TLM Level 3 Diploma for Digital Professional Expert

The Level 3 Diploma for Digital Professional Expert is a minimum of 360 Guided Learning Hours with 2 mandatory units and a total of 36 credits.

Mandatory Units: Improving Productivity Using IT and IT Security

RQF LEVEL DESCRIPTORS

[1]

Level 3

Level 3, Unit 1 - Improving Productivity Using IT (5 credits)

1. 1. Plan, select and use appropriate IT systems and software for different purposes

1.1 I can explain the purpose for using IT [2]

1.2 I can analyse the methods, skills and resources required to complete the task successfully [5]

1.3 I can analyse any factors that may affect the task [8]

1.4 I can critically compare alternative methods to produce the intended outcome [11]

2. 2. Evaluate the selection and use of IT tools to make sure that activities are successful

2.1 I can critically compare the strengths and weaknesses of own and other people's final work [3]

2.2 I can review ongoing use of IT tools and techniques and change the approach as needed [6]

2.3 I can evaluate and test solutions to make sure they match requirements and are fit for purpose [9]

2.4 I can be prepared to give feedback on other people's selection and use of IT tools [12]

3. 3. Devise solutions to improve the use of IT tools and systems for self and others

3.1 I can evaluate the productivity and efficiency of IT systems and procedures used by self and others [4]

3.2 I can research and advise on ways to improve productivity and efficiency [7]

3.3 I can develop solutions that make a demonstrable improvement to the use of IT tools and systems [10]

3.4 I can test solutions to make sure that they work as intended [13]

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1.5 I can develop plans for using IT for different tasks and purposes, including contingencies [14]

1.6 I can select and use appropriate IT systems and software applications to produce effective outcomes [17]

1.7 I can explain why different software applications could be chosen to suit different tasks, purposes and outcomes [18]

1.8 I can explain any legal or local guidelines or constraints which apply to the task or activity [19]

2.5 I can explain different ways to make further improvements to work [15]

3.5 I can recommend improvements to IT systems and procedures that increase productivity [16]

Level 3, Unit 4 - IT Security for Users (3 credits)

1. 1. Select, use and develop appropriate procedures to monitor and minimise security risk to IT systems and data

1.1 I can evaluate the security issues that may threaten system performance [21]

1.2 I can select, use and evaluate a range of security precautions to protect IT systems and monitor security [22]

1.3 I can evaluate the threats to system and information security and integrity [23]

1.4 I can manage access to information sources securely to maintain confidentiality, integrity and availability of information [24]

1.5 I can explain why and how to minimise security risks to hardware, software and data for different users [25]

1.6 I can apply, maintain and develop guidelines and procedures for the secure use of IT [26]

1.7 I can select and use effective backup and archiving procedures for systems and data [27]

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Level 3, Unit 7 - Word Processing Software (6 credits)

1. 1. Enter and combine text and other information accurately within word processing documents

1.1 I can summarise what types of information are needed for the document and how they should be linked or integrated [29]

1.2 I can use appropriate techniques to enter text and other types of information accurately and efficiently [32]

1.3 I can create, use and modify appropriate templates for different types of documents [35]

1.4 I can explain how to combine and merge information from other software or multiple documents [38]

1.5 I can combine and merge information within a document from a range of sources [41]

1.6 I can store and retrieve document and associated files effectively, in line with local guidelines and conventions where available [43]

1.7 I can select and use tools and techniques to work with multiple documents or users [45]

1.8 I can customise

2. 2. Create and modify appropriate layouts, structures and styles for word processing documents

2.1 I can analyse and explain the requirements for structure and style [30]

2.2 I can create, use and modify columns, tables and forms to organise information [33]

2.3 I can define and modify styles for document elements [36]

2.4 I can select and use tools and techniques to organise and structure long documents [39]

3. 3. Use word processing software tools and techniques to format and present documents effectively to meet requirements

3.1 I can explain how the information should be formatted to aid meaning [31]

3.2 I can select and use appropriate techniques to format characters and paragraphs [34]

3.3 I can select and use appropriate page and section layouts to present and print multi-page and multi-section documents [37]

