Guidance for Writing a Certified Learning Course

Version 2

Summary of changes

The following table provides a summary of the changes that have been made to the Endorsed Onboarding Guide since the publication of the previous version.

Version number	Summary of changes
1	New document
2	Updated structure to include information about how to write the course document

Certified Learning Courses

What is a Certified Learning Course?

This guide is designed to help you develop a Certified Learning Course.
Certified Learning Courses (CLCs) are specialist learning programmes that represent the highest quality standard in endorsed provision.

Subjects covered are wide ranging and link to topics from a range of subject specific areas. CLCs may include: Local and national policy, understanding of technical industry specific knowledge, hospitality and accommodation management, and care areas are just some!

Not every subject area can be covered by endorsement and we reserve the right to withhold the approval of an endorsed course in some specialist vocational areas. These areas include but are not limited to:

- Regulated professions (as defined in the Professional Qualifications Act).
- Qualifications that imply high-risk skills-based competency. For example, dentistry, nursing, medicine, chemical and waste management.
- Content that overlaps or competes with regulated qualifications.
- Qualifications that involve the development of techniques that aim to semi-permanently or permanently change an individual's appearance. This includes, but is not limited to: tattooing and microblading, cosmetic and aesthetic procedures, and any form of body modification (such as piercing or implants).

Could be endorsed	Why?
An introduction to business and management	This would be a good CLC as the learner can use the knowledge gained to run their own business
Child development and active play	This is a good CLC to teach learners about the theory of child development. However it is not a license to practice in a nursery for example.
Using Generative AI in industry	This would be a good knowledge based CLC to help learners understand how AI could be applied to a specific industry.
Unable to endorse	**Why?**
First Aid Provision and Practice	This is covered by regulated provision e.g. Level 3 First Aid at Work and requires certification to practice and be covered by insurance
Waste management	To dispose of waste correctly, regulations need to be followed and a license to dispose gained. This should be covered by a regulated course.

Certified Learning Courses (CLCs) require a clear structure with units, learning outcomes and assessment criteria. Your learners will also have to demonstrate their knowledge and skills by completing assessments during or at the end of the course.

Once you have decided that a CLC is right for your learners, follow the rest of this document to help you design your learning programme ready to submit to us for approval.

Creating your Certified Learning Course Document

Naming and levelling your course

Start by giving your course a name that helps learners understand what they will be learning. Make sure that there is no reference to being regulated or TQUK anywhere in the title.

Titling conventions for CLCs are below including some examples. Levelling choices must be reflected in the course content and assessment criteria. Your title can include a reference to how many hours long the course is, but does not have to.

Level **Certified Learning Course in** **clear and concise title with no regulated sector courses** **(course hours)**

e.g. *Level 3 Certified Learning Course in Understanding Local and National Policy, Legislation and Governance in Residential Childcare*
Level 2 Certified Learning Course in the Principles of Luxury Spa Hospitality and Accommodation Management
Level 1 Certified Learning Course in Introducing Structured Exercise to Care Home Residents (20 hours)

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

Level	Description	Equivalent to	Suggested command verbs
1	Basic knowledge and skills	GCSE grades 1-3	Define, outline, show, locate, give examples
2	More advanced knowledge and skills than Level 1	GCSE grades 4-9	Define, explain, identify, plan, list, discuss
3	Advanced level of knowledge and skills	A levels, T Levels, BTECs	Explain, compare, differentiate, discuss, evaluate, discuss, judge, plan, summarise
4	Specialist learning and a broader range of skills	Higher National Certificate, Certificate of Higher Education, first year of an undergraduate degree	Critically analyse, critically evaluate, discuss, demonstrate, evaluate, implement, justify
5	Deeper knowledge and skills	Higher National Diploma, Diploma of Higher Education, second year of an undergraduate degree	Adapt, analyse, collaborate, compare and contrast, distinguish, establish, monitor, research

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.

Course Purpose

Provide an outline around the aims of the course and what is it trying to achieve. This helps learners understand the reason they will take the course and the knowledge and skills they should gain.

The course is designed to introduce learners to the core knowledge and skills required to support high-quality service delivery within luxury spa and hospitality environments. The course is designed to develop an understanding of professional standards, guest expectations, and the operational principles that underpin exceptional customer experiences in premium settings. Areas covered include:

- *[Bullet pointed topics]*

Entry Requirements

Do the learners need any to hold any specific pre-requisites or have any knowledge in any area before attending the course? What is the minimum age of learner? This information helps to make sure that learners who register for your course are eligible to attend.

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent. The course is suitable for learners of 16 years of age and above.

Progression

What are the progression routes for the learners after finishing the course. This could be other courses, qualifications or employment.

Successful learners can progress to other courses, qualifications or employment such as:

- [Course Name]
- Employment role

Structure

What is the structure of the course? If the course has multiple units, then list them. Does the learner have a choice of units to make up the course – mandatory and optional?

Guided Learning Hours and Total Course Time

Guided Learning Hours (GLH) - These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

Total Course Time - This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the course i.e. to achieve all learning outcomes. Total Course Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor.

Once you have designed your course you need to total up the time you think an average learner would take to complete the course. Each separate unit might have it's own GLH.

Tutor / Assessor Requirements

All members of staff involved with the course should be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area
- Experience of the delivery/assessment of a course in the same subject area
- Work experience in the subject area of the course

Staff members will also be expected to have a working knowledge of the requirements of the course and a thorough knowledge and understanding of the role of tutors/assessors. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the courses they teach and assess.

