Guidance for Writing a Recreational 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

Recreational Learning Courses

What is a Recreational Learning Course?

This guide is designed to help you develop a Recreational Learning Course.

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

- arts and crafts
- sports and fitness
- gardening and interior design
- media and filmmaking
- music
- DIY
- cookery.

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 Clay Modelling	These are all good RLC topics as they are hobby based and suite learning in a recreational setting. There is no license to practice, and this will help the learner with their own personal development in that topic area.
Meditation and Mindfulness	
Beginners Knitting	
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.

Recreational Learning Courses (RLCs) require a clear structure with units, learning outcomes and assessment criteria. Your learners will also have to demonstrate their knowledge and skills by completing some form of assessment. This typically is by creating something or completing tasks associated with the area of learning.

Once you have decided that a RLC 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 Recreational Learning Course Document

Naming 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.

RLCs have a tiered approach to levels. This will help learners who wish to improve their skills to progress over time.



We recommend the three stages of levelling listed in the table below and their associated command verbs.

Level	Description	Suggested command verbs
Beginner	Basic knowledge and skills introduction, with an overview of the subject and simple tasks carried out under direct supervision	Comment, define, explain, identify, plan, list, discuss, differentiate, demonstrate
Intermediate	Deeper understanding of key concepts and the ability to apply them in greater depth	Explain, collate, compare, consider, diagnose, differentiate, discuss, evaluate, interpret, judge, plan
Advanced	Building on existing high-level knowledge, deepening understanding and enhancing the practical application of ideas	Critically analyse, consider, discuss, demonstrate, evaluate, implement, justify, review and revise

It is important to note that any RLC approved by TQUK does not earn any unit credit and is not recognised as a national qualification. A RLC 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).

Any courses submitted at Advanced level may require review 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 Advanced level 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 fundamental knowledge and practical skills required to participate in recreational knitting and crochet activities. It aims to develop an understanding of basic techniques, materials, tools and creative processes, enabling learners to build confidence, develop their practical abilities and produce simple handmade items. The course also encourages creativity, personal enjoyment and the development of a rewarding leisure activity.

Areas covered include:

- *Casting on and off*
- *Different stitch types*

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.

The course is designed for beginners with little or no prior experience of knitting or crochet.

Learners should:

- *Have an interest in learning knitting and crochet as a recreational or creative activity.*
- *Be willing to participate in practical activities and develop new skills.*
- *Have sufficient hand dexterity and coordination to handle basic knitting and crochet equipment, with reasonable adjustments and adaptive tools available where appropriate.*
- *Be able to follow simple instructions and work independently or with support as required.*

Equipment List

An equipment list helps learners prepare for your course and bring what they may need to participate. Some courses may provide the equipment learners need.

Learners will require access to the following equipment and materials to participate in practical activities:

- *Knitting needles 4mm-5mm*
- *Crochet hooks 4mm-5mm*
- *Knitting yarn*

Progression

Are there any other courses that you offer to support the learner's development beyond completion of the course? You can list these in this section

Successful learners can progress to other courses such as:

- [Course Name]

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
- 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 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">Knitting & Crochet Basics</td></tr>
<tr><td colspan="2">Guided learning hours:</td><td colspan="2">10</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="2">1</td><td rowspan="2">Understand basic knitting and crochet theory</td><td>1.1</td><td>Define knitting and crochet, describing differences between the two</td></tr>
<tr><td>1.2</td><td>Identify basic materials used in knitting and crochet</td></tr>
<tr><td rowspan="3">2</td><td rowspan="3">Demonstrate how to read and follow basic crochet and knitting patterns</td><td>2.1</td><td>Identify common symbols and abbreviations in crochet and knitting patterns</td></tr>
<tr><td>2.2</td><td>Demonstrate simple knitting and crochet stitches:
Knitting – knit, purl
Crochet – chain, single crochet</td></tr>
<tr><td>2.3</td><td>Practice following a simple pattern and apply the correct stitches</td></tr>
</table>

		2.4	*Interpret pattern instructions, such as row numbers, stitch directions, and repeats*
3	*Demonstrate how to plan and complete a basic square or swatch*	*3.1*	*Plan a beginner-level crochet or knitting project, such as a simple square*
		3.2	*Complete the project by following the instructions in the pattern*
Assessment Requirements: Learners will be assessed on their ability to complete a basic square or swatch.			

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.

Learners will likely be assessed through two main ways for an RLC – Informal Formative and Summative assessment.

- Informal Formative: Informal assessment that is ongoing to check the progress of learners, allowing tutors to adapt their instruction to meet learner needs.
- Summative: Formal assessment that usually takes place at the end of a course or key stages. For an RLC this will be likely the creation of something or completion of a set of tasks.

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 how you plan to assess your learners 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 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

Every two years, 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.