



AIMQUALIFICATIONS

Level 2 Certificate in Supporting Teaching and
Learning in Schools
Qualification Number: 603/3235/9

Version control

Version number	Date	Description
4	September 2023	Requirements to deliver the qualification has been amended, see page 12.

Qualification Overview

Title:	AIM Qualifications Level 2 Certificate in Supporting Teaching and Learning in Schools
Qualification Number:	603/3235/9
Level:	Level 2
Credit Value:	30 credits
Guided Learning Hours:	180 hours
Total Qualification Time:	300 hours
Qualification Objective:	The Level 2 Certificate in Supporting Teaching and Learning in Schools is aimed at support classroom and teaching assistants in schools who directly support teachers in the teaching and learning of pupils. This qualification provides the knowledge and understanding needed to work directly with children or young people in schools. Learners will support assessment for learning, develop relationships, promote equality and diversity and understand how to safeguard the wellbeing of children and young people
Progression Routes:	On achievement of this qualification, learners may go straight into a variety of support roles in schools and learning providers, or they may choose to progress to higher level qualifications in the same suite.
Entry requirements:	Learners will need to be working towards the equivalent of Level 2 literacy and numeracy skills to support children and young people in schools. Portfolio evidence must be acquired in a classroom environment.
Assessment method(s):	Assessment is through a Portfolio of Evidence/Workbook.

How is the qualification assessed?

The assessment process is as follows:

Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA (Internal Quality Assurer).

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

Reasonable Adjustment and Special Considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set.

Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the AIM Qualifications [Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Qualification size

About the RQF

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size.

Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Rules of Combination and level for this qualification

In order to achieve the AIM Qualifications Level 2 Certificate in Supporting Teaching and Learning in schools, learners must achieve a total of 30 credits. 24 credits must be achieved from Mandatory Group M; a maximum of 3 credits may be achieved from Optional Group A, and the remaining 3 credits must be achieved from Optional Group B.

Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Child and Young Person Development	2	2	15	20	HF1/2/NQ/035	Y/617/0247
Communication and Professional Relationships with Children, Young People and Adults	2	2	15	20	GB6/2/NQ/005	H/617/0249
Equality, Diversity and Inclusion in Work with Children and Young People	2	2	15	20	GA7/2/NQ/001	A/617/0256
Help Improve Own and Team Practice in Schools	2	3	15	30	GA9/2/NQ/001	F/617/0257
Maintain and Support Relationships with Children and Young People	2	3	15	30	GB8/2/NQ/002	L/617/0259
Safeguarding the Welfare of Children and Young People	2	3	20	30	PR6/2/NQ/001	R/617/0263
Support Children and Young People's Health and Safety	2	3	15	30	PR6/2/NQ/002	Y/617/0264
Support Children and Young People's Positive Behaviour	2	2	15	20	PR6/2/NQ/003	D/617/0265
Support Learning Activities	2	4	25	40	GD8/2/NQ/001	H/617/0266

Optional Group A

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Schools as Organisations	2	3	20	30	GD9/2/NQ/001	L/617/0262
Schools as Organisations	3	3	24	30	GD9/3/NQ/001	Y/616/7512

Optional Group B

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Contribute to Supporting Bilingual Learners	2	2	12	20	GC5/2/NQ/002	K/617/0253
Invigilate Tests and Examinations	3	3	19	30	GB8/3/NQ/007	J/617/0258
Move and Position Individuals in Accordance with their Plan of Care	2	4	26	40	PT2/2/NQ/030	F/617/0260
Prepare and Maintain Learning Environments	2	3	18	30	GB9/2/NQ/022	J/617/0261
Provide Displays in Schools	2	3	15	30	GB9/2/NQ/023	T/617/0269
Provide Support for Therapy Sessions	2	2	14	20	PT1/2/NQ/112	K/617/0267
Support Assessment for Learning	3	4	22	40	GB8/3/NQ/003	D/616/7513
Support Children and Young People at Meal or Snack Times	2	3	18	30	PT2/2/NQ/029	M/617/0268
Support Children and Young People with Disabilities and Special Educational Needs	2	4	26	40	GD8/2/NQ/002	K/617/0270

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Support Children and Young People's Play and Leisure	2	3	16	30	GB3/2/NQ/001	M/617/0271
Support Children and Young People's Travel Outside of the Setting	2	3	22	30	GB3/2/NQ/002	T/617/0272
Support Extra-Curricular Activities	2	3	15	30	GB3/2/NQ/003	A/617/0273
Support the Use of Information and Communication Technology for Teaching and Learning	2	2	12	20	GB9/2/NQ/024	F/617/0274

Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
Level 3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

Extracted from 'After the QCF A New Qualification Framework' October 2015

Requirements to deliver the qualification

Centres wishing to deliver this qualification must ensure that tutors:

- Hold a UK recognised teaching and/or assessing qualification at Level 3 or above or be working towards one.
- Have a minimum of a year's experience working in supporting Teaching & Learning in schools, or demonstrable equivalent experience.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Has a good understanding of the internal verification process.
- Has experience / knowledge of supporting teaching and learning for example as a teaching assistant or teacher.
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer'.

Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#).
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.

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