



Diploma Lefel 3 Focus Awards  
**mewn Cymorth Arbenigol Addysgu a  
Dysgu mewn Ysgolion (RQF)**

601/7672/6

## Gwybodaeth Allweddol

Lefel: 3

Sector: Cymorth Dysgu Uniongyrchol

Math o Gymhwyster: Galwedigaethol

Cyfanswm Amser y Cymhwyster: 440

Gwerth y Credydau: 44

Oriau Dysgu dan Arweiniad: 235

Statws: Ar gael i ddysgwyr

Dulliau Asesu: Portffolio tystiolaeth

Isafswm Oedran: 16

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# Diploma Lefel 3 Focus Awards mewn Cymorth Arbenigol ar gyfer Addysgu a Dysgu mewn Ysgolion (RQF)

Rhif Cyfeirnod y Cymhwyster: 601/7672/6

Oriau Dysgu dan Arweiniad: 235

Cyfanswm Amser y Cymhwyster: 440

Credydau: 44

## Diben y Cymhwyster:

Mae Diploma Lefel 3 Focus Awards mewn Cymorth Arbenigol ar gyfer Addysgu a Dysgu mewn Ysgolion (RQF) wedi'i anelu at yr aelodau hynny o weithlu'r ysgol sy'n cefnogi yn uniongyrchol y gwaith o addysgu a dysgu disgyblion.

Mae'r cymhwyster yn darparu gwybodaeth a dealltwriaeth a sgiliau pob agwedd ar y cymorth arbenigol sydd ei angen ar gyfer strategaethau i gefnogi dysgu ochr yn ochr â'r athro, cymorth anghenion dwyieithog ac arbennig a datblygiad personol a myfyrio ynghylch addysgeg.

## Ystod Oedran:

Ceir mynediad yn ôl disgrisiwn y ganolfan. Fodd bynnag, dylai dysgwyr fod yn 16 oed i ymgymryd â'r cymhwyster hwn.

## Cwmpas Daearyddol:

Mae'r cymhwyster hwn ar gael yng Nghymru, Lloegr a Gogledd Iwerddon.

## Gofynion Mynediad I Ddysgwyr:

Nid yw Focus Awards yn gosod unrhyw ofynion mynediad eraill, ond gallai'r ganolfan bennu neu ofyn am feini prawf ychwanegol.

## Addasiadau Rhesymol:

Cyfeiriwch at 'Polisi Addasiadau Rhesymol ac Ystyriaethau Arbennig' Focus Awards. Gellir lawrlwytho copi o wefan Focus Awards yn yr url canlynol:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

## Dulliau Asesu:

Asesir y cymhwyster hwn yn fewnol. Rhaid i bob dysgwr greu portffolio tystiolaeth sy'n dangos ei fod wedi cyflawni'r holl dDeilliant Dysgu a'r meini prawf asesu sy'n gysylltiedig â phob uned.

Gallai'r prif ddarnau o dystiolaeth ar gyfer y portffolio gynnwys rhai neu bob un o'r canlynol:

- Arsyllwadau'r asesydd
- Tystiolaeth tystion
- Cynnyrch dysgwr
- Taflenni gwaith
- Aseiniadau/prosiectau/adroddiadau
- Cofnod o gwestiynau llafar ac ysgrifenedig
- Adroddiadau dysgwyr a chymheiriaid
- Cydnabyddiaeth o ddysgu blaenorol (RPL)

## Llwybrau Cynnydd:

Gall dysgwyr sydd am symud ymlaen o'r cymhwyster hwn ymgymryd â'r cymwysterau canlynol:

- Tystysgrif Lefel 3 mewn Goruchwyliaeth Gyflenwi ar gyfer Disgyblion mewn Ysgolion (QCF)
- Diploma Lefel 4 mewn Cymorth Arbenigol ar gyfer Addysgu a Dysgu mewn Ysgolion (QCF)
- Tystysgrif Lefel 3 mewn Cefnogi Addysgu a Dysgu mewn Ysgolion
- Dyfarniad Lefel 3 mewn Cefnogi Addysgu a Dysgu mewn Ysgolion

## Deunydd Ategol a Gwefannau Defnyddiol:

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

## Strwythur y Cymhwysrer:

Er mwyn llwyddo i ennill Diploma Lefel 3 Focus Awards mewn Cymorth Arbenigol ar gyfer Addysgu a Dysgu mewn Ysgolion (RQF), mae'n rhaid i ddysgwyr gwblhau pob uned orfodol sy'n dod i gyfanswm o 44 o gredydau.

## Unedau Gorfodol:

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Oriau Dysgu dan Arweiniad	Credydau
Cyfathrebu a chydberthnasau proffesiynol â phlant, pobl ifanc ac oedolion	F/601/3327	3	10	2
Ysgolion fel sefydliadau	A/601/3326	3	15	3
Cefnogi gweithgareddau dysgu	F/601/4073	3	20	4
Hybu ymddygiad cadarnhaol plant a phobl ifanc	A/601/4069	3	15	3
Datblygu cydberthnasau proffesiynol â phlant, pobl ifanc ac oedolion	H/601/4065	3	10	2
Hybu cydraddoldeb, amrywiaeth a chynhwysiant mewn gwaith gyda phlant a phobl ifanc	M/601/4070	3	10	2
Cefnogi asesu ar gyfer dysgu	A/601/4072	3	20	4
Ymgymryd â datblygiad personol mewn lleoliadau iechyd, gofal cymdeithasol neu blant a phobl ifanc	A/601/1429	3	10	3
Cefnogi iechyd a diogelwch plant a phobl ifanc	D/601/1696	3	15	2
Deall datblygiad plant a phobl ifanc	L/601/1693	3	30	4
Deall sut i ddiogelu lles plant a phobl ifanc	Y/601/1695	3	25	3