3.4 I can check documents meet needs, using IT tools and making corrections as necessary [40]

3.5 I can evaluate the quality of the documents produced to ensure they are fit for purpose [42]

3.6 I can respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose [44]

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interface to meet needs
[46]

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

1. 1. Input and combine text and other information within presentation slides

1.1 I can explain what types of information are required for the presentation [48]

1.2 I can enter text and other information using layouts appropriate to type of information [51]

1.3 I can insert charts and tables and link to source data [54]

1.4 I can insert images, video or sound to enhance the presentation [57]

1.5 I can identify any constraints which may affect the presentation [60]

1.6 I can organise and combine information for presentations in line with any constraints [63]

1.7 I can store and retrieve presentation files effectively, in line with local guidelines and conventions

2. 2. Use presentation software tools to structure, edit and format presentations

2.1 I can explain when and how to use and change slide structure and themes to enhance presentations [49]

2.2 I can create, amend and use appropriate templates and themes for slides [52]

2.3 I can explain how interactive and presentation effects can be used to aid meaning or impact [55]

2.4 I can select and use appropriate techniques to edit and format presentations to meet needs [58]

2.5 I can create and use interactive elements to enhance presentations [61]

2.6 I can select and use animation and transition techniques appropriately to enhance presentations [64]

3. 3. Prepare interactive slideshow for presentation

3.1 I can explain how to present slides to communicate effectively for different contexts [50]

3.2 I can prepare interactive slideshow and associated products for presentation [53]

3.3 I can check presentation meets needs, using IT tools and making corrections as necessary [56]

3.4 I can evaluate presentations, identify any quality problems and discuss how to respond to them [59]

3.5 I can respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose [62]

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where available [65]

Level 3, Unit 3 - Using Collaborative Technologies (6 credits)

1. 1. Stay safe and secure when with collaborative technology	2. 2. Plan and set up IT tools and devices for collaborative working	3. 3. Prepare collaborative technologies for use	4. 4. Manage tasks using collaborative technologies
1.1 I can explain what and why guidelines need to be established for working with collaborative technology [67]	2.1 I can explain the features, benefits and limitations of different collaborative IT tools and devices for work purposes and tasks [68]	3.1 I can evaluate data management principles, issues and methods [69]	4.1 I can determine levels of responsibility for the use of collaborative technologies [70]
1.2 I can develop and implement guidelines for good practice in working with collaborative technology [71]	2.2 I can determine the IT tools and processes needed for archiving the outcomes of collaborative working [72]	3.2 I can manage levels of access and permissions for different purposes [73]	4.2 I can facilitate others' responsible contributions to and engagement with collaborative technologies [74]
1.3 I can explain how to establish an identity or present information that will promote trust [75]	2.3 I can summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media [76]	3.3 I can select and integrate different elements across applications to create environments for collaborative technologies [77]	4.3 I can manage the moderation of collaborative technologies [78]
1.4 I can develop and implement guidelines for checking the authenticity of identities and different types of information [79]	2.4 I can explain potential access and compatibility issues with integrating different collaborative technology tools and devices [80]	3.4 I can set and adjust settings to facilitate use of collaborative technologies by others [81]	4.4 I can oversee the archiving of the outcomes of collaborative working [82]

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1.5 I can analyse and plan for the risks in the use of collaborative technologies for different tasks [83]	2.5 I can select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices [84]	3.5 I can manage data flow to benefit collaborative working [85]	4.5 I can explain what problems can occur with collaborative technologies [86]
1.6 I can analyse and manage risks in the use of collaborative technologies [87]	2.6 I can resolve access and compatibility problems so that different collaborative tools and devices work successfully [88]		4.6 I can respond to problems with collaborative technologies and be prepared to help others to do so [89]

Level 3, Unit 11 - Database Software (6 credits)

