



Guidance for Writing a Recreational 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 in developing a TQUK Recreational Learning Course (RLC).

Overview

An RLC forms part of our endorsed course programme.

RLC covers courses that are neither vocational nor designed to lead to or support employment. The focus of RLCs should be to contribute to the personal development of learners in hobby and recreational subjects. These subjects may include:

- Arts and crafts
- Sports and fitness
- Gardening and interior design
- Media and filmmaking
- Music
- DIY
- Cookery.

Factors to consider when developing your course

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

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

It is the responsibility of the centre to provide justification for why the chosen level is appropriate to the content.

An RLC is not a regulated qualification and, as a consequence, is not approved by a Sector Skills Council or accredited by the Office of Qualifications and Examinations Regulation (Ofqual).

Any courses submitted at an Advanced level will be reviewed by a Subject Matter Expert (SME) due to their complexity and depth. This will incur additional costs as outlined in the Fees document. We reserve the right to have an SME review courses below Advanced if they are in a highly specific/niche area.

Developing the course

Units

Your RLC should consist of at least one unit. There is no maximum limit on the number of units. However, the total duration to complete the course should not exceed 150 hours or one year.

Learning Outcomes and Informal Formative Assessments

When developing units for your RLC, you will need to write the content in terms of learning outcomes (what the learner should be able to do) and ways to informally and formatively assess learning.

Informal Formative Assessment measures a specific standard associated with a learning outcome. These are essential for determining the learner's performance and must be observable and measurable using the methods suggested on page seven. They provide clear indicators of the standard expected when the learner is assessed, ensuring consistency and fairness.

Hours

Total Qualification Time (TQT) is the estimated number of hours a learner is expected to spend completing all learning outcomes in the RLC. A maximum of 150 hours is required for an RLC approval.

When creating your content, it is essential 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 something new and complex.

Developing the course's assessment

What is Informal Formative Assessment?

Informal Formative Assessment refers to a variety of methods used throughout the learning process to check and support students' progress and understanding. The insights gained from these assessments enable teachers to adapt their instruction more effectively to meet learners' needs. This ongoing feedback allows both teachers and students to identify key strengths as well as areas that require further development.

Because it is used to guide learning rather than grade it, formative assessment is considered a **low-stakes** form of evaluation.

One way to think about Informal Formative Assessment is as a tool that enables students to give feedback to their teacher, indicating whether they are on track to meet the learning objectives for the lesson. Below are some examples of formative assessments:

- Role plays
- Worksheets
- Peer assessment
- Journals
- Quizzes.

The assessment process should always be guided by the principles of **ethics**, **safety**, and **fairness**:

- **Ethical:** Assessment methods must be appropriate for both the subject being assessed and the context in which the assessment takes place. The process should respect the learner's wellbeing, ensuring that their health, safety, and security are never put at risk.
- **Safe:** The assessment must ensure that the learner's work is valid and genuinely their own. Measures should be in place to minimise the risk of plagiarism, protect confidential information, and ensure that neither the learning experience nor the assessment process is compromised. In this context, 'safe' refers to the reliability and robustness of the assessment method, not physical health and safety.
- **Fair:** Assessment approaches should be suitable for all learners and aligned to the appropriate level of learning. They must take into account individual needs, ensuring that every learner has an equal opportunity to receive an accurate and unbiased assessment decision.

We hope you'll find this guidance useful, but if you do need any help or advice, you can contact us at endorsed.courses@tquk.org.

Example of an RLC Unit

Example 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the basics of crochet and knitting.	1.1. Define both crochet and knitting, explaining the differences between the two. 1.2. Identify basic materials (yarns, hooks, needles) used in both crafts. 1.3. Demonstrate simple crochet stitches (i.e. chain stitch, single crochet) and knitting stitches (i.e. knit, purl).
2. Read and follow basic crochet and knitting patterns.	2.1. Identify common symbols and abbreviations in crochet and knitting patterns.

	<p>2.2. Practice following a simple pattern and apply the correct stitches.</p> <p>2.3. Understand how to interpret pattern instructions, such as row numbers, stitch directions, and repeats.</p>
3. Complete a basic square or swatch.	<p>3.1. Plan and start a beginner-level crochet or knitting project, such as a simple square.</p> <p>3.2. Complete the project by following the instruction in the pattern.</p> <p>3.3. Finish and block their project for display or use.</p>
<p>Assessment: Learners will be assessed on their ability to complete a basic crochet or knitting swatch, demonstrating their understanding of basic stitches.</p>	

Example 2

Learning Outcomes	Informal Formative Assessment methods
1. Understand what meditation is.	Questioning & quiz
2. Understand the benefits of meditation to physical and emotional wellbeing.	Self-assessment & role-play
3. Understand the leadership styles required to lead a meditation class.	Questioning & quiz
4. Understand the history of meditation.	Questioning & quiz
5. Be able to plan a short meditation session for a group of adults.	Role-play & peer-feedback

Example 3

Learning Outcomes	Informal Formative Assessment methods
1. Understand the different types of clay useful for hand building.	Questioning & whole-class quizzes
2. Understand the different methods used in hand building clay.	Self-assessment & peer-assessment
3. Be able to build a small round pot using a range of methods.	Observation & feedback