



FOCUS AWARDS

Focus Awards Level 2 Certificate for
the Children and Young people's
Workforce (RQF)

601/6088/3

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Qualification Summary

Key Information

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



Focus Awards Level 2 Certificate For The Children And Young People's Workforce (RQF)

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://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.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	12
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 in early years and childcare settings	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.