1. 1. Plan, create and modify relational database tables to meet requirements	2. 2. Enter, edit and organise structured information in a database	3. 3. Use database software tools to create, edit and run data queries and produce reports
1.1 I can explain how a relational database design enables data to be organised and queried [91]	2.1 I can design and create forms to access, enter, edit and organise data in a database [92]	3.1 I can explain how to select, generate and output information from queries according to requirements [93]
1.2 I can plan and create multiple tables for data entry with appropriate fields and properties [94]	2.2 I can select and use appropriate tools and techniques to format data entry forms [95]	3.2 I can create and run database queries to display, amend or calculate selected data [96]
1.3 I can set up and modify relationships between database tables [97]	2.3 I can check data entry meets needs, using IT tools and making corrections as necessary [98]	3.3 I can plan and produce database reports from a multiple-table relational database [99]
1.4 I can explain why and how to maintain data integrity [100]	2.4 I can respond appropriately to data entry errors [101]	3.4 I can select and use appropriate tools and techniques to format database reports [102]
1.5 I can respond appropriately to problems		3.5 I can check reports meet needs, using IT tools

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with database tables [103]

and making corrections as necessary [104]

1.6 I can use database tools and techniques to ensure data integrity is maintained [105]

Level 3, Unit 13 - Using Email (3 credits)

1. 1. Use e-mail software tools and techniques to compose and send messages

1.1 I can select and use software tools to compose and format e-mail messages, including attachments [107]

1.2 I can explain methods to improve message transmission [109]

1.3 I can send e-mail messages to individuals and groups [111]

1.4 I can explain why and how to stay safe and respect others when using e-mail [113]

1.5 I can use an address book to manage contact information [115]

2. 2. Manage use of e-mail software effectively

2.1 I can develop and communicate guidelines and procedures for using e-mail effectively [108]

2.2 I can read and respond appropriately to e-mail messages and attachments [110]

2.3 I can use email software tools and techniques to automate responses [112]

2.4 I can explain why, how and when to archive messages [114]

2.5 I can organise, store and archive e-mail messages effectively [116]

2.6 I can customise e-mail software to make it easier to use [117]

2.7 I can explain how to minimise e-mail problems [118]

2.8 I can respond appropriately to email problems [119]

Level 3, Unit 15 - Imaging Software (5 credits)

1. 1. Obtain, insert and combine information for images

2. 2. Use imaging software tools to create, manipulate and edit images

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1.1 I can explain what images are needed [121]

2.1 I can explain what technical factors affecting images need to be taken into account and how to do so [122]

1.2 I can Explain how the context affects the way images should be prepared [123]

2.2 I can select and use suitable tools and techniques efficiently to create images [124]

1.3 I can Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images [125]

2.3 I can use guide lines and dimensioning tools appropriately to enhance precision [126]

1.4 I can obtain, insert and prepare images [127]

2.4 I can select and use appropriate tools and techniques to manipulate and edit images [128]

1.5 I can explain how file format affects image quality, format and size and how to choose appropriate formats for savings images [129]

2.5 I can check images meet needs, using IT tools and making corrections as necessary [130]

1.6 I can use appropriate techniques to organise and combine information of different types or from different sources [131]

2.6 I can identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs [132]

1.7 I can store and retrieve files effectively, in line with guidelines and conventions where available [133]

Level 3, Unit 32 - Computerised Accounting Software (5 credits)

1. Access, enter and edit accounting information

1.1 Set up procedures for entry of accounting data accurately into records to meet requirements [135]

1.2 Explain how to code new entries

2. Process business transactions from source documents

2.1 Select and use appropriate tools and techniques to process transactions [136]

2.2 Use software tools to monitor

3. Develop and interpret management information reports

3.1 Explain what information is required and how to present it [137]

3.2 Generate and interpret

4. Set up a computerised accounting system ready for use

4.1 Install and update accounting software as required [138]

4.2 Configure accounting software

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[139]	accounts [140]	management reports as required [141]	for use [142]
1.3 Locate and display accounting data records to meet requirements [143]	2.3 Respond appropriately to any transaction errors and problems [144]	3.3 ustomise and format accounting documents and reports according to requirements [145]	4.3 Set up package parameters [146]
1.4 Check data records meet needs using IT tools, making corrections as necessary [147]	2.4 Process period and year end routines [148]	3.4 Import and export data and link to other systems [149]	4.4 Set up initial account balances [150]
1.5 Explain the risks to data security and procedures used for data protection [151]			
1.6 Handle data files effectively, in line with local or legal guidelines and conventions for the storage and use of data where available [152]			
1.7 Interpret and respond appropriately to a range of data and application error messages [153]			

