 Present and review how the chosen materials and techniques communicate the intended idea. .	4.1 Identify relevant health and safety considerations.
1.2 Describe visual qualities used in fashion and textile design.	2.2 Explore materials, techniques or visual qualities linked to a design idea.	3.2 Review how effectively the selected materials, techniques and visual qualities communicate the intended idea.	4.2 Apply safe working practices.
1.3 Select relevant visual references or source material to support a design idea.	2.3 Develop a fashion or textile outcome that shows control of materials, shape, construction, finish and visual qualities.		
1.4 Explain how visual research has influenced a design idea.			

Level 2, Unit 2 – Creative Textile Art

1. Understand how visual language, techniques and materials are used in textile art	**2. Use textile art techniques, processes and materials to produce creative work**	**3. Work safely when using textile art materials and processes**
1.1 Identify the properties of textile art materials.	2.1 Select suitable tools, materials and processes for a textile art project.	3.1 Identify health and safety considerations when using textile art tools, materials and processes.
1.2 Select appropriate textile materials and explore visual qualities created through textile techniques for a specific creative purpose.	2.2 Apply a range of textile art techniques.	3.2 Apply safe working practices when using textile art tools, materials and processes.
1.3 Use relevant visual references or source material to inform a textile art idea.	2.3 Develop a textile art outcome showing control of materials and visual qualities.	
	2.4 Review how effectively the chosen materials and techniques communicate the intended idea.	

Level 2, Unit 3 – Creative Fashion Making

1. Understand how visual language, techniques and materials are used in creative fashion making	**2. Use fashion making techniques, processes and materials to produce creative work**	**3. Work safely and plan for a fashion making outcome**
1.1 Identify the properties of fashion making materials.	2.1 Select suitable tools, materials and processes for a fashion making project.	3.1 Identify health, safety or practical considerations linked to the proposed fashion making outcome.
1.2 Select appropriate materials for a specific fashion making purpose.	2.2 Apply a range of fashion making techniques.	3.2 Apply safe working practices when using fashion making tools, materials and processes.
1.3 Explore visual qualities and use relevant visual references or source material to inform a fashion making idea.	2.3 Develop a fashion making outcome showing control of materials, construction and visual qualities.	3.3 Present a design proposal for a fashion making outcome.
	2.4 Review how effectively the chosen materials and techniques communicate the intended idea.	3.4 Review how effectively the design proposal communicates the intended idea.

Teacher Guidance Notes

Unit 1 – Creative Design Development for Fashion and Textiles

1 Understand how visual research is used to develop fashion and textile ideas

1.1 Identify sources of visual research for fashion and textile design.

- Introduce relevant sources such as designers, artists, historical and cultural references, objects, environments, photography and existing fashion or textile work.
- Encourage learners to use more than one source where appropriate.

1.2 Describe visual qualities used in fashion and textile design.

- Explore qualities such as colour, line, shape, form, texture, pattern, proportion, silhouette and composition.
- Relate these qualities to examples of fashion and textile design.

1.3 Select relevant visual references or source material to support a design idea.

- Encourage learners to select references that relate meaningfully to their intended design.
- References may be presented through sketchbooks, mood boards, digital collections or other appropriate formats.

1.4 Explain how visual research has influenced a design idea.

- Encourage learners to make clear connections between their research and the development of their own ideas.
- The explanation may be written, annotated, recorded or presented verbally.

2 Develop design ideas for a fashion or textile outcome

2.1 Produce initial design ideas for a fashion or textile outcome.

- Encourage learners to generate a range of initial possibilities before deciding on a final direction.
- Ideas may be communicated through drawings, annotations, samples, models or digital methods.

2.2 Explore materials, techniques or visual qualities linked to a design idea.

- Provide opportunities to test materials, techniques, construction approaches and visual effects.
- Encourage learners to use experimentation to inform further development.

2.3 Develop a fashion or textile outcome that shows control of materials, shape, construction, finish and visual qualities.

- Support learners in refining their selected idea into a resolved outcome.
- Look for purposeful development and appropriate control rather than professional-level technical perfection.

3 Present and review a fashion or textile outcome

3.1 Present the completed fashion or textile outcome.

- Encourage learners to present the completed work appropriately for its intended purpose.
- Supporting design and development work may be presented alongside the outcome.

3.2 Review how effectively the selected materials, techniques and visual qualities communicate the intended idea.

- Encourage learners to identify strengths and areas for improvement.
- Consider the relationship between the original intention and completed outcome.

4 Work safely when developing fashion and textile outcomes

4.1 Identify relevant health and safety considerations when using fashion and textile tools, materials and processes.

- Discuss hazards relevant to the learner's selected tools, equipment, materials and processes.
- Encourage learners to identify appropriate precautions before practical activity begins.

4.2 Apply safe working practices when using fashion and textile tools, materials and processes.

- Reinforce safe use and handling of equipment and materials throughout development and production.
- Learners should demonstrate safe working as part of their normal practical activity

Unit 2 – Creative Textile Art

1 Understand how visual language, techniques and materials are used in textile art

1.1 Identify the properties of textile art materials.

- Introduce a range of textile materials such as natural and synthetic fabrics, fibres, threads, yarns and reclaimed materials.
- Explore relevant properties such as texture, weight, flexibility, strength, transparency, stretch and surface quality.
- Relate material properties to their potential creative use.

