Note: If printing A3 paper is required.

Department for Education mandatory qualification and professional body membership requirements to deliver Disabled Students' Allowance (DSA) fundable Non-Medical Help (NMH) roles.

Version 3 Revised July 2023

Band	Title		
	Roles not funded by Student Finance England		
Band	**Title**		
1	Practical Support Assistant	✗	
1	Library Support Assistant	✗	
1	Reader	✗	
1	Scribe	✗	
1	Workshop / Laboratory Assistant	✗	
1	Proof-reader	✗	
2	Notetaker	✗	
2	Study Assistant	✗	
2	Examination Support Worker	✗	
3	Communication Support Worker	✗	
3	Communication Support Worker working with British Sign Language user	✗	
3	Specialist Transcription Services	✗	
	Roles funded by Student Finance England		
			Page
1	Sighted Guide	✓	2
3	Lipspeaker	✓	2
3	Specialist Notetaker - Deaf (SN-D)	✓	3
3	Speech to Text Reporter (STTR)	✓	4
3	Respeaking	✓	4
3	Specialist Notetaker - Vision Impairment (SN-VI)	✓	6
3	Mobility Trainer	✓	7
4	Specialist Mentor – Mental Health (SM-MH)	✓	8
4	Specialist Mentor – Autism Spectrum Conditions (SM-ASC)	✓	9
4	Specialist one-to-one Study Skills and Strategy Support – Autism Spectrum Conditions (SS-ASC)	✓	12
4	Specialist one-to-one Study Skills and Strategy Support – Specific Learning Difficulties (SS-SPLD)	✓	17
4	British Sign Language (BSL) Interpreter	✓	18
4	Assistive Technology Training	✓	19
4	Specialist Support Professional - Deaf (SSP-D)	✓	20
4	Specialist Support Professional - Deaf with BSL (SSP-D-BSL)	✓	20

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4	Specialist Support Professional - Vision Impairment (SSP-VI)	✓	21
4	Specialist Support Professional - Multi-Sensory Impairment (SSP-MSI)	✓	21
4	Specialist Support Professional - Multi-Sensory Impairment with BSL (SSP-MSI-BSL)	✓	21

Sighted Guide
A sighted guide may be required to assist a student with visual impairment to navigate the campus and may be required for all or part of each day the student needs to attend the university. This role's objective is to support the physical attendance at lectures, tutorials, workshops etc. and not to support with accessing the information that is delivered. Sighted guides must have good people skills and familiarise themselves with the student's routes around campus. They should have the skills and competence to work effectively at the direction of the student and have knowledge of sighted guide techniques and how to keep the student safe. While band one roles are now the primary responsibility of the Higher Education Provider, sighted guide remains fundable by DSA.
Qualifications / Training Required
In-house training for Sighted Guides provided by a registered Non-Medical Help Provider, or other sighted guide training which results in recognised certificate/evidence of attendance is required for this role. Short training sessions on how to act as a sighted guide are offered nationwide, and by voluntary sector organisations such as Royal National Institute of Blind People and Guide Dogs who both offer free sighted guide training. These courses do not necessarily lead to a qualification but can enable the trainee sighted guide to obtain valuable skills and knowledge on how to guide safely. **All** Non-Medical Help (NMH) sighted guides should retain evidence of attending sighted guide training delivered by a qualified organisation, within the last three years **prior** to delivering any support to DSA funded students. Sighted guide training is also available to external applicants from some registered NMH providers. **Continuous Professional Development requirements** Sighted guides are required to undertake **5 hours of relevant CPD annually**. This will be checked at audit. A CPD register is available to download at Guidance for NMH Suppliers (slc.co.uk) Please see Annex 1 at the end of this document.
Lipspeaker
This support is provided to convey a speaker's message to lipreaders accurately using unvoiced speech. The support worker is required to work flexibly with an individual deaf student in lectures, workshops, tutorials, etc. Lipspeaking is provided by qualified and trained Lipspeakers who should understand how deafness affects learning in the Higher Education (HE) context.
Qualifications / Training Required

Note: If printing A3 paper is required.

One of the following qualifications is required:

1. Signature Level 3 Certificate in Lipspeaking.

2. Council for the Advancement of Communication with Deaf People (CACDP) Level 3 Certificate for Language Service Providers working with Deaf and Deafblind People (Lipspeaking)

3. The National Registers of Communication Professionals working with Deaf and Deafblind People (NRCPD) Registered Lipspeaker.

Specialist Notetaker - Deaf (SN-D)
(other than those specific areas of expertise described in the entries that follow this)

There are a range of specialist notetaking options which can be provided for deaf students. DSA study needs assessors should discuss with the student which option will be most appropriate to enable them to access their course. This role is different from Specialist Transcription which is no longer DSA fundable other than by exception.

The primary requirement of this support is to make a comprehensive set of notes to meet the needs of the student for access, review, and revision purposes.

The notetaker may be either a manual notetaker (handwritten notes or handwritten notes that are later typed) or an electronic notetaker. The notetaker will make a comprehensive (although non-verbatim) typed (electronic) or hand-written record of the content of lectures, seminars, discussions, etc. in the student's preferred style and format.

Electronic notetaking can sometimes involve a trained operator using a standard laptop and specialist software (e.g., NoteEd®, Speedtext® or Stereotype®) which enables them to provide summary notes. Many electronic notetakers prefer to use standard software packages which are accessible by the student, e.g. Microsoft Word, Google Docs, etc. However, this will differ for some courses. For example, students studying science, technology, engineering, and mathematical subjects (STEM) may prefer notes to be produced in LaTeX.

The support worker uses their own laptop.

Some students may wish to receive the information simultaneously on their own computer using specialist software or using Google Docs/MS Teams via an internet link.

If practicable in the context of the Higher Education Provider's (HEP's) teaching arrangements, electronic notetaking may be delivered remotely.

The notes can be sent to the student within a specified time frame or will be saved by the student at the end of the session.