Links to ITQ units

Entry Level	Level 1	Level 2	Level 3
Entry Level 1, Unit R - Registration [155]	Level 1, Unit R - Registration [156]	Level 2, Unit R - Registration [157]	Level 3, Unit R - Registration [158]
Entry Level 1, Unit 1 - Improving Productivity Using IT (1 credit) [159]	Level 1, Unit 1 - Improving Productivity Using IT (3 credits) [160]	Level 2, Unit 1 - Improving Productivity Using IT (4 credits) [161]	Level 3, Unit 1 - Improving Productivity Using IT (5 credits) [162]

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Entry Level 1, Unit 2 - Using ICT to Select and Exchange Information (2 credits) [163]	Level 1, Unit 2 - Website Software (3 credits) [164]	Level 2, Unit 2 - Website Software (4 credits) [165]	Level 3, Unit 2 - Website Software (5 credits) [166]
Entry Level 1, Unit 3 - Online Basics (2 credits) [167]	Level 1, Unit 3 - Using Collaborative Technologies (3 credits) [168]	Level 2, Unit 3 - Using Collaborative Technologies (4 credits) [169]	Level 3, Unit 3 - Using Collaborative Technologies (6 credits) [170]
Entry Level 1, Unit 4 - Desktop Publishing Software (2 credits) [171]	Level 1, Unit 4 - IT Security for Users (1 credit) [172]	Level 2, Unit 4 - IT Security for Users (2 credits) [173]	Level 3, Unit 4 - IT Security for Users (3 credits) [174]
Entry Level 1, Unit 5 - Safe Working Practices (2 credits) [175]	Level 1, Unit 5 - Spreadsheet Software (3 credits) [176]	Level 2, Unit 5 - Spreadsheet Software (4 credits) [177]	Level 3, Unit 5 - Spreadsheet Software (6 credits) [178]
Entry Level 1, Unit 6 - Using ICT in the Workplace (2 credits) [179]	Level 1, Unit 6 - Specialist Software (2 credits) [180]	Level 2, Unit 6 - Specialist software (3 credits) [181]	Level 3, Unit 6 - Specialist Software (4 credits) [182]
Entry Level 1, Unit 7 - Imaging software (2 credits) [183]	Level 1, Unit 7 - Word Processing (3 credits) [184]	Level 2, Unit 7 - Word processing (4 credits) [185]	Level 3, Unit 7 - Word Processing Software (6 credits) [186]
Entry Level 1, Unit 8 - Using ICT Equipment in a Work Place (2 credits) [187]	Level 1, Unit 8 - Using the Internet (3 credits) [188]	Level 2, Unit 8 - Using the internet (4 credits) [189]	Level 3, Unit 8 - Using the Internet (5 credits) [190]
Entry Level 1, Unit 9 - Using Word Processing Software (2 credits) [191]	Level 1, Unit 9 - Drawing and planning (2 credits) [192]	Level 2, Unit 9 - Drawing and planning (3 credits) [193]	Level 3, Unit 9 - Drawing and Planning Software (4 credits) [194]
Entry Level 1, Unit 11 - Audio and Video Software (2 credits) [195]	Level 1, Unit 10 - Presentation Software (3 credits) [196]	Level 2, Unit 10 - Presentation software (4 credits) [197]	Level 3, Unit 10 - Presentation Software (6 credits) [198]
Entry Level 1, Unit 12 - Presentation Software (2 credits) [199]	Level 1, Unit 11 - Database Software (3 credits) [200]	Level 2, Unit 11 - Database software (4 credits) [201]	Level 3, Unit 11 - Database Software (6 credits) [202]
Entry Level 1, Unit 13 - Computer Games Development (2	Level 1, Unit 12 - Desktop Publishing Software (3 credits) [204]	Level 2, Unit 12 - Desktop Publishing Software (4 credits) [205]	Level 3, Unit 12 - Desktop Publishing Software (5 credits) [206]

