



Focus Awards Level 2 Certificate for
The Children and Young People's
Workforce (RQF)

601/6088/3

Key Information

Level:	2
Sector:	Child Development and Well-being
Qualification Type:	Occupational Qualification
Total Qualification Time:	350
Credit Value:	35
Guided Learning Hours:	283
Status:	Available to Learners
Methods of Assessment:	Portfolio of Evidence
Minimum Age:	16

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QRN: 601/6088/3

GLH: 283

TQT: 350

Credit: 35

Qualification Purpose

The Focus Awards Level 2 Certificate for the Children and Young People's Workforce (RQF) is aimed at those who work in a supporting role such as a nursery nurse, crèche worker, or special educational needs assistant. The Focus Awards Level 2 Certificate for the Children and Young People's Workforce (RQF) aims to assess the development of the skills and knowledge relating to the children and young people's workforce and will provide progression to the Early Learning and Childcare Social Care and Learning Development and Support Services. The Focus Awards Level 2 Certificate for the Children and Young People's Workforce (RQF) covers the age range from birth to 19 years.

Age Ranges

Entry is at the discretion of the centre; however, learners should be at least 16 years old to undertake this qualification.

Geographical Coverage

This qualification is available in England and Northern Ireland.

Learner Entry Requirements

There are no specific entry requirements for this qualification.

Focus Awards does not set any other entry requirements, but training providers or colleges may have their own guidelines.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following URL:

<https://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.pdf>

Assessment Methods

The Focus Awards Level 2 Certificate for the Children and Young People's Workforce (RQF) is internally assessed and externally assured by Focus Awards.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- [Focus Awards Level 3 Diploma for the Children and Young People's Workforce \(RQF\)](#)
- [Focus Awards Level 3 Diploma in Playwork \(RQF\)](#)
- [Focus Awards Level 3 Diploma in Specialist Support for Teaching and Learning in Schools \(RQF\)](#)

Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

Qualification Structure

To achieve the Focus Awards Level 2 Certificate for the Children and Young People's work force (RQF) Learners must achieve a minimum of 35 credits. 29 credits must come from the mandatory units and a minimum of 6 credits must come from optional units.

Mandatory Units:

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Child and young person development	H/601/3305	2	2	15
Contribute to the support of child and young person development	Y/601/3236	2	3	25
Safeguarding the welfare of children and young people	K/601/3323	2	3	20
Contribute to Children and Young People's Health and Safety	J/601/3491	2	3	26
Contribute to the support of positive environments for children and young people	H/601/3496	2	3	27
Understand Partnership Working in Services for Children and Young People	M/601/3498	2	2	18
Support children and young people's positive behaviour	T/601/7407	2	2	15
Introduction to communication in health, social care or children's and young people's settings	F/601/5465	2	3	23
Introduction to personal development in health, social care or children's and young people's settings	L/601/5470	2	3	23
Introduction to equality and inclusion in health, social care or children's and young people's settings	R/601/5471	2	2	20
Maintain and support relationships with children and young people	D/601/7403	2	3	15

Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Contribute to the support of children's communication, language and literacy	M/601/3310	2	2	14
Contribute to the support of children's creative development	H/601/3336	2	2	14
Understand Child and Young_Person Development.	L/601/1693	3	4	30
Promote Child and Young Person_Development.	R/601/1694	3	3	25
Understand How to Safeguard the Wellbeing of Children and Young_People.	Y/601/1695	3	3	25
Support Children and Young People's Health and Safety.	D/601/1696	3	2	15
Develop Positive Relationship with Children, Young People and Others Involved in Their Care	H/601/1697	3	1	8
Working Together for the Benefit of_Children and Young People.	K/601/1698	3	2	15
Understand How to Support_Positive Outcomes for Children and_Young People.	M/601/1699	3	3	25
Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	F/600/9777	4	5	40
Support the creativity of children and young people	M/600/9807	3	3	20
Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties.	M/601/2884	3	3	25
Support children and young people with disabilities and special educational needs	D/601/6526	2	4	26
Support children and young people's play and leisure	T/601/6564	2	3	16
Support children and young people at meal or snack times	A/601/6517	2	3	18

Introduction to duty of care in health, social care or children's and young people's settings	H/601/5474	2	1	9
Contribute to the support of children's physical development through activities	J/504/2186	2	3	24
Working as part of a team in health and social care or children and young people's settings	D/504/2193	2	2	17
Working in partnership with parents and carers	M/504/2201	2	3	19
Contributing to promoting nutrition and hydration in early years and childcare settings	T/503/2494	2	4	29
Use Signing to Advance Speech, Language and Communication	F/504/3370	2	6	48

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission. Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Vocabulary of Terms

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.

Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report

IQA Report			
Qualification:			
Assessor:		IQA:	
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
		IQA Signature	
		Assessor Signature	