Qualifications / Training Required

One of the following qualifications is required for this role:

1. Council for the Advancement of Communication with Deaf People (CACDP) Level 3 Certificate for Language Service Providers working with Deaf and Deafblind People (Notetaking)

2. The National Registers of Communication Professionals Working with Deaf and Deafblind People (NRCPD) Registered Notetaker

3. Signature NVQ 2 electronic notetaking

4. CACDP Level 3 Certificate in Facilitating Communication with Deaf People (Lipspeaking Skills) and (Notetaking Skills). Qualification Ref: 500/1613/1

Note: If printing A3 paper is required.

5. Open College Network London (OCN) Level 3 Certificate in Electronic Notetaking to Support Deaf and Disabled People.

6. Open College Network London (OCN) Level 3 Certificate in Manual Notetaking to Support Deaf and Disabled People.

7. CACDP Level 2 Certificate in Manual Notetaking for Deaf People

8. CACDP Level 2 Certificate in Electronic Notetaking for Deaf People

9. CACDP Level 3 Certificate for Manual/Electronic Notetakers

10. LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Deaf and Hard of Hearing) Qualification Number: 603/1155/1

11. AQA Notetaking electronically for deaf people Level 2 76923

12. City & Guilds Level 3 Certificate in Communication Support for Deaf Learners (6259-07)

13. CACDP Level 3 Certificate in Facilitating Communication with Deafblind People (Manual). Qualification Ref: 500/1614/3

14. OCN London Level 2 Note taking for Disabled Students in Higher Education

15. OCN London Level 3 Electronic Note taking to Support People with Disabilities

16. Council for the Advancement of Communication with Deaf People (CACDP) Level 2 Certificate in Manual Notetaking for Deaf People

17. CACDP Level 2 Certificate in Electronic Notetaking for Deaf People

18. Open College Network London (OCN) Level 3 Certificate in Specialist Electronic Notetaking to Support Disabled, Deaf, and Visually Impaired People

19. OCN Level 3 Cert in ENT for Disabled People (includes Deaf & Visually Impaired credits)

20. Signature Level 3 Certificate in Communication Support for Deaf Learners

21. CACDP Level 3 Certificate for language service professionals working with deaf and deaf/blind people (notetaking)

OR
Equivalent In-house training* as a notetaker for deaf students that is formally accredited by one of the above organisations or another recognised UK accreditation body, and which leads to a final skills assessment and certificate.

*Note: In-house training courses must be accredited by an approved UK accreditation body and submitted to DfE for approval.

OR

Other equivalent training, including at a Higher Education provider, delivered by an appropriately qualified trainer who can demonstrate a relevant qualification in specialist notetaking, and which leads to a final skills assessment and certificate. The training must include a formal assessment and evaluation of skills and suitability, and the successful achievement of that assessment and evaluation.

Speech to Text Reporter (STTR)

4

Note: If printing A3 paper is required.

STTR involves a trained operator using a specialist chorded keyboard system and software to enable them to listen to speech and transcribe the text verbatim. The text is instantly displayed on a screen at 200-300 words per minute with an accuracy of 97-99% for the student. This support is available for deaf and hard of hearing students but should only be recommended where:

- a verbatim record is needed to enable the student to interact with others or to follow a session (for example, a tutorial where it is important to capture discussions in real-time), and
- the student has a high fluency in English.

Students who use British Sign Language (BSL) are unlikely to require STTR in lectures, as they will be concentrating on the BSL delivery of the lecture. However, they will still require notes to be delivered by specialist notetakers trained to take notes for deaf and hard of hearing students.

STTR is not a standard recommendation for deaf and hard of hearing students and will be considered on a case-by-case basis. STTR can be provided remotely, if practicable in the context of the HEP's teaching arrangements.

Qualifications / Training Required)

One of the following qualifications is required for this role:

1. Council for the Advancement of Communication with Deaf People (CACDP) Level 3 Certificate for Language Service Professionals (LSPs) working with Deaf and Deafblind People (Speech to Text Reporting)

2. The National Registers of Communication Professionals Working with Deaf and Deafblind People (NRCPD) Registered Speech to Text Reporter

Respeaker

Respeaking involves a trained operator listening to speech and simultaneously 'respeaking' this to provide a verbatim, real-time transcription of lectures, tutorials, etc. by using trainable voice recognition software. Text is provided to the student via a computer screen in a similar manner to Speech to Text Reporting (STTR), and a full print-out of the text is available at the end of the session should this be required.

This support is available for deaf and hard of hearing students but should only be recommended where:

- a verbatim real-time record is needed to enable the student to interact with others or to follow a session (for example, a tutorial where the student needs to interact with the tutor), and
- the student has a high fluency in English.

Students who use British Sign Language (BSL) are unlikely to require respeaking in lectures, as they will be concentrating on the BSL delivery of the lecture. However, they will still require notes to be delivered by specialist notetakers trained to take notes for deaf and hard of hearing students.

Respeaking is not a standard recommendation for deaf and hard of hearing students and will be considered on a case-by-case basis. Respeaking can be provided remotely, if practicable in the context of the HEP's teaching arrangements.

Qualifications / Training Required

Level 2 or 3 Respeaker (English) LiRICS Live Reporters

Note: If printing A3 paper is required.

Specialist Notetaker - Vision Impairment (SN-VI)

For visually impaired students there are now many forms of assistive technology that can provide some support in this area and may be considered as an alternative. Assistive technology may enable students to become independent, autonomous learners in many cases and therefore should be considered first where a particular barrier exists and where assistive technology would fully meet the student's notetaking needs. DSA study needs assessors should discuss with the student which option will be most appropriate for them to gain access to their course. This is different from Specialist Transcription.

The role of specialist notetaker for visually impaired (VI) students is to produce a comprehensive set of notes in an accessible format, in accordance with the working preference of the student for access, review, and revision purposes.

The support worker uses their own laptop.

Some students may wish to receive the information simultaneously on their own computer using specialist software or using Google Docs/MS Teams via an internet link.

Notes will most commonly be provided in document format e.g. Microsoft Word or Google Docs, but this will differ for some courses. For example, students studying science, technology, engineering, and mathematical subjects (STEM) may prefer notes to be produced in LaTeX. These notes should be formatted using a style sheet, with a clear heading structure to enable the student to navigate the document using assistive technology. Notes should include the interpretation and description of any visual information presented in the lecture. The NMH provider should aim to provide a specialist notetaker with the most appropriate skills for the student's needs (e.g. proficiency in mathematical symbols).

