



Tystysgrif Lefel 4 Focus Awards ar gyfer Cynorthwyr Addysgu Lefel Uwch (RQF)

601/8533/8

Gwybodaeth Allweddol

Lefel: 4

Sector: Cymorth Dysgu Uniongyrchol

Math o Gymhwyster: Cymhwyster Galwedigaethol Arall

Cyfanswm Amser y Cymhwyster: 360

Gwerth y Credydau: 36

Oriau Dysgu dan Arweiniad: 108

Statws: Ar gael i Ddysgwyr

Dulliau Asesu: Portffolio Tystiolaeth

Isafswm Oedran: 16

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Tystysgrif Lefel 4 Focus Awards ar gyfer Cynorthwywyr Addysgu Lefel Uwch (RQF)

Rhif Cyfeirnod y Cymhwyster: 601/8533/8
Oriau Dysgu dan Arweiniad: 108
Cyfanswm Amser y Cymhwyster: 360
Credydau: 36

Diben y Cymhwyster:

Mae Tystysgrif Lefel 4 Focus Awards ar gyfer Cynorthwywyr Addysgu Lefel Uwch (RQF) wedi'i hanelu at y dysgwyr hynny sy'n gweithio fel cynorthwydd addysgu ar hyn o bryd sy'n dymuno symud ymlaen i statws Cynorthwydd Addysgu Lefel Uwch. Bydd Tystysgrif Lefel 4 Focus Awards ar gyfer Cynorthwywyr Addysgu Lefel Uwch (RQF) yn rhoi'r wybodaeth a'r ddealltwriaeth i ddysgwyr wrth ddadansoddi a mynd i'r afael â'r gwahanol heriau y mae cynorthwywyr ystafell ddosbarth yn debygol o ddod ar eu traws. Bydd dysgwyr hefyd yn deall gweithio gydag unigolion a chyda grwpiau bach yn ogystal â chael cipolwg hanfodol ar gefnogi disgyblion ag anghenion addysgol arbennig (AAA).

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:

Mae'n ofynnol i ddysgwyr fod yn gweithio mewn ysgol fel cynorthwydd addysgu. Nid yw Focus Awards yn gosod unrhyw ofynion mynediad eraill, ond efallai y bydd gan ddarparwyr hyfforddiant neu golegau eu canllawiau eu hunain.

Addasiadau Rhesymol ac Ystyriaethau Arbenning:

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

<https://focusawards.org.uk/policies-and-procedures/>

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 wella eu sgiliau ymhellach drwy'r canlynol:

- Dyfarniad Lefel 3 Focus Awards mewn Addysg a Hyfforddiant (RQF)
- Tystysgrif Lefel 4 Focus Awards mewn Addysg a Hyfforddiant (RQF)
- Diploma Lefel 5 Focus Awards mewn Addysg a Hyfforddiant (RQF)

Deunydd Ategol a Gwefannau Defnyddiol:

<https://focusawards.org.uk/>

<https://ofqual.gov.uk>

Strwythur y Cymhwyster:

Er mwyn cyflawni'r cymhwyster hwn yn llwyddiannus, rhaid i ddysgwr gwblhau pob un o'r saith uned orfodol.

Mandatory Units:

Teitl yr Uned	Cyfeirnod yr Uned	Lefel	Credydau	Oriau Dysgu dan Arweiniad
Gwybodaeth a Datblygiad Proffesiynol ar gyfer Cynorthwyr Addysgu Lefel Uwch	D/508/2483	4	4	12
Datblygiad a Lles Plant	H/508/2484	4	4	12
Cefnogi Plant a Phobl Ifanc ag Anghenion Addysgol Arbennig	K/508/2485	4	4	13
Hyrwyddo Ymddygiad Cadarnhaol Plant a Phobl Ifanc	A/508/2605	4	4	12
Gweithio gydag unigolion a grwpiau o ddysgwyr	T/508/2487	4	8	13
Perthnasoedd gwaith cadarnhaol	T/508/2490	4	4	13
Cynllunio, monitro, gweithredu ac asesu cwricwlwm	T/508/2490	4	8	12

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 Level 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 IQA qualification, which 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" overleaf.
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 two or more arguments, situations, or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions, or perspectives.
Distinguish	Explain the difference between two or more items, resources, or 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:	

