

AIM Qualifications Level 2 Award in Child Development Specification

603/3499/X

VERSION 2 JULY 2025



Document version history

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1	January 2025	▪ Document created
2	July 2025	Updated guidance document link added (pg. 8) Guidance for centres regarding component F/505/7348 Autistic Spectrum Disorder. The term 'medical diagnosis' added to component summary of F/505/7348 Autistic Spectrum Disorder.

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About us

Qualification specification for Level 2 Award in Child Development

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas.

About this qualification specification

This specification is intended for tutors, internal verifiers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website.

Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing businessdevelopment@aimgroup.org.uk or calling [0333 034 8833](tel:0333 034 8833). More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview

Purpose of this qualification

This qualification is designed to support individuals to develop their knowledge to ensure the effective use of play to aid the development of children.

It will equip learners with the knowledge and skills required to support work in setting with children to aid their learning and development.

Through exploring the different areas of working with children they will be able to provide develop their knowledge in areas such as communication, language, play and supporting children with Autistic Spectrum Disorder. There is also the option to study the component on parenting skills and, supporting children and young people with Disabilities and Special Educational Needs.

Qualification details

AIM Qualifications Level 2 Award in Child Development	
Qualification Type	Vocationally related
Assessment	Portfolio of evidence
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/09/2018
Review date	31/05/2027
Sector	1.5 Child development and well-being
Qualification number	603/3499/X
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	60
Minimum learner age	14+
Rules of combination	Learners must achieve 6 credits from the Optional component group.

Regulated Qualification Framework (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).

Level 2 Award in Child Development

www.aimgroup.org.uk/qualifications
0333 034 8833

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

Progression opportunities

This qualification is suitable for those who already work with children or who wish to progress into working with children and it is desirable that they have completed the Level 1 Award in Child Development who wish to complete further study.

Entry requirements

There are no entry requirements for this qualification, except for a minimum age of 14.

Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors hold or are working towards:

- A Level 3 qualification in child development or early years learning/education.
- A UK recognised Level 3 teaching or assessing qualification
- At least a year's meaningful experience in working with children in the early years sector.

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

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices.
- Has substantial experience of working in or assessing qualifications in early years settings and/or the childcare and education sector.
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer.



Section 2 – Qualification structure



Qualification structure and components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

Rules of combination for:		Level 2 Award in Child Development		
Learners must achieve 6 credits from the Optional component group.				
Component code	Component title	Level	Credit	GLH
Optional				
R/508/5882	Understanding Children’s Social and Emotional Development	2	3	24
R/508/5879	Understanding the Importance of Play	2	3	24
D/617/1741	Play for Early Learning	2	3	24
M/505/5059	Parenting Skills	2	3	24
F/505/7348	Autistic Spectrum Disorder	2	3	24

Please see updated guidance for centres for Component F/505/7348 Autistic Spectrum Disorder [here](#)

Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

Level	Knowledge descriptor	Skills descriptor
Level 2	<p>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.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>



Section 3 – Assessment



How this qualification is assessed

Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

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.



Section 4 – Operational guidance



Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: www.aim-group.org.uk.

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification](#). Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.



Section 5 – Appendices and links



Appendices and links

Select an appendix or link from the list below to view the document.

Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

Command verbs

Level 2	
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase or process.
Demonstrate	Apply skills in a practical situation.
Describe	Write or speak about the topic or activity giving information. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Explain	Make clear. Give reasons for. An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical/logical explanations.
Evaluate	Examine strengths and weaknesses. Make points for and against.
Give (an example of...)	Provide relevant examples for the topic.
Identify	Provide brief information about a subject, specific process, or activity.
Illustrate	Give clear information or descriptions with examples (e.g. spoken, written, pictures, diagrams etc).
Order	Place information in a logical sequence.
Outline	Identify or briefly describe the main points.
State	Give the main points in brief, clear sentences.
Summarise	Briefly present an abstract of the main points.

All levels	
Calculate	Work out a numerical problem, showing how they arrived at their answer.