For visually impaired students who use Braille, the laptop could be linked to Braille reading equipment. For example, typed information can be converted into Braille by the student if they have the appropriate software/hardware and the notes have been prepared properly using a style sheet.

If practicable in the context of the HEP's teaching arrangements, electronic notetaking may be delivered remotely. Notes can be sent to the student within a specified time frame or will be saved by the student at the end of the session.

Qualifications / Training Required

One of the following qualifications is required for this role:

1. Level 3 qualification in notetaking for VI students Open College Network (OCN / Laser / or equivalent)

2. CACDP Level 3 Certificate for Manual/Electronic Notetaker PLUS evidence of relevant professional development in note taking for visually impaired students

3. LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Vision Impairments) Qualification Number: 603/1155/1

4. OCN Level 3 Cert in ENT for Disabled People (includes Deaf & VI credits)

5. Open College Network London (OCN) Level 3 Certificate in Specialist Electronic Notetaking to Support Disabled, Deaf and visually impaired People

OR
Equivalent In-house training* as a notetaker for visually impaired students that is formally accredited by one of the above organisations or another recognised UK accreditation body, and which leads to a final skills assessment and certificate.

*Note: In-house training courses must be accredited by an approved UK accreditation body and submitted to DfE for approval.

OR

Note: If printing A3 paper is required.

Other equivalent training, including at a Higher Education institution, delivered by an appropriately qualified trainer who can demonstrate a relevant qualification in specialist notetaking, and which leads to a final skills assessment and certificate. The training must include a formal assessment and evaluation of skills and suitability, and the successful achievement of that assessment and evaluation.

Mobility Trainer

The Mobility Trainer provides a professional assessment of the campus location and then conducts a time limited programme of training. This training is particularly applicable for blind or visually impaired students who will require an individually developed programme based on the needs set out in their needs assessment report and who will need to learn with their coach safe routes around the campus.

This support can also be recommended by exception for students whose disability means that they have difficulty with orientation, for example students who have significant difficulty with orientation because of acquired brain damage.

For ongoing support around campus, a sighted guide might be a more appropriate recommendation.

Qualifications / Training Required

Requirements for this role are **one** of the mandatory qualifications from column A _**OR**_ one of professional body memberships in column B

A. Mandatory Qualifications	B. Professional Body membership
1. BSc / BSc (Hons) Degree in Rehabilitation Work (Visual Impairment) 2. PG Dip in Habilitation and Disabilities of Sight (Children and Young People) (Note: successful completion of the Graduate Diploma, followed by a probationary year, is a registration requirement of the UK Habilitation Professional Body, Habilitation VI UK.) 3. Certification in Habilitation Studies 4. Foundation Degree in Rehabilitation Work (Visual Impairment) 5. Diploma in Higher Education in Rehabilitation Studies (Visual Impairment) 6. BTEC Professional Diploma in rehabilitation studies (visual impairment) 7. Foundation Degree in Health and Social Care in Rehabilitation Studies (Visual Impairment) 8. Habilitation Work – Working with Children and Young People – Top Up Degree - BSc (Hons) 9. Habilitation and Disabilities of Sight Graduate Diploma Course at ULC Institute of Education (IOE). 10. Graduate Diploma in Low Vision Rehabilitation 11. Combined Mobility Officer and Technical Officer Certificate	1. Rehabilitation Workers Professional Network (RWPN) (Note: Full or Associate Membership and experience of working with adults in the role of mobility and orientation training). 2. Habilitation VI UK (Note: must have proof of relevant work undertaken that is applicable to helping adults)

Note: If printing A3 paper is required.

12. Original Certificate in Rehabilitation Work (**Note**: proof required of relevant work undertaken applicable to helping HE students.)	

Specialist Mentor – Mental Health (SM-MH)

The purpose of the Specialist Mentor (SM:MH) role is to support students in accessing their higher education (HE) studies by:

- Supporting students in understanding what is required of them academically in higher education.
- Identifying barriers to the student's learning.
- Helping students to develop effective organisation and time management skills and strategies to manage their workload and deadlines in the presence of their mental health condition.
- Helping students with prioritisation and realistic goal setting, including producing plans of work and targets.
- Developing a support programme to facilitate the growth of the student's independence, reducing the need for support in the longer term.

The SM:MH must not offer any subject-specific support or tutoring, or any counselling or therapeutic support relating to the student's mental health condition. These are outside the remit of the SM:MH role.

It is expected that SM:MHs should have an understanding of different mental health conditions and the impact they may have on the student accessing their studies. This can include, for example, personality disorders, eating disorders, phobias, depression, anxiety, bi-polar disorder, psychosis (including schizophrenia), addiction, obsessive compulsive disorder, and identity issues. SM:MHs should also have an understanding and awareness of students with more complex presentations of multiple disabilities such as specific learning difficulties, long-term health conditions, or autism alongside a mental health condition.

SM:MHs should be alert to and follow up on concerns relating to the students they support. For example:

- The student is showing signs of disengagement or growing vulnerability (e.g. lack of attendance, late submission or non-submission of work, disciplinary issues, etc.).
- The student is showing warning signs such as: suicidal thoughts, actions, or plans; self-harm, including cutting; and threats of involvement in terrorism.

SM:MHs should be aware of the support offered by the HEP and by external organisations such as the NMH provider and make the appropriate onward referrals in a crisis.

SM:MHs should be able to understand and manage professional boundaries, establishing and maintaining productive working relationships with students while understanding the importance of professional record-keeping and confidentiality.

SM:MHs must work with students in a sensitive and empathetic manner and respond positively and calmly to students in distress. Professional listening, observation and communication skills are essential.

Qualifications / Training Required
Membership of a registered professional body is required for this role

Professional Body membership must be at the levels listed below. Any membership level outside of this list such as student, individual, or affiliate does not confer a sufficient level to deliver this role. Membership should be kept up to date while delivering DSA funded roles. Membership cards should show a name and dates of validity and level of membership period or have evidence to support this.

