



# Guidance for writing a Certified Learning Course

Version 1



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# Version History

The following table summarises the changes made to the document since the publication of the previous version.

Version number	Summary of changes
Version 1	New document

# Introduction

This guidance has been designed to assist you to develop a TQUK Certified Learning Course (CLC).

## Overview

A TQUK Certified Learning Course (CLC) is a fully customised course which contains overarching learning outcomes with accompanying assessment criteria. A CLC will be written in the style of a regulated qualification without the stringent application of regulatory standards.

## Factors to consider when developing your course

When developing a CLC, there are a number of factors to consider:

- Course level.
- Aims and objectives of the course.
- Language used.
- Diversity and inclusion.
- Equipment list.

### Course Level

We will use the framework used in regulated qualifications as a benchmark for measuring the level of a CLC.

It is important to note that any CLC approved by TQUK **does not** earn any unit credit and is not recognised as a national qualification. A CLC is not a regulated qualification and, consequently, is not approved by a Sector Skills Council or accredited by the Office of Qualifications and Examinations Regulation (Ofqual).

TQUK will consider a CLC application up to and including level 5. Any courses submitted at level 5 could be reviewed by a Subject Matter Expert (SME) due to their complexity and the depth of the level and assessment. This will incur additional costs as outlined in the Fees document. We reserve the right to have an SME review courses at level 5 if they are in a highly specific or niche area.

# Developing the course

## Units

A unit specifies what learners need to know and understand or be able to do, and the standards of performance that will be assessed.

Your CLC must have a minimum of two units, but there is no maximum number of units. There must be a minimum of 21 hours in total, and it must take no more than two years to complete.

Units should ideally be developed to focus on one area, such as 'communication skills' or 'equality and diversity'. For your CLC, you can decide if all units are mandatory and need to be completed to achieve the qualification, or if some units will be optional. CLCs require at least one mandatory unit.

## Learning Outcomes and Assessment Criteria for a CLC

When developing units for your CLC, it is essential to write the content in terms of learning outcomes (what the learner should be able to do) and assessment criteria (how this will be evaluated).

## Hours

Total Qualification Time (TQT) is the estimated number of hours a learner is expected to spend completing all learning outcomes in the CLC. A minimum of 21 hours is needed for a CLC approval.

When creating your content, it is important to consider the number of hours you would expect a learner to spend on each learning outcome. Consider whether learners have prior knowledge of the topic or if they are being introduced to anything new or complex.

# Developing the course's assessment

## What is assessment?

Assessment confirms whether learners understand the essential knowledge and/or competencies required for their courses. It also gives learners the opportunity to demonstrate their progress and what they have learned.

The assessment process must not compromise the learner's health and safety. Appropriate methods must always be used to make a reliable decision about whether the learner has met the expectations. It is crucial to confirm that learners' work is original and not plagiarised. All

learners should have equal opportunities for successful assessments, and specific learning needs must be considered.

## Types of assessment

There are four main types of assessment expected for approval of a CLC, with specific reasons why they are conducted:

- **Initial:** Takes place at the beginning of a course, enabling teachers and assessors to gain an understanding of a learner's starting points. These are usually the entry requirements.
- **Formative:** Informal assessment that is ongoing to check the progress of learners.
- **Summative:** Formal assessment that usually takes place at the end of a course or key stages.
- **Holistic:** Assesses more than one aspect of a course simultaneously.

Examples of formative assessment	Examples of summative assessment
Role plays	Essays
Worksheets	Examinations
Peer assessment	Presentations
Journals	Observations
Quizzes	Professional discussions

## Principles of assessment

It is imperative that learners are assessed correctly and appropriately, depending on their course, to ensure they meet the learning outcomes and assessment criteria. VARCS are useful principles to follow to ensure the assessment is appropriate:

- **Valid** – the learners' work is relevant and is at the expected level.
- **Authentic** – the work is provided by the learner and not plagiarised.
- **Reliable** – the work is consistent and shows improvement.
- **Current** – the work is relevant and appropriate.
- **Sufficient** – the work meets the expected learning outcomes and assessment criteria.