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credits) [203]

Entry Level 1, Unit 14 - Video Communication (2 credits) [207]

Level 1, Unit 13 - Using Email (2 credits) [208]

Level 2, Unit 13 - Using Email (3 credits) [209]

Level 3, Unit 13 - Using Email (3 credits) [210]

Entry Level 1, Unit 29 - Understand social media (2 credits) [211]

Level 1, Unit 14 - Audio Software (2 credits) [212]

Level 2, Unit 14 - Audio Software (3 credits) [213]

Level 3, Unit 14 - Audio Software (4 credits) [214]

Entry Level 2, Unit R - Registration [215]

Level 1, Unit 15 - Imaging Software (3 credits) [216]

Level 2, Unit 15 - Imaging Software (4 credits) [217]

Level 3, Unit 15 - Imaging Software (5 credits) [218]

Entry Level 2, Unit 1 - Improving Productivity Using IT (2 credits) [219]

Level 1, Unit 16 - IT Communication Fundamentals (2 credits) [220]

Level 2, Unit 16 - IT Communication Fundamentals (2 credits) [221]

Level 3, Unit 17 - Video Software (4 credits) [222]

Entry Level 2, Unit 2 - Using ICT to Select and Exchange Information (2 credits) [223]

Level 1, Unit 17 - Video Software (2 credits) [224]

Level 2, Unit 17 - Video Software (3 credits) [225]

Level 3, Unit 23 - Multimedia Software (6 credits) [226]

Entry Level 2, Unit 3 - Online Basics (2 credits) [227]

Level 1, Unit 18 - IT Software Fundamentals (3 credits) [228]

Level 2, Unit 18 - IT Software Fundamentals (3 credits) [229]

Level 3, Unit 24 - Additive Manufacture (6 credits) [230]

Entry Level 2, Unit 4 -Desktop Publishing Software (2 credits) [231]

Level 1, Unit 19 - IT User Fundamentals (3 credits) [232]

Level 2, Unit 19 - IT User Fundamentals (3 credits) [233]

Level 3, Unit 27 - Design Software (5 credits) [234]

Entry Level 2, Unit 5 - Using ICT: Safe Working Practices (1 credit) [235]

Level 1, Unit 20 - Using Mobile IT Devices (2 credits) [236]

Level 2, Unit 20 - Using Mobile IT Devices (2 credits) [237]

Level 3, Unit 28 - Optimise IT System Performance (5 credits) [238]

Entry Level 2, Unit 6 - Using ICT in the Workplace (3 credits) [239]

Level 1, Unit 21 - Data Management Software (2 credits) [240]

Level 2, Unit 21 - Data Management Software (3 credits) [241]

Level 3, Unit 29 - Set Up an IT System (5 credits) [242]

Entry Level 2, Unit 7 - Imaging software (2 credits) [243]

Level 1, Unit 22- Understanding the social and environmental impact of architecture and construction (3 credits) [244]

Level 2, Unit 22 -Understanding the social and environmental impact of architecture and construction (4 credits) [245]

Level 3, Unit 30 - Computer Aided Design (6 credits) [246]