NOTE: At their request the Scottish Social Services Council (SSSC has been removed from the list of memberships:

Please see Student Support Information Notice 04/23 – DSA NMH Qualification Policy - SFE, Practitioners (slc.co.uk)

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Membership of **one** of the following organisations below at the membership level(s) indicated is required:

- Addiction Professionals - Registration Body and Network - National Counsellor Accreditation Certificate (NCAC)

- Association of Child Psychotherapists (ACP) - Full membership.

- Association of Christians in Counselling and Linked Professions
  - Accredited Counsellor
  - Registered Counsellor

- The British Association for Behavioural and Cognitive Psychotherapies (BABCP) - Full Accredited membership.

- The British Association for Counselling and Psychotherapy (BACP)
  - Registered Member (MBACP)
  - Accredited Member (MBACP - Accred)

  Individual and Student Membership of BACP does **not** confer eligibility to support students funded by Disabled Students' Allowance.

- British Psychoanalytic Council (BPC) - Registrant.

  Practitioners become registrants through membership of one of BPCs member institutions.

- British Psychological Society (BPS) –
  - Registered with the BPS Wider Psychological Workforce Register in the following:
    a. Psychological Wellbeing Practitioners (PWP)
    b. Education Mental Health Practitioners (EMHP)
    c. Clinical Associates in Applied Psychology (CAAP) Scotland
    d. Clinical Associates in Psychology (CAP)

  - BPS Chartered Member (CPsychol);
  - BPS Graduate member (GMBPsS)
  - For BPS Chartered and Graduate members, the following is required, which will be checked at DfE audit:
    a. A postgraduate qualification in mental health (an undergraduate degree in mental health is **not** acceptable. The qualification **must** be a postgraduate degree in mental health); and
    b. 30 hours of mental health relevant continuous professional development (CPD) annually; and
    c. engagement in supervision.

- Counselling and Psychotherapy in Scotland (COSCA)
  - Accredited (Other UK Professional body) Counsellor/Psychotherapist Member of COSCA membership.

  This category of membership requires current accreditation with another recognised UK professional body for counselling and psychotherapy.

- General Medical Council (GMC) - Psychiatry – Full Registration

- Health and Care Professions Council (HCPC)
  - Arts Therapist
  - Occupational Therapist
  - Practitioner Psychologist

- International Society of Psychotherapy and Counselling (ISPC)
  - Full Accredited
  - Fellow

- Irish Association for Counselling and Psychotherapy (IACP) - Accredited membership

- National Counselling and Psychotherapy Society (NCPS)
  - Accredited Registrant (MNCPS Acc).
  - Accredited Professional Registrant (PNCPS Prof Acc).
  - Senior Accredited Registrant status (SNCPS Snr Acc).
- Nursing and Midwifery Council (NMC)
  - Mental Health Nurse
  - Community Mental Health Nurse
  - Psychiatric Nurse

- Social Work England (SWE) - Social Worker

- Social Care Wales (SCW) - Social Worker

- Northern Ireland Social Care Council (NISCC) - Social Worker

- UK Council for Psychotherapy (UKCP) - Full clinical membership

- The University Mental Health Advisers Network (UMHAN) - Accredited Practitioner membership

Specialist Mentor – Autism Spectrum Conditions (SM-ASC)

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The Specialist Mentor Autism (SM:ASC) role can be recommended for students with autism spectrum conditions (ASC), attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD).

The purpose of the SM:ASC role is to support students in accessing their higher education (HE) studies by:

- Supporting students in understanding what is required of them academically in HE.
- Identifying barriers to the student's learning.
- Helping students to develop effective organisation and time management skills and strategies to manage their workload and deadlines in the presence of their condition.
- Helping students with prioritisation and realistic goal setting, including producing plans of work and targets.
- Developing a support programme to facilitate the growth of the student's independence, reducing the need for support in the longer term.

The SM:ASC must not offer any subject-specific support or tutoring, nor act as an advocate or counsellor. These are outside the remit of the SM:ASC role.

It is expected that SM:ASCs should have an in-depth knowledge and experience of autism and an understanding of the demands of study in HE. They should be able to recognise when there is a need to refer to other support services, both inside and outside the HEP.

Qualifications Checklist		
Column A **Must hold 1 or 2 or 3 or 4 or 5 in Column A**	**Column B**	**Column C** Column C is **not** required if qualified under column A1 + B1
Your qualifications:	Your qualifications:	Your qualifications:

Support workers must also undertake 10 hours of Autism relevant CPD annually. Please see Annex 1 at the end of this document.

This will be checked at audit. A CPD register is available to download at Guidance for NMH Suppliers (slc.co.uk)

Qualifications / Training Required		
Column A *Note:* **Must hold 1 _or_ 2 _or_ 3 _or_ 4 _or_ 5 in Column A**	**Column B**	**Column C**
A. Mandatory Qualifications	**B. Comprehensive training in adult autism**	**C. One of the following is required in addition to Column A (2,3,4 or 5) _and_ B 2.** **Additional training choices** a) b) c) or d)
1. Holds an **undergraduate degree** Level 6 or above **AND** Comprehensive training in adult autism (Item 1 from Column B).	**1. Optimum Student Support training course:**	a) National Autistic Society (NAS) one-day face to face course in Autism and SPELL in Higher Education. This can be by

Note: If printing A3 paper is required.

