QUALIFICATION INFORMATION & GUIDANCE

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

Qualification number: 601/7118/2

Prepared for learners and stakeholders by Virtue Learning Hub Solutions Ltd. Focus Awards remains the awarding organisation.

Qualification detail	Value
Level	2
Sector	Direct Learning Support
Type	Occupational Qualification
Total Qualification Time	300 hours
Guided Learning Hours	185 hours
Credits	30
Assessment	Portfolio of evidence
Minimum age	16
Geographical coverage	England and Northern Ireland

Qualification purpose

This qualification is intended for members of the school workforce who directly support pupils' teaching and learning. It develops knowledge and understanding relating to assessment for learning, professional relationships, equality and diversity, and safeguarding children and young people.

Entry requirements

Learners should be at least 16 years old. Focus Awards does not prescribe additional entry requirements; the centre may specify additional criteria.

Reasonable adjustments and special considerations

Learners who require reasonable adjustments or special consideration should contact Virtue Learning Hub Solutions. Decisions must follow the current Focus Awards Reasonable Adjustments and Special Considerations Policy: https://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.pdf

Assessment methods

This qualification is internally assessed. Learners must produce a portfolio demonstrating achievement of every relevant learning outcome and assessment criterion. Evidence may include assessor observations, witness testimony, learner products, worksheets, assignments, projects, reports, oral and written questioning, learner and peer reports, and recognition of prior learning (RPL).

Progression routes

Possible progression includes the Focus Awards Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF), Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF), and Level 3 Award in Supporting Teaching and Learning in Schools (RQF).

Qualification structure

The source specification requires 24 credits from mandatory units, 3 credits from optional group A and 3 credits from optional group B, totalling 30 credits. The source does not label individual optional units by group; confirm group allocation with Focus Awards before selecting units.

Mandatory units

Unit title	Reference	Level	Credits	GLH
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	Reference	Level	Credits	GLH
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

Unit title	Reference	Level	Credits	GLH
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

Assessment terminology

The following glossary supports learners in interpreting assessment instructions. Definitions are paraphrased from the awarding organisation's specification.

Term	Meaning
Apply	Use knowledge in a different situation
Analyse	Break a subject into parts and explain their relationships
Clarify	Explain clearly and concisely
Classify	Organise by given criteria
Collate	Collect and organise information logically
Compare	Identify similarities and differences
Critically compare	Compare strengths, limitations and implications
Consider	Examine a situation or decision thoughtfully
Demonstrate	Show understanding with evidence or examples
Describe	Give a detailed account
Develop	Expand an idea or plan
Diagnose	Identify a cause using evidence
Differentiate	Identify differences
Discuss	Explore a range of viewpoints
Distinguish	Explain differences
Draw conclusions	Reach a reasoned judgement
Estimate	Make an informed approximation

Term	Meaning
Evaluate	Weigh evidence and reach a justified conclusion
Explain	Give reasons and examples
Extrapolate	Predict beyond the observed information
Identify	Recognise and name key points
Implement	Put a plan into action
Interpret	Explain meaning
Judge	Reach a decision
Justify	Give reasons for a decision
Perform	Carry out a task
Plan	Set out steps, resources and actions
Provide	Supply relevant information
Reflect	Consider experience and learning
Review and revise	Reconsider and improve
Select	Choose for a purpose
Show	Present supporting evidence
State	Set out the main points
Summarise	Give the main ideas briefly

Useful resources

Focus Awards supporting materials: https://focusawards.org.uk/supportingmaterials

Ofqual: https://ofqual.gov.uk

Contact Virtue Learning Hub Solutions

Email: vlhsolutions.office@gmail.com

Website: www.virtuelearningsolutions.com

This is a Virtue-branded information guide based on the supplied Focus Awards specification. For formal assessment, registration and quality assurance, refer to the current official awarding organisation documentation. The assessor feedback and IQA report forms from the source have been excluded.