



Tystysgrif Lefel 2 Focus Awards mewn
Cefnogi Addysgu a Dysgu mewn Ysgolion
(RQF)

601/7118/2

FOCUS AWARDS 

Crynodeb o'r Cymhwyster

Lefel: 2

Sector: Cymorth Dysgu Uniongyrchol

Math o Gymhwyster: Cymhwyster Galwedigaethol

Cyfanswm Amser y Cymhwyster: 300

Gwerth y Credydau: 30

Oriau Dysgu dan Arweiniad: 185

Statws: Ar gael i Ddysgwyr

Dulliau Asesu: Portffolio Tystiolaeth

Isafswm Oedran: 16

Cynnwys

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Rhif Cyfeirnod y Cymhwyster: 601/7118/2

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Credydau: 30

Diben y Cymhwyster:

Mae Tystysgrif Lefel 2 Focus Awards mewn Cefnogi Addysgu a Dysgu mewn Ysgolion (RQF) wedi'i hanelu at yr aelodau hynny o weithlu yr ysgol sy'n cefnogi yn uniongyrchol y broses o addysgu a dysgu disgyblion. Mae'r cymhwyster yn darparu'r wybodaeth a'r ddealltwriaeth sydd eu hangen i weithio'n uniongyrchol gyda phlant neu bobl ifanc i gefnogi'r asesiad ar gyfer dysgu, meithrin cydberthnasau, hybu cydraddoldeb ac amrywiaeth, a deall sut i ddiogelu llesiant plant a phobl ifanc.

Ystod Oedran:

Ceir mynediad yn ôl disgrisiwn y ganolfan. Fodd bynnag, dylai dysgwyr fod yn 16 oed o leiaf 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 ac Ystyriaethau Arbennig:

Cyfeiriwch at 'Polisi Addasiadau Rhesymol ac Ystyriaethau Arbennig' Focus Awards.

<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 ddeilliannau 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:

- Arsylwadau'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:

- Diploma Lefel 3 Focus Awards mewn Cymorth Arbenigol ar gyfer Addysgu a Dysgu mewn ysgolion (RQF)
- Tystysgrif Lefel 3 Focus Awards mewn Cefnogi Addysgu a Dysgu mewn Ysgolion (RQF)
- Dyfarniad Lefel 3 Focus Awards mewn Cefnogi Addysgu a Dysgu mewn Ysgolion (RQF)

Deunydd Ategol a Gwefannau Defnyddiol:

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

Strwythur y Cymhwyster:

Rhaid i ddysgwyr gwblhau'r holl unedau gorfodol i ennill 24 o gredydau, 3 chredyd o grŵp dewisol A a 3 chredyd o grŵp dewisol B. Bydd dysgwyr yn ennill cyfanswm o 30 o gredydau.

Unedau Gorfodol:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Datblygiad plant a phobl ifanc	H/601/3305	2	2	15
Diogelu lles plant a phobl ifanc	K/601/3323	2	3	20
Cyfathrebu a chydberthnasau proffesiynol â phlant, pobl ifanc ac oedolion	F/601/3313	2	2	15
Cydraddoldeb, amrywiaeth a chynhwysiant mewn gwaith gyda phlant a phobl ifanc	D/601/3321	2	2	15
Helpu i wella eich arferion eich hun ac arferion y tîm mewn ysgolion	T/601/7391	2	3	15
Cynnal a chefnogi cydberthnasau â phlant a phobl ifanc	D/601/7403	2	3	15
Cefnogi iechyd a diogelwch plant a phobl ifanc	T/601/7410	2	3	15
Cefnogi ymddygiad cadarnhaol ymhlith plant a phobl ifanc	T/601/7407	2	2	15
Cefnogi gweithgareddau dysgu	A/601/7411	2	4	25

Unedau Dewisol:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Ysgolion fel sefydliadau	A/601/3326	2	3	20
Ysgolion fel sefydliadau	T/601/3325	3	3	15
Cyfrannu at gefnogi dysgwyr dwyieithog	L/601/7414	2	2	12
Arolygu profion ac arholiadau	Y/601/7416	3	3	19

Paratoi a chynnal amgylcheddau dysgu	D/601/7417	2	3	18
Darparu arddangosfeydd mewn ysgolion	K/601/6500	2	3	15
Cefnogi asesu ar gyfer dysgu	A/601/4072	3	4	20
Cefnogi plant a phobl ifanc yn ystod amseroedd prydau neu fyrbrydau	A/601/6517	2	3	18
Cefnogi plant a phobl ifanc sydd ag anableddau ac anghenion addysgol arbennig	D/601/6526	2	4	26
Cefnogi chwarae a hamdden plant a phobl ifanc	T/601/6564	2	3	16
Cefnogi plant a phobl ifanc i deithio y tu allan i'r lleoliad	Y/601/6573	2	3	22
Cefnogi gweithgareddau allgyrsiol	M/601/6577	2	3	15
Cefnogi'r defnydd o dechnoleg gwybodaeth a chyfathrebu ar gyfer addysgu a dysgu	A/601/6579	2	2	12
Symud a lleoli unigolion yn unol â'u cynllun gofal	J/601/8027	2	4	26
Darparu cymorth ar gyfer sesiynau therapi	D/601/9023	2	2	14

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
		IQA Signature	
		Assessor Signature	