



Focus Awards Level 2 Certificate in
Supporting Teaching and Learning in
Schools (RQF)

601/7118/2

Key Information

Level:	2
Sector:	Direct Learning Support
Qualification Type:	Occupational Qualification
Total Qualification Time:	300
Credit Value:	30
Guided Learning Hours:	185
Status:	Available to Learners
Methods of Assessment:	Portfolio of Evidence
Minimum Age:	16

Contents

Key Information	2
Qualification Purpose	4
Age Ranges	4
Geographical	4
Learner Entry Requirements	4
Reasonable Adjustments and Special Considerations	4
Assessment Methods	5
Progression Routes.....	5
Supporting Material and Useful Websites.....	5
Qualification Structure	6

Focus Awards Level 2 Certificate in Supporting Teaching and Learning in Schools (RQF)

QRN: 601/7118/2
GLH: 185
TQT: 300
Credit: 30

Qualification Purpose

The Focus Awards Level 2 Certificate in Supporting Teaching and Learning in Schools (RQF) is aimed at those members of the school workforce who directly support the teaching and learning of pupils. The qualification provides the knowledge and understanding needed to work directly with children or young people in supporting the assessment for learning, developing relationships, promoting equality and diversity, and understanding how to safeguard the wellbeing of children and young people.

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

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

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

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes

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

- Focus Awards Level 3 Diploma in Specialist Support for Teaching and Learning in schools (RQF)
- Focus Awards Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF)
- Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF)

Supporting Material and Useful Websites

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

Qualification Structure

Learners must complete all mandatory units to achieve 24 credits, 3 credits from optional group A and 3 credits from optional group B. Learners will achieve a total of 30 credits.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Child and young person development	H/601/3305	2	2	15
Safeguarding the welfare of children and young people	K/601/3323	2	3	20
Communication and professional relationships with children, young people and adults	F/601/3313	2	2	15
Equality, diversity and inclusion in work with children and young people	D/601/3321	2	2	15
Help improve own and team practice in schools	T/601/7391	2	3	15
Maintain and support relationships with children and young people	D/601/7403	2	3	15
Support children and young people's health and safety	T/601/7410	2	3	15
Support children and young people's positive behaviour	T/601/7407	2	2	15
Support learning activities	A/601/7411	2	4	25

Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Schools as organisations	A/601/3326	3	3	15
Schools as organisations	T/601/3325	2	3	20
Contribute to supporting bilingual learners	L/601/7414	2	2	12
Invigilate tests and examinations	Y/601/7416	3	3	19
Prepare and maintain learning environments	D/601/7417	2	3	18
Provide displays in schools	K/601/6500	2	3	15
Support assessment for learning	A/601/4072	3	4	20
Support children and young people at meal or snack times	A/601/6517	2	3	18
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's travel outside of the setting	Y/601/6573	2	3	22
Support extra-curricular activities	M/601/6577	2	3	15
Support the use of information and communication technology for teaching and learning	A/601/6579	2	2	12
Move and position individuals in accordance with their plan of care	J/601/8027	2	4	26
Provide support for therapy sessions	D/601/9023	2	2	14

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

Direct Learning support

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