**Grŵp A:**

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Oriau Dysgu dan Arweiniad	Credydau
Cynllunio a chyflwyno gweithgareddau dysgu o dan gyfarwyddyd athro	D/601/7711	3	21	4
Cefnogi datblygiad llythrennedd	M/601/7714	3	18	3
Cefnogi datblygiad rhifedd	A/601/7716	3	18	3
Cefnogi addysgu a dysgu mewn maes cwricwlwm	J/601/7718	3	12	3
Cefnogi'r broses o gyflwyno'r cwricwlwm 14 - 19	F/601/7720	3	15	3
Darparu cymorth llythrennedd a rhifedd	L/601/7722	3	16	3
Cefnogi dysgwyr dawnus a thalentog	R/601/7723	3	21	4
Cefnogi lleferydd, iaith a chyfathrebu ymhlith plant	T/600/9789	3	30	4

**Grŵp B:**

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Oriau Dysgu dan Arweiniad	Credydau
Cefnogi dysgwyr dwyieithog	Y/601/7724	3	23	4
Darparu cymorth dwyieithog ar gyfer addysgu a dysgu	D/601/7725	3	32	6

## Grŵp C:

### Uned(au) Gorfodol Grŵp C1:

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Oriau Dysgu dan Arweiniad	Credydau
Cefnogi plant a phobl ifanc anabl a'r rhai sydd ag anghenion addysgol arbennig	H/601/7726	3	24	5

### Uned(au) Gorfodol Grŵp C2:

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Oriau Dysgu dan Arweiniad	Credydau
Cefnogi plant a phobl ifanc sydd ag anghenion datblygiad cymdeithasol, emosiynol ac ymddygiad	Y/601/7707	3	25	4
Cefnogi dysgwyr sydd ag anghenion gwybyddiaeth a dysgu	M/601/8121	3	21	4
Cefnogi dysgwyr sydd ag anghenion cyfathrebu a rhyngweithio	K/601/8134	3	21	4
Cefnogi dysgwyr sydd ag anghenion synhwyrdd a/neu gorfforol	M/601/8135	3	21	4
Cefnogi unigolion i ddiwallu anghenion gofal personol	F/601/8060	2	16	2

## Grŵp D:

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Oriau Dysgu dan Arweiniad	Credydau
Cefnogi plant a phobl ifanc yn ystod trawsnewidiadau yn eu bywyd	R/601/8368	3	15	3
Datblygu sgiliau cyfweld ar gyfer gweithio gyda phlant a phobl ifanc	Y/600/9669	3	25	5
Hwyluso dysgu a datblygiad plant a phobl ifanc drwy fentora	T/600/9601	4	30	5
Gwella presenoldeb plant a phobl ifanc mewn addysg statudol	M/600/9600	3	35	5
Hybu lles a gwydnwch plant a phobl ifanc	M/600/9676	4	25	5
Darparu gwybodaeth a chynghor i blant a phobl ifanc	A/501/5163	3	23	3

## Grŵp E:

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Oriau Dysgu dan Arweiniad	Credydau
Cynorthwyo i roi meddyginiaeth	D/601/8325	3	18	4
Goruchwylio profion ac arholiadau	L/601/1337	3	21	3
Arwain gweithgarwch allgyrsiol	T/601/1381	3	30	4
Cynnal cofnodion dysgwyr	M/601/1377	3	40	5
Monitro a chynnal adnoddau'r cwricwlwm	F/600/9780	3	30	4
Trefnu teithiau ar gyfer plant a phobl ifanc	A/601/1334	3	22	3
Goruchwylio plant a phobl ifanc sydd ar deithiau, ymweliadau ac yn cymryd rhan mewn gweithgareddau y tu allan i'r lleoliad	D/600/9785	3	30	4
Gweithio mewn partneriaeth â rhieni er mwyn eu cynnwys ym mhroses dysgu a datblygiad eu plant mewn ysgolion	M/600/9788	3	27	4
Cynorthwyo i roi meddyginiaeth	F/502/5242	3	10	2
Goruchwylio profion ac arholiadau	M/601/1329	3	25	3
Arwain gweithgarwch allgyrsiol	R/502/5231	3	10	2

## Grŵp F:

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Oriau Dysgu dan Arweiniad	Credydau
Gweithio gydag ymarferwyr eraill i gefnogi plant a phobl ifanc	A/601/9420	2	25	4
Cynllunio, dyrannu a monitro gwaith tîm	Y/601/7416	3	19	3
Darparu arweiniad a chyfeiriad ar gyfer eich maes cyfrifoldeb eich hun	A/601/8333	3	16	3
Pennu amcanion a darparu cymorth i aelodau'r tîm	Y/601/8338	3	12	3
Cefnogi dysgu a datblygiad yn eich maes cyfrifoldeb eich hun	D/601/8342	3	14	3
Gweithio mewn tîm	H/601/8357	3	12	2
Gweithio gydag ymarferwyr eraill i gefnogi plant a phobl ifanc	H/601/8360	3	15	3
Cynllunio, dyrannu a monitro gwaith tîm	A/602/1846	3	31	6

# 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.

## Handy vocabulary of terms used in this specification

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 crystallised 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**

**Qualification:**

**Assessor:**  **IQA:**

Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
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	<b>IQA Signature</b>	
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	<b>Assessor Signature</b>	
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