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Entry Level 2, Unit 8 - Using ICT Equipment in a Work Place (2 credits) [247]	Level 1, Unit 23 - Multimedia Software (3 credits) [248]	Level 2, Unit 23 - Multimedia Software (4 credits) [249]	Level 3, Unit 32 - Computerised Accounting Software (5 credits) [250]
Entry Level 2, Unit 9 - Using Word Processing Software (2 credits) [251]	Level 1, Unit 24 - Additive Manufacture (3 credits) [252]	Level 2, Unit 24 - Additive Manufacture (3 credits) [253]	Level 3, Unit 33 - Application Development Using Project Management Methods (6 credits) [254]
Entry Level 2, Unit 10 - ICT for Employment (1 credit) [255]	Level 1, Unit 25 - Developing Computer Games and Puzzles (4 credits) [256]	Level 2, Unit 25 - Developing Computer Games and Puzzles (4 credits) [257]	Level 3, Unit 37 - Internet of Things (6 credits) [258]
Entry Level 2, Unit 11 - Audio and Video Software (2 credits) [259]	Level 1, Unit 26 - Computer Games Development (3 credits) [260]	Level 2, Unit 26 - Computer Games Development (4 credits) [261]	Level 3, Unit 40 - Cloud Based Services and Applications (5 credits) [262]
Entry Level 2, Unit 12 - Presentation Software (2 credits) [263]	Level 1, Unit 27 - Design Software (3 credits) [264]	Level 2, Unit 27 - Design Software (4 credits) [265]	Level 3, Unit 41 - Cloud Based Systems and Security (5 credits) [266]
Entry Level 2, Unit 14 - Video Communication (2 credits) [267]	Level 1, Unit 28 - Optimise IT System Performance (2 credits) [268]	Level 2, Unit 28 - Optimise IT System Performance (4 credits) [269]	Level 3, Unit 42 - Undertaking a RealWorld Project (5 credits) [270]
Entry Level 2, Unit 16 - Using Collaborative Technologies (2 credits) [271]	Level 1, Unit 29 - Set Up an IT System (3 credits) [272]	Level 2, Unit 29 - Set Up an IT System (4 credits) [273]	Level 3, Unit 44 - Bespoke Software (4 credits) [274]
Entry Level 2, Unit 26 - Computer Games Development (2 credits) [275]	Level 1, Unit 30 - CAD (3 credits) [276]	Level 2, Unit 30 - CAD (3 credits) [277]	Level 3, Unit 57 - Networking Fundamentals (5 credits) [278]
Entry Level 2, Unit 29 - Understand social media (2 credits) [279]	Level 1, Unit 31 - Internet Safety for IT users (3 credits) [280]	Level 2, Unit 32 - Computerised Accounting Software (3 credits) [281]	Level 3, Unit 60 - Cisco CCNA 1 – Introduction to Networks (6 credits) [282]
Entry Level 2, Unit 32 - Website	Level 1, Unit 32 - Computerised	Level 2, Unit 33 - Application	Level 3, Unit 61 - Cisco CCNA 2 –

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Software (2 credits) [283]	Accounting Software (2 credits) [284]	Development Using Project Management Methods (4 credits) [285]	Routing and Switching (6 credits) [286]
Entry Level 2, Unit 36 - Specialist Software (2 credits) [287]	Level 1, Unit 36 - Financial Modelling (3 credits) [288]	Level 2, Unit 34 - Developing skills for project management (4 credits) [289]	Level 3, Unit 62 - Cisco CCNA 3 – Scaling Networks (6 credits) [290]
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Entry Level 3, Unit 4 - Displaying Information Using ICT (3 credits) [307]	Level 1, Unit 51 - Effectiveness communication using remote systems (4 credits) [308]	Level 2, Unit 50 - Developing skills for remote working (3 credits) [309]	Level 3, Unit 67 - Cisco – Networking Essentials (6 credits) [310]
Entry Level 3, Unit 5 - Using ICT to Find Information (3 credits) [311]	Level 1, Unit 102 - Digital Editing and Publishing (4 credits) [312]	Level 2, Unit 51 - Effectiveness communication using remote systems (4 credits) [313]	
Entry Level 3, Unit 6 - Communicating Information Using ICT (3 credits) [314]	Level 1, Unit 103 - Digital Modelling (4 credits) [315]	DELLevel 2, Unit 70 - Understanding of Cyber Security and Online Threats (3 credits) [316]	
Entry Level 3, Unit 7 - Producing Charts Using ICT (3 credits)	Level 1, Unit 105 - Digital Design and Graphics (4 credits)	DELLevel 2, Unit 71 - Analysing and Evaluating Cyber	