List any required courses or qualifications that your Tutors and Assessors require to deliver the course.

Course Units

You are now ready to write your course content. Topics for a course are usually organised into Units so that a learner can logically progress through their learning journey. Units contain learning outcomes and assessment criteria. Units should ideally be developed to focus on one area, such as 'communication skills' or 'equality and diversity'.

Glossary of terms:

Unit Title - Should clearly indicate the content of the unit with a simple statement. Your course needs to have at least one unit. The more units your course has, the greater the total course time.

Learning outcomes - Broad statements that describe the results of a learning process. Learning outcomes should clearly indicate what a learner is expected to know, and/or

understand and/or be able to do and not the learning activities. Each unit needs at least one learning outcome, usually more.

Assessment criteria - Statements which specify learner achievements and are associated with a specific learning outcome. These indicate the standards by which a judgement can be made about whether the learner has achieved or not yet achieved. The criteria should be observable, measurable and indicate the standard expected when the learner is assessed. Verbs used within the assessment criteria should link to the level of the course. Each learning outcome needs to have at least one assessment criterion.

Assessment requirements - Each unit should provide assessment requirements that specify how your assessment will be conducted. This information helps your tutors and assessors to standardise delivery and assessment. These may relate to the unit as a whole or individual LOs or ACs depending on the evidence needed.

The table below is a common structure for laying out course information clearly as it shows how assessment criteria link to individual learning outcomes.

<table>
<tr><td colspan="2">Unit Title:</td><td colspan="2">Introduction to Generative AI and it's evolution</td></tr>
<tr><td colspan="2">Guided learning hours:</td><td colspan="2">3</td></tr>
<tr><td colspan="2">Learning outcomes

The learner will:</td><td colspan="2">Assessment criteria

The learner can:</td></tr>
<tr><td rowspan="3">1</td><td rowspan="3">Understand generative AI</td><td>1.1</td><td>Define the term generative AI</td></tr>
<tr><td>1.2</td><td>Explain the core purpose of generative AI</td></tr>
<tr><td>1.3</td><td>Describe how generative AI Works</td></tr>
<tr><td rowspan="2">2</td><td rowspan="2">Understand the types of generative AI tools</td><td>2.1</td><td>Identify key types of generative AI</td></tr>
<tr><td>2.2</td><td>Describe uses of the key types of generative AI</td></tr>
<tr><td rowspan="2">3</td><td rowspan="2">Understand the evolution of generative AI</td><td>3.1</td><td>Explain how generative AI is evolving and improving.</td></tr>
<tr><td>3.2</td><td>Evaluate the impact of generative AI on work, education, and society.</td></tr>
</table>

Assessment Requirements:

This unit is assessed via multiple choice questions – LOs 1 & 2, and two essay style questions.

Assessment Methods

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.

There are four main types of assessment that can be used in 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

Learners need to be assessed correctly and appropriately 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.

Make sure to include a copy of your assessments when submitting your course application. We check to see if the assessments meet the assessment criteria set out in your Course Unit detail.

Endorsing your course

Once you have completed your programme of learning, submit your application for endorsement by filling in this form.

The form gathers information TQUK needs to review for endorsement. You will need to attach your course content document and your assessments as supporting documents for the application.

What happens next?

Once we have received your application, we will review the application and the course to ensure that it is fit for purpose.

Our strict 2 step review process supports high quality learning provision. As part of this process, we will ensure that:

- all requested documents are present and completed in full
- the correct Subject Sector Area has been selected
- the course objectives are clear and stated in full
- the course does not overlap or conflict with a regulated qualification
- the centre fully understands the assessment expectations of their chosen course type
- the titling meets TQUK guidelines
- the centre has provided details of what will be taught and assessed
- the individual delivering the course is appropriately qualified.

You will receive feedback about your course following review. There are three possible outcomes:

1) Your course application is approved
2) Your course application requires amendments – Sometimes your course might need amendments to wording, titles, assessment methods. We will always provide guidance on how changes can be made. You resubmit the required information for approval.
3) Your course application is rejected - In very rare cases, we may have to reject an application. Typically, this is because the course clashes with, or is in an area of regulated provision.

Once your course is approved, we will provide you with a formal letter of confirmation and you are ready to deliver!

Advertising your course

Now your course is ready to be advertised, it's important to understand how to advertise your course. As a regulated awarding organisation, TQUK is subject to the Conditions of Recognition as set out by Ofqual. These Conditions don't just extend to us; all our centres must adhere to them as well.

All advertising must be clear and accurate, and state that the course is endorsed and not a regulated qualification. Any marketing of the course must avoid making any misleading claims about outcomes, progression, or recognition, and any use of TQUK's logo must follow our brand guidelines. You can find out more information about our advertising regulations here.

Claiming certificates

When your learners have completed your course, you can claim their certificates with TQUK Endorsement. Submit your Endorsed Course Certificate Request along with the learner

certification spreadsheet that was issued to your centre on course approval. Your e-certificates will be sent to you following processing by our Operations team.

If you or your learners would prefer a physical copy of their certificate, additional charges apply for this service.

Annual Quality Assurance Review

Each year we will work with you to review your course and ensure it is still fit for purpose. It's your course, so you are the expert in what is working and what needs to be changed!

We will contact you when your review is due, asking a series of questions that focus on the practical application of your course. We will ask you to consider learner feedback you have received and what successes and challenges you have encountered in the last year. Once complete, we can then support in making changes to ensure that your course and the staff delivering it are keeping up to date with the latest developments in your sector.

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 and we can offer additional guidance and support.