Column A	Column B	Column C
→	Autism and ADHD in Higher Education: Recognising and addressing the barriers through Non-Medical Helper (NMH) Mentoring and Study Skills Strategies. (NOTE: There is **no** requirement to undertake a qualification from column C for 1. above)	individual attendance at an NAS organised course, or by attendance at an in-house course delivered by NAS tutors AND National Autistic Society (NAS) Women and girls online training module if not taken as part of column B no.2
2. Holds any **undergraduate degree** Level 6 or above **AND** Comprehensive training in adult autism (Item 2 Column B) **AND** <u>one</u> from a or b or c or d Column C. →	**2**. Six National Autistic Society (NAS) online training modules: • Understanding autism • Autism and communication • Autism and sensory experience • Autism, stress, and anxiety • Autism: supporting families • Women and girls Learners will receive a certificate of completion. **AND** <u>one</u> from a or b or c or d in column C **To column C.** →	OR b) 'Working Effectively with Autistic University Students'. Autism training provided by the National Association of Disability Practitioners (NADP) OR c) Optimum Student Support NON-MEDICAL HELPER (NMH) SKILLS TRAINING COURSE: Mentoring and Study Skills and Strategy Support for autistic and ADHD students in HE OR d) In-house, or other accredited training, at an HE institution or elsewhere, and accredited to at least CPD level, which **must** include autism in HE as its lead subject. AND National Autistic Society (NAS) Women and girls online training module if not taken as part of Column B no 2. NOTE 1: All training should be delivered by an appropriately qualified trainer (a qualified trainer from a recognised organisation/charity, or a trainer who can demonstrate a relevant qualification in autism) which results in a certificate of attendance The person delivering the course should have experience of delivering training for Autism. The minimum expectation is that the level of experience should be at the same level, or higher, as the training that is to be delivered. The trainer should also have a knowledge of autistic students undertaking a course in Higher Education. The minimum expectation is that the level of knowledge should be at the same level or higher than the training that is to be delivered. Note 2: In-house autism training provided by several NMH providers may be acceptable under item d) above.
3. Holds a <u>**relevant**</u> **undergraduate degree** Level 6 or above **AND** <u>one</u> from a or b or c or d Column C. A relevant degree **must** contain a substantial autism component. This will be checked at audit. (NOTE: There is **no** requirement to undertake a qualification from column B for 3. above) →	**To column C** →	
4. Holds a Postgraduate Certificate (PGC) in Autism or Asperger's or Critical Disability Studies focusing on autism **AND** <u>one</u> from a or b or c or d Column C. (NOTE: There is **no** requirement to undertake a qualification from column B for 4. above) →	**To column C** →	

Note: If printing A3 paper is required.

5. Holds a Master of Arts, Master of Education or Doctorate (MA /Med/PhD) in Education (Autism or Special Educational Needs and Disability or Critical Disability Studies focusing on autism) **AND** <u>one</u> from a or b or c or d Column C. (NOTE: There is **no** requirement to undertake a qualification from column B for 5. above) →	**To column C** →	Spectrum First may offer in-house training days and workshops for autism to ready-made groups. Note 3: For item d) please check that the course is accredited to at least CPD level before undertaking it. You should ensure you will receive a certificate of completion as this will be required for auditing by the department.

Support workers must also undertake 10 hours of Autism relevant CPD annually. CPD Requirements see Annex 1

Specialist one-to-one Study Skills and Strategy Support – Autism Spectrum Conditions (SS-ASC)

The Specialist one-to-one study skills and strategy support autism (SS:ASC) role can be recommended for students with autism spectrum conditions (ASC), attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD).

This specialist one-to-one support focuses on helping students to develop study skills and strategies to work effectively in a higher education context in the presence of their condition. It should be tailored to a student's individual needs, and support workers delivering this role should set out clear goals and timescales for achieving these goals. A reducing level of support to enable independence should be agreed, where it is appropriate.

Support workers undertaking this role should have an in-depth knowledge and understanding of autistic thinking and learning, together with an awareness of the strengths which students with these conditions can bring to a learning situation and the skills to help students make use of these strengths and overcome barriers to learning. An understanding of relevant assistive technology (AT) is also desirable.

Qualifications Checklist

Option	Column A: Must hold 1 or 2 or 3 or 4 or 5 or 6 in one the combinations described ↓	Column B Teaching qualification ↓	Column C comprehensive training in autism ↓	Column D Additional training options a) b) c) or d) ↓
↓	Your qualifications:	Your qualifications:	Your qualifications:	Your qualifications:

Support workers must also undertake 10 hours of Autism relevant CPD annually. Please see Annex 1 at the end of this document.

This will be checked at audit. A CPD register is available to download at Guidance for NMH Suppliers (slc.co.uk)

Qualifications / Training Required

Option	A Mandatory Qualifications	B Teaching qualification		D. Additional training options

Note: If printing A3 paper is required.

↓	→		→	C. Comprehensive training in adult autism	a) b) c) or d)
1	Holds any **undergraduate** degree **AND** a teaching qualification (Column B) **AND** Comprehensive training in adult autism. (Item 1. from Column C) →	• Associate Fellowship of the Higher Education Academy (AFHEA) or higher. • Certificate in Education (Cert Ed) • Diploma in Teaching English to Speakers of Other Languages (DELTA) Level 7 • Diploma in teaching in the lifelong learning sector (DTTLS)		1. Optimum Student Support training course: Autism and ADHD in Higher Education: Recognising and addressing the barriers through Non-Medical Helper (NMH) Mentoring and Study Skills Strategies **OR**	**Not required for option 1**
2	Holds any **undergraduate** degree **AND** a teaching qualification (Column B) **AND** Comprehensive training in adult autism. Item 2 from column C **AND** item a or b or c or d from Column D) →	• Diploma in Education & Training (DET) • Postgraduate Certificate in Education (PGCE/PgCert.ED) • Postgraduate Certificate in Education (PGCE) in Primary Education • Postgraduate Certificate in Education (PGCE) Post Primary Education • Postgraduate Certificate in Higher Education (PGCHE) • Postgraduate Certificate in Academic Practice (PGCAP) • Postgraduate Certificate in Teaching and Learning in Higher Education (PGCTLHE) • Qualified Teacher Status (QTS) • Qualified Teacher Learning & Skills (QTLS) • Specific Learning Difficulties (SpLD) a) Postgraduate certificate **or** b) Postgraduate diploma **or** c) Master's degree		2. Six National Autistic Society (NAS) online training modules: • Understanding autism • Autism and communication • Autism and sensory experience • Autism, stress and anxiety • Autism: Supporting families • Autism: Women and Girls Learners will receive a certificate of completion. **AND** item a) b) c) or d) from column D. (For item 2 only) → **Column D** ↑ **Column C**	One of the following are required in addition to Column A (2,3,4 or 5,6) and C 2. a) National Autistic Society (NAS) one-day face to face course in Autism and SPELL in Higher Education. This can be by individual attendance at an NAS organised course, or by attendance at an in-house course delivered by NAS tutors AND National Autistic Society (NAS) Women and girls online training module from column C OR b) Autism training provided by the National Association of Disability Practitioners (NADP) 'Working Effectively with Autistic University Students'. OR c) Optimum Student Support NON-MEDICAL HELPER (NMH) SKILLS TRAINING COURSE: Mentoring and Study Skills and Strategy Support for autistic and ADHD students in HE OR

Note: If printing A3 paper is required.