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DELLevel 2, Unit 73 - Extended Project: Securing and Defending Online Systems (6 credits) [323]

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Development (3 credits) [336]

Entry Level 3, Unit 28 - Personal information management software (1 credit) [337]

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[266] https://theingots.org/community/sil3u41
[267] https://theingots.org/community/siel2u14

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[268] https://theingots.org/community/sil1u28
[269] https://theingots.org/community/sil2u28
[270] https://theingots.org/community/sil3u42
[271] https://theingots.org/community/siel2u16
[272] https://theingots.org/community/sil1u29
[273] https://theingots.org/community/sil2u29
[274] https://theingots.org/community/sil3u44
[275] https://theingots.org/community/siel2u26
[276] https://theingots.org/community/sil1u30
[277] https://theingots.org/community/sil2u30
[278] https://theingots.org/community/sil3u57
[279] https://theingots.org/community/siel2u29
[280] https://theingots.org/community/sil1u31
[281] https://theingots.org/community/sil2u32
[282] https://theingots.org/community/sil3u60
[283] https://theingots.org/community/siel2u32
[284] https://theingots.org/community/sil1u32
[285] https://theingots.org/community/sil2u33
[286] https://theingots.org/community/sil3u61
[287] https://theingots.org/community/siel3u36
[288] https://theingots.org/community/sil1u36
[289] https://theingots.org/community/sil2u34
[290] https://theingots.org/community/sil3u62
[291] https://theingots.org/community/siel3u0reg
[292] https://theingots.org/community/sil1u38
[293] https://theingots.org/community/sil2u35
[294] https://theingots.org/community/sil3u63
[295] https://theingots.org/community/siel3u1
[296] https://theingots.org/community/sil1u39
[297] https://theingots.org/community/sil2u38
[298] https://theingots.org/community/sil3u64
[299] https://theingots.org/community/siel3u2
[300] https://theingots.org/community/sil1u43
[301] https://theingots.org/community/sil2u39
[302] https://theingots.org/community/sil3u65
[303] https://theingots.org/community/siel3u3
[304] https://theingots.org/community/sil1u50
[305] https://theingots.org/community/sil2u43
[306] https://theingots.org/community/sil3u66
[307] https://theingots.org/community/siel3u_noprogression_1169
[308] https://theingots.org/community/sil1u51
[309] https://theingots.org/community/sil2u50
[310] https://theingots.org/community/sil3u67
[311] https://theingots.org/community/siel3u5
[312] https://theingots.org/community/sil1u102
[313] https://theingots.org/community/sil2u51
[314] https://theingots.org/community/siel3u6
[315] https://theingots.org/community/sil1u103
[316] https://theingots.org/community/sil2u70
[317] https://theingots.org/community/siel3u7
[318] https://theingots.org/community/sil1u105
[319] https://theingots.org/community/sil2u71
[320] https://theingots.org/community/siel3u4
[321] https://theingots.org/community/sil2u72
[322] https://theingots.org/community/siel3u10
[323] https://theingots.org/community/sil2u73
[324] https://theingots.org/community/siel3u14
[325] https://theingots.org/community/sil2u80
[326] https://theingots.org/community/siel3u15

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

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[327] https://theingots.org/community/sil2u81
[328] https://theingots.org/community/siel3u16
[329] https://theingots.org/community/sil2u82
[330] https://theingots.org/community/siel3u20
[331] https://theingots.org/community/sil2u83
[332] https://theingots.org/community/siel3u23
[333] https://theingots.org/community/sil2u84
[334] https://theingots.org/community/siel3u25
[335] https://theingots.org/community/sil2u85
[336] https://theingots.org/community/siel3u26
[337] https://theingots.org/community/siel3u28
[338] https://theingots.org/community/siel3u32

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');