1.2 Select appropriate textile materials and explore visual qualities created through textile techniques for a specific creative purpose.

- Encourage learners to select materials appropriate to the intended purpose and visual effect.
- Explore visual qualities such as colour, line, pattern, texture, shape, layering and surface.
- Use samples and experimentation to compare the effects created by different materials and techniques.

1.3 Use relevant visual references or source material to inform a textile art idea.

- Introduce a range of relevant visual sources such as artists, textiles, photographs, objects, patterns, cultures and the natural or built environment.
- Encourage learners to collect and organise references using approaches such as sketchbooks, mood boards or digital collections.
- Reinforce that visual research should contribute to the development of the learner's own idea.

2 Use textile art techniques, processes and materials to produce creative work

2.1 Select suitable tools, materials and processes for a textile art project.

- Encourage learners to make purposeful choices based on their intended outcome.
- Consider the suitability of tools, materials and processes in relation to the required visual qualities.

2.2 Apply a range of textile art techniques.

- Introduce appropriate techniques which may include stitching, appliqué, embroidery, weaving, printing, dyeing, felting, manipulation or mixed-media approaches.
- Provide opportunities for learners to experiment with and combine techniques where appropriate.

2.3 Develop a textile art outcome showing control of materials and visual qualities.

- Support learners in developing their idea into a completed textile outcome.
- Look for appropriate control of the selected materials, techniques and visual qualities.
- The outcome may be functional, decorative, sculptural or purely artistic.

2.4 Review how effectively the chosen materials and techniques communicate the intended idea.

- Encourage learners to consider what worked well and what could be improved.
- Review whether the chosen materials, techniques and visual qualities communicate the learner's intended idea.

3 Work safely when using textile art materials and processes

3.1 Identify health and safety considerations when using textile art tools, materials and processes.

- Introduce relevant hazards associated with the tools, materials and processes being used.
- Consider issues such as sharp tools, machinery, heat, adhesives, dyes, chemicals and safe handling of materials.

3.2 Apply safe working practices when using textile art tools, materials and processes.

- Reinforce appropriate use, storage and handling of tools and materials.
- Ensure learners demonstrate safe working practices throughout practical activities.

Unit 3 – Creative Fashion Making

1 Understand how visual language, techniques and materials are used in creative fashion making

1.1 Identify the properties of fashion making materials.

- Introduce a range of fabrics, threads, fastenings, trims and other appropriate fashion materials.
- Explore properties such as weight, drape, stretch, texture, strength and surface quality.
- Relate these properties to their potential use in fashion outcomes.

1.2 Select appropriate materials for a specific fashion making purpose.

- Encourage learners to select materials appropriate to the intended function, construction and appearance of the outcome.
- Consider how material properties influence suitability for different fashion applications.

1.3 Explore visual qualities and use relevant visual references or source material to inform a fashion making idea.

- Explore visual qualities such as colour, shape, silhouette, texture, pattern, proportion and detail.
- Use relevant fashion, cultural, historical, artistic or other visual references to inform ideas.
- References may be gathered through sketchbooks, mood boards or digital collections.

2 Use fashion making techniques, processes and materials to produce creative work

2.1 Select suitable tools, materials and processes for a fashion making project.

- Encourage learners to select appropriate tools, materials and construction processes for their intended outcome.
- Consider both creative intention and practical suitability.

2.2 Apply a range of fashion making techniques.

- Introduce appropriate techniques such as cutting, joining, stitching, shaping, fastening, finishing and surface decoration.
- Provide opportunities for learners to practise and refine techniques before completing their outcome.

2.3 Develop a fashion making outcome showing control of materials, construction and visual qualities.

- Support learners in developing their idea into a completed fashion outcome.
- Look for appropriate control of materials, construction, finish and intended visual qualities.

2.4 Review how effectively the chosen materials and techniques communicate the intended idea.

- Encourage learners to consider the effectiveness of their material and technique choices.
- Identify successful features and areas that could be developed or improved.

3 Work safely and plan for a fashion making outcome

3.1 Identify health, safety or practical considerations linked to the proposed fashion making outcome.

- Discuss relevant considerations arising from the materials, tools, equipment and processes learners intend to use.
- Encourage learners to consider these factors before practical work begins.

3.2 Apply safe working practices when using fashion making tools, materials and processes.

- Reinforce safe use of equipment such as scissors, pins, needles, irons and sewing machines.
- Ensure learners demonstrate appropriate working practices throughout practical activity.

3.3 Present a design proposal for a fashion making outcome.

- Encourage learners to communicate their intended outcome using appropriate visual and supporting information.
- This could include drawings, annotations, samples, images, mood boards or other suitable formats.

3.4 Review how effectively the design proposal communicates the intended idea.

- Encourage learners to consider whether the proposal clearly communicates the intended fashion outcome.
- Identify any aspects requiring clarification or development.

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