		• Post Graduate Diploma in post 14 Education (PGDE)
		
		• Postgraduate Certificate in Autism (NOTE this cannot be used for both column A and B)
		
		• Postgraduate Certificate in Asperger's syndrome (NOTE this cannot be used for both column A and B)
		
		• Postgraduate Certificate (PGC) Critical Disability Studies focusing on autism (NOTE this cannot be used for both column A and B)
		
		→
		
		Professional body membership accepted as a teaching qualification
		
		• British Dyslexia Association (BDA) - Full professional membership
		  a) AMBDA - Associate Membership of the British Dyslexia Association
		  b) AMBDA FE/HE - Associate Membership of the British Dyslexia Association Further and Higher Education
		  c) Professional Membership
		
		• The Association of Dyslexia Specialists in Higher Education (ADSHE) – Professional Quality Assured (QA) Tutor membership
		
		• The Dyslexia Guild (ADG)
		  a) Associate of The Dyslexia Guild (ADG)
		  b) Associate FE/HE of The Dyslexia Guild (ADG FE/HE)
		  c) Member of The Dyslexia Guild (MDG)
		  d) Fellow of The Dyslexia Guild (FDG)
			↑
			Column C
			
			→
			Column D
				d) In-house, or other accredited training, at an HE institution or elsewhere, and accredited to at least CPD level, which must include autism in HE as its lead subject. AND
				
				National Autistic Society (NAS) Women and girls online training module if not taken as part of 1 above
				
				Please check that your course is accredited to at least CPD level **before** undertaking it.
				
				NOTE: All training should be delivered by an appropriately qualified trainer (a qualified trainer from a recognised organisation/charity, or a trainer who can demonstrate a relevant qualification in autism) which results in a certificate of attendance
				
				The person delivering the course should have experience of delivering training for Autism. The minimum expectation is that the level of experience should be at the same level, or higher, as the training that is to be delivered. The trainer should also have a knowledge of autistic students undertaking a course in Higher Education.
				
				NOTE: Spectrum First may offer DfE approved in-house training days and workshops for autism to ready-made groups.

3	Holds a **relevant undergraduate** degree A relevant undergraduate degree must contain a substantial autism component. This will be checked at audit. For example: A relevant degree might be: • Special Educational Needs - • Disabilities and Inclusion BA(Hons) -			

Note: If printing A3 paper is required.

	Column A	Column B	Column C	Column D

	• Autism -
	• Special Educational Needs and Disabilities BA (Hons) –
	
	AND a teaching qualification (Column B).
	
	AND National Autistic Society (NAS) Autism and Girls online course (Column C)
	
	⟶
		• The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)
		  a) Full membership - Specialist teacher/assessor qualified
		  b) Associate membership - Specialist teacher qualified
				Column D not required for Option 3

4	**One** of the following: Postgraduate Certificate (PGC) in AutismPostgraduate Certificate (PGC) Asperger's • Postgraduate Certificate (PGC) Critical Disability Studies focusing on autism (NOTE the above cannot be used for both column A **_and_** B) **AND** a teaching qualification (Column B) **AND** National Autistic Society (NAS) Autism and Girls online course (Column C) ⟶	↑ **Column B**	↑ **Column C**	**Column D not required for Option 4**
5	Holds a Master of Arts, Master of Education or Doctorate (MA /MEd/PhD) in Education in • Autism • Special Educational Needs and Disability • Critical Disability Studies focussing on autism **AND** a teaching qualification (Column B) **AND** National Autistic Society (NAS) Autism and Girls online course (Column C)			**Column D not required for Option 5**

Note: If printing A3 paper is required.

	→		
6	Bachelor of Education (BEd.) with Qualified Teacher Status (QTS) **AND** Comprehensive training in adult autism. Item 1 column C **OR** item 2 Column C **AND** item a or b or c or d from Column D) (NOTE: Both the degree certificate *and* certificate conferring QTS MUST be held. A bachelor's degree in education can include or not include QTS. The BEd. **MUST** confer QTS. If not, it is of insufficient level for 6. →	**Column B not required for 6** →	↑ **Column C** Item 1 column C **OR** item 2 Column C → **Column D**	↑ **Item a, b, c, or d required from the list in column D above for Option 6.** ↑

Note: If printing A3 paper is required.

Specialist one-to-one Study Skills and Strategy Support – Specific Learning Difficulties (SS-SPLD)

This specialist one to one support focuses on helping students to develop study skills and strategies to work effectively in a higher education context in the presence of their condition. This support can be recommended for students with an SpLD, and also by exception in cases where a student has another condition which has an impact on their learning similar to that of an SpLD (e.g. an acquired brain injury). This support should be tailored to a student's individual needs, and support workers delivering this role should set out clear goals and timescales for achieving these goals. A reducing level of support to enable independence should be agreed, where it is appropriate.

Support workers undertaking this role should have an in-depth knowledge and understanding of the effects of SpLDs on language and learning in a higher education context, together with an awareness of the strengths which students with these conditions can bring to a learning situation and the skills to help students make use of these strengths and overcome barriers to learning. An understanding of relevant assistive technology (AT) is also desirable.

Qualifications / Training Required

To deliver this role you <u>must</u> have professional membership of one of the following. It is essential that memberships are kept up to date and this will be checked at audit.

The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)

- Full - Specialist teacher/assessor qualified.
- Associate membership - Specialist teacher qualified.
- Affiliate <u>Professional</u> - Practitioner Psychologist

British Dyslexia Association (BDA)

- AMBDA - Associate Membership of the British Dyslexia Association
- AMBDA FE/HE - Associate Membership of the British Dyslexia Association Further and Higher Education
- Professional Membership

The Association of Dyslexia Specialists in Higher Education (ADSHE)

- Professional QA Tutor membership

NOTE: Affiliate Membership and Professional Assessor Membership of ADSHE **<u>does not</u>** confer eligibility to deliver this role.