Setting SMART targets for learners can enable them to plan to overcome any obstacles which could prevent them from meeting assessment criteria. SMART targets must be:

- **Specific** – clear and simple
- **Measurable** – clearly able to view whether it has been achieved or not

- **Achievable** – does not set learners up to fail
- **Relevant** – appropriate to the course and level
- **Time-bound** – has specific target dates and/or times.

We hope you've found this guidance useful. If you need any help or advice, please contact us at [endorsed.courses@tquk.org](mailto:endorsed.courses@tquk.org), and we can provide additional guidance and support.

## Appendix 1 – Examples of CLC course/unit

### Example 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand and apply relevant legislation in medicines management.	<p>1.1. Summarise key pieces of legislation, regulations, and guidelines relevant to medicines management in health and care settings.</p> <p>1.2. Explain the legal responsibilities and obligations of care managers in the handling, storing, administering, and disposing of medicines.</p> <p>1.3. Evaluate the impact of non-compliance with medicines-related legislation on patient safety, legal standing, and organisational integrity.</p>
2. Identify and prioritise key areas in medicines management.	<p>2.1. Define the core priorities in medicines management, such as patient safety, regulatory compliance, and staff training.</p> <p>2.2. Assess how to prioritise areas of concern in medicines management within the context of limited resources or competing priorities.</p> <p>2.3. Explain the relationship between medicines management priorities and the overall goals of quality care provision in a care setting.</p>
3. Know how to conduct risk assessments in medicines management.	<p>3.1 Identify common risks associated with medicines management, such as incorrect medication administration, storage issues, or staff errors.</p> <p>3.2 Apply a structured approach to conducting risk assessments, using established tools or frameworks (e.g., risk matrices, root cause analysis).</p> <p>3.3 Evaluate the potential impact of identified risks on patient safety, care outcomes, and organisational operations.</p> <p>3.4 Recommend strategies for mitigating risks, including staff training, changes in practice, or updated safety protocols.</p>
4. Develop, review, and update medicines management policies.	<p>4.1 Identify key components of an effective medicines management policy, including medication handling procedures, staff responsibilities, and compliance monitoring.</p> <p>4.2 Review existing medicines management policies in a given care setting to identify gaps, inconsistencies, or areas for improvement.</p>



	4.3 Critically assess the alignment of the developed policy with national and local medicines management frameworks.
5. Implement and evaluate medicines management policies in health or care settings.	5.1 Identify effective communication strategies for introducing a new or revised medicines management policy to staff and stakeholders. 5.2 Analyse the implementation of the policy, identifying areas of challenges in adherence. 5.3 Evaluate the importance of staff training and continuous professional development and the challenges surrounding this.

## Example 2

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
3. Know how to conduct risk assessments in medicines management.	3.1. Identify common risks associated with medicines management, such as incorrect medication administration, storage issues, or staff errors. 3.2. Apply a structured approach to conducting risk assessments, using established tools or frameworks (e.g., risk matrices, root cause analysis). 3.3. Evaluate the potential impact of identified risks on patient safety, care outcomes, and organisational operations. 3.4. Recommend strategies for mitigating risks, including staff training, changes in practice, or updated safety protocols.

## Example 3

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the key principles of national and local policies affecting residential childcare.	1.1. Define key terms related to residential childcare policy. 1.2. Explain how national policies influence local childcare practices. 1.3. Provide examples of policy implementation in residential childcare.
2. Understand different governance structures in residential childcare settings.	2.1. Identify different governance structures in residential childcare. 2.2. Discuss the benefits and challenges of various governance models

	2.3. Compare governance structures in public vs. private childcare settings.
3. Understand the impact of legislation on daily practices within residential childcare.	3.1. Describe key legislation affecting residential childcare. 3.2. Evaluate the effectiveness of specific legislative measures. 3.3. Summarise how legislation impacts the roles and responsibilities of childcare providers.