Dyslexia Guild (DG)

- Associate of The Dyslexia Guild (ADG)
- Associate FE/HE of The Dyslexia Guild (ADG FE/HE)
- Member of The Dyslexia Guild (MDG)
- Fellow of The Dyslexia Guild (FDG)

NOTE: Affiliate and Affiliate Online membership of the Dyslexia Guild **<u>does not</u>** confer eligibility to deliver this role.

Note: If printing A3 paper is required.

British Sign Language Interpreters (BSL)

BSL interpreters are interpreters for students who are deaf and whose first or preferred language is BSL. The interpreter will attend lectures, seminars, tutorials, etc. with the student and will interpret from English to BSL or vice versa. Interpreters will use their skills and knowledge of BSL and English and their understanding of the differences between the two in order to receive information in one language and pass it on in another.

Interpreters must be regulated by NRCPD as either TSLI (Trainee Sign Language Interpreters) or RSLI (Registered Sign Language Interpreters) and should have an understanding of BSL interpretation in an HE context.

One of the following qualifications is required for this role:

1. Qualification in a National Register of Communication Professionals working with Deaf and Deafblind People (NRCPD) approved course for sign language interpreters or interpreters for deafblind people from the list at **Appendix 1 below.**

2. CACDP Registered Qualified Sign Language Interpreters exam (CACDP RQSLI exam)

3. VLP/SASLI/RBSLI/NRCPD* registered Sign Language Interpreter

4. VLP/SASLI/RBSLI/NRCPD* registered trainee sign language interpreter

5. NRCPD* registered Interpreter for Deafblind People

Note 1: in the preceding list
VLP = Visual Language Professionals
SASLI = Scottish Association of Sign Language Interpreters.
RBSLI = Regulatory Body for Sign Language Interpreters & Translators
NRCPD = National Register of Communication Professionals working with Deaf and Deafblind People

Note 2: The Qualifications Regulator in 2010 allocated new levels to NVQ qualifications on the QCF. The Signature Level 4 NVQ in BSL/ISL, and Level 4 NVQ in Interpreting (BSL/English) were assessed as equivalent to an Honours degree.

These qualifications must be at Level 6. We will accept Level 4 qualifications as Level 6 equivalent if they were obtained prior to the changes. Proof, such as a recognised, dated certificate, will be required.

Appendix 1   - Approved courses for sign language interpreters

To become a Registered Sign Language Interpreter you need to show us that you are highly skilled in a signed language like BSL, Irish Sign Language (ISL) or American Sign Language (ASL) and second language that can be another signed language or a spoken language. One of those languages must be native to the UK and Ireland.

You must hold one of these interpreting qualifications:

• University of Wolverhampton MA Interpreting: Graduates of this course or those graduating with the Postgraduate Diploma in Interpreting can apply to register as RSLI with NRCPD.

Note: If printing A3 paper is required.

Graduates graduating with the Postgraduate Certificate having studied both ' 7IG003 - Critical Reflective Interpreting Practice' and 'Conference settings', as well as studying the one of the following modules: '7IG004 - Interpreting in Healthcare Settings' and '7IG005 - Interpreting in Legal Settings' can apply to be RSLI with NRCPD.

- UCLAN Postgraduate Diploma in BSL/English Interpreting and Translation.
- Heriot-Watt University MA (Hons) in BSL (Interpreting, Translating and Applied Language Studies).
- Heriot-Watt University MA (Hons) in Modern Languages (Interpreting and Translating). Graduates must be studying British Sign Language as one of their languages on the course.
- Signature Level 6 NVQ Diploma in Sign Language Interpreting.
- Signature Level 6 Diploma in Sign Language Interpreting and Translation (2020).
- IBSL Level 6 Diploma in BSL/English Interpreting Studies.
- IBSL Level 6 Diploma in Sign Language Interpreting Studies.
- Wolverhampton University BA (Hons) in Interpreting (BSL/English). (Graduates who achieve a First class degree from September 2017 onwards and show evidence of this).
- University of Wolverhampton BA (hons) British Sign Language (Interpreting). (Graduates who achieve a First-class degree and show evidence of this).

You can become a Regulated Trainee Sign Language Interpreter if you are currently undertaking one of the courses above and hold one of these language qualifications:

- UCLAN Postgraduate Diploma in BSL/English Interpreting and Translation.
- UCLAN British Sign Language and Deaf Studies, BA (Hons) (Module SI3400 50% or above)
- Heriot-Watt University MA (Hons) BSL (Interpreting, Translating and Applied Language Studies).
- Heriot-Watt University MA (Hons) Modern Languages (Interpreting and Translating). (Graduates must be studying British Sign Languages as one of their languages on the 4-year course.)
- Signature Level 6 NVQ Certificate in British Sign Language.
- Signature Level 6 Certificate in British Sign Language (2019).
- IBSL Level 6 Certificate in British Sign Language Studies.
- Wolverhampton University BA (Hons) in Interpreting (BSL/English). (Modules 6IG001 and 6IG004 at 60% or above).
- University of Wolverhampton BA (hons) British Sign Language (Interpreting). (Module 5DI004)

Approved courses for interpreters for deafblind people:
- Signature Level 6 Certificate in Working Effectively with Deafblind Manual and Visual Frame and Hands On Signers (Applicants to the NRCPD register will also require a recognised Level 6 qualification in BSL or other sign language as appropriate)
- CACDP Level 3 Certificate for LSPs working with Deaf and Deafblind People (Deafblind Manual)
- CACDP Level 4 Certificate in Deafblind Interpreting (Manual)

Assistive Technology (AT) Trainer

The purpose of the AT Trainer role is to provide a programme of training for the student in how to use any specialist software or hardware that they have been awarded through DSA. This support is time-limited and is generally provided in the initial stages of the course.

AT trainers should have a detailed understanding of the range of assistive software fundable through DSA and how this interacts with other available software, computer operating systems, etc. They should have an understanding of students' learning requirements in higher education and how assistive technology can be used to address learning challenges.

Qualifications / Training Required

There are currently no specific qualifications for DSA AT training, although AT trainers should have a thorough, and up to date, knowledge of assistive technologies.

Note: If printing A3 paper is required.

Specialist Support Professional
Overview This support is bespoke support for the individual needs of students with a sensory impairment which reflects their method of communication, educational history, and experience. Support may include breaking down assignment briefs and English concepts, developing research and composition strategies, working on the structure and mode of presentations, organisation, time management, communication, etc., which should facilitate strategies for independent learning. This support is not subject specialist support but support to enable access to the course. The SSP may also, where appropriate and with the student's permission, provide advice to the HEP's disability officers and teaching staff on the adjustments that could be made to create an inclusive learning environment for the student.
Specialist Support Professional - Deaf (SSP-D)
In addition to the overview above, the SSP role for deaf students uses appropriate communication strategies to enable access and understanding of carrier language (this is not subject-specific vocabulary), to support access to research sources and to support preparation for assignments. This support will include appropriate modification to allow for language of assignments.

Qualifications / Training Required	
A deaf-related postgraduate qualification is required. For example: • Qualified Teacher of the Deaf • PGDip/MA/MSC in BSL/English Interpreting • MA/PhD in a deaf-related subject. • MA Sign Linguistics • MA in Deaf Education with Teacher of the Deaf status. • PgDiploma Inclusive Education (Deaf Learners) • MsC inclusive education with Postgraduate Diploma (deaf learners) • PG Dip/MA Deaf Education Studies (Teacher of the Deaf). • MA in Deaf Education Studies (Teacher of the Deaf) • Post Graduate Diploma in Deaf Education • MSc Deaf Education. • Doctor of Philosophy (Ph.D.) in Deaf Education • Doctor of Education (Ed.D.) in Deaf Education • PG Cert Ed (Sight Impairment)'	**OR** **ANY <u>Postgraduate</u>** qualification eg. AFHE, FHEA, PGDip, PGDE, PGCE, MA, MSc, PhD etc. **PLUS** a **<u>deaf-related</u>** specialist qualification. For example – • Deaf Studies degree • CSW qualification • BSL Level 4 or above • BA (Hons) in Interpreting (British Sign Language and English) A psychology degree is not acceptable. The list above is not exhaustive and if in doubt please contact the DSA Team at DfE to check. PLUS For a student whose preferred communication is BSL, the SSP must also have a BSL qualification at Level 2/3 or higher.

Note: If printing A3 paper is required.

- PGDiploma Education of the Hearing Impaired
- PhD in a relevant deaf-related subject

Specialist Support Professional - Vision Impairment (SSP-VI)

In addition to the overview above, the SSP role for visually impaired students uses appropriate communication strategies to enable access to and understanding of the course, to support access to research sources and to support preparation for assignments. The support provided by the SSP is bespoke to individual student's specific vision impairment. The student should be supported to develop strategies to overcome barriers to learning.

Qualifications / Training Required

A vision-related postgraduate qualification is required: For example: • Inclusive Education (Visually Impaired Learners) (PgDip) • PG/Dip Teaching Learners with a Visual Impairment (QTVI) • PGDip/MA Education of Children and Young People with Vision Impairments • PG/DIP Teaching and Supporting Learners with Visual Impairments in Further Education	**OR** **ANY** Postgraduate qualification e.g. AFHE, FHEA, PGDip, PGDE, PGCE, MA, MSc, PhD etc. **PLUS** a **<u>vision-related</u>** specialist qualification. For example: • Specialist Qualification in Habilitation and Disabilities of Sight (Children and Young People) Grad Dip

Specialist Support Professional - Multi-Sensory Impairment (SSP-MSI)

The support provided by the SSP-MSI role is bespoke to the combined vision and hearing impairments of the student (including deafblind students). The support worker uses appropriate communication strategies to enable access and understanding of vocabulary, and to support access to research sources and appropriate modification of the language of assignments.

Qualifications / Training Required

Teachers of Children and Young People with Multi-Sensory Impairment (Deafblindness) MA/Postgraduate Diploma	**OR** **ANY** Postgraduate qualification eg. AFHE, FHEA, PGDip, PGDE, PGCE, MA, MSc, PhD etc. **PLUS** a **vision-related**, **deaf-related** or **multi-sensory impairment-related** specialist qualification. Qualifications for SSP-MSI can be taken from SSP-HI or SSP VI dependent on the advice of the student's need assessor.

Note: If printing A3 paper is required.

	PLUS For a student whose preferred communication is BSL, the SSP must also have a BSL qualification at Level 2/3 or higher.

Annex 1: Continuous Professional Development (CPD) requirements for

- Sighted Guide – 5 hours of CPD
- Specialist Mentor – Mental Health (SM-MH) – 10 hours of CPD
- Specialist one-to-one Study Skills and Strategy Support – Autism Spectrum Conditions (SS-ASC) – 10 hours of CPD

Continuous Professional Development
DfE expect **ALL** DSA funded providers/support workers in the roles above to undertake the prescribed hours of Continuing Professional Development (CPD) each year and keep a record of this for audit. CPD should be related for example to visual impairment, autism, self-harm, suicide awareness and prevention, safeguarding and so forth as appropriate. While CPD is often automatically thought of as formal training, professional development can include a wide range of activities. While attending conferences and courses remains a key aspect it is important to realise that most of the learning comes from experience day-to-day. The following list of CPD activities is not exhaustive, but it will provide some idea of the types of activity that support workers can undertake which will contribute to CPD: - Work based learning such as reflective practice, work shadowing, coaching from others or undertaking a project.   - Self-directed learning such as reading journals/articles, updating knowledge through the internet, such as Sighted Guiding instructional videos, or television and keeping a file of progress.   - Professional activity such as involvement in a professional body, or other specialist groups or membership of a specialist interest group.   - Formal/educational activity such as courses, workshops, attending conferences, writing articles or papers, or going to seminars   - Voluntary work in the visual impairment or autism sector.   - Input into research on autism.   To be relevant CPD should for example cover: - The social model, including respecting individuality, understanding intersectionality etc.   - Parameters of the specific role.   - The specific role in context including boundaries, documentation, lone worker policies, confidentiality, risk, contact with third parties, etc.,   - Health and Safety training
A CPD record form is available to download from Guidance for NMH Suppliers (slc.co.uk)