

Non-Medical Help (NMH) – DfE qualification and professional body membership requirements to deliver DSA’s fundable NMH roles

Version 2 Revised August 2019

| Band | Title |
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| 1 | Sighted Guide |
| 1 | Practical support assistant |
| 1 | Library support assistant |
| 1 | Reader |
| 1 | Scribe |
| 1 | Workshop / laboratory assistant |
| 1 | Proof-reader / text checker |
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| 2 | Note taker |
| 2 | Study assistant |
| 2 | Examination Support Worker |
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| 3 | Communication Support Worker (CSW) |
| 3 | Communication Support Worker working with British Sign Language user (CSW-BSL) |
| 3 | Lip speaker |
| 3 | Specialist Notetaker for Deaf/Hard of Hearing students - Includes Electronic Note Taking |
| 3 | Specialist Notetaker for Deaf/Hard of Hearing students - Speech to Text Reporter (STTR) |
| 3 | Specialist Notetaker for Deaf/Hard of Hearing students - Respeaking |
| 3 | Specialist Notetaker for Visually Impaired (VI) students - including Braille |
| 3 | Specialist Transcription Service |
| 3 | Mobility Trainer |
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| 4 | Specialist Mentor - Mental Health Difficulties (MH) |
| 4 | Specialist Mentor - Autism Spectrum Conditions (ASC) |
| 4 | Specialist one-to-one Study Skills and Strategy Support - Specific Learning Difficulties (SpLD) |
| 4 | Specialist one-to-one Study Skills and Strategy Support - Autism Spectrum Conditions (ASC) |
| 4 | British Sign Language interpreter (BSL) - includes Interpreter for deaf or deafblind students. (See Appendix 1 at the end of the matrix) |
| 4 | Assistive Technology Trainers (AST) |
| 4 | Specialist Support Professional for Students with Sensory Impairment - Deaf students (HI) |
| 4 | Specialist Support Professional for Students with Sensory Impairment - Vision impairment (VI) |
| 4 | Specialist Support Professional for Students with Sensory Impairment - Multi-sensory Impairment (MSI) |

| Band One | | Qualifications | Professional Body Membership |
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| Sighted Guide | | None specified at this stage | None specified |
| Practical support assistant | THIS ROLE IS NOT DSAs FUNDED | None specified at this stage | None specified |
| Library support assistant | THIS ROLE IS NOT DSAs FUNDED | None specified at this stage | None specified |
| Reader | THIS ROLE IS NOT DSAs FUNDED | GCSE English Language grade C or above | None specified |
| Scribe | THIS ROLE IS NOT DSAs FUNDED | GCSE English Language grade C or above | None specified |
| Workshop / laboratory assistant | THIS ROLE IS NOT DSAs FUNDED | None specified at this stage | None specified |
| Proof-reader / text checker | THIS ROLE IS NOT DSAs FUNDED | GCSE English language grade C or above | None specified |

| Band Two | | Qualifications | Professional Body Membership |
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| Note taker | THIS ROLE IS NOT DSAs FUNDED | <p>One of the following qualifications is required for this role:</p> <ol style="list-style-type: none"> 1. OCN Level 2 Certificate in Notetaking for Students with Disabilities in Higher Education 2. OCN Level 3 Certificate in Notetaking for Students with Disabilities in Higher Education 3. OCN London Note Taking for Disabled Students in Higher Education – Level 2* 4. LOCN Level 3 Certificate in Notetaking for Disabled Students in HE 5. Completed training through an institution that results in a successful final skills assessment. 6. Other training, including at a HE institution, delivered by an appropriately qualified trainer who can demonstrate a relevant qualification in notetaking and which leads to a final skills assessment and certificate. <p>Other formal UK notetaking qualifications should be considered</p> <p>*Delivered through Registered Centres.</p> | None specified |
| Study assistant | THIS ROLE IS NOT DSAs FUNDED | None specified at this stage | None specified |
| Examination Support Worker | THIS ROLE IS NOT DSAs FUNDED | None specified at this stage | None specified |

| Band three | | Mandatory Qualifications | Professional Body Membership |
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| Communication Support Worker (CSW) | | <p>One of the following qualifications is required for this role:</p> <ol style="list-style-type: none"> 1. Signature Level 3 Certificate in Communication Support for Deaf Learners 2. Level 4 Communication Support Worker (University of Greenwich) 3. City & Guilds Level 3 Certificate in Communication Support for Deaf Learners (6259-07) 4. A degree in deaf studies 5. BTEC Continuing Education Certificate in Caring - Communication Support Work with Deaf People to June 1997 6. Edexcel Professional Development Award - Communication Support Workers with Deaf People from September 1997 7. Edexcel Professional Development Award - Communication Support Workers with Deaf Students from September 1998 8. BTEC Professional Development Certificate - Caring (Communication Support Worker). Supported and evidenced by CPD in relevant subjects from the past two years. | None specified |

| Band three | | Mandatory Qualification | Professional body membership |
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| Communication Support Worker working with British Sign Language user (CSW-BSL) | | Those working with a BSL user MUST hold a Level 3 qualification or higher in British Sign Language (BSL) PLUS one of the above CSW qualifications. | None specified |

| Band three | | Mandatory Qualifications | Professional Body membership |
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| Lip speaker | | <p>One of the following qualifications is required for this role:</p> <ol style="list-style-type: none"> 1. Signature Level 3 Certificate in Lipspeaking 2. Council for the Advancement of Communication with Deaf People (CACDP) Level 3 Certificate for LSPs working with Deaf and Deafblind People (Lip speaking) | None specified |

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| | | 3. The National Registers of Communication Professionals working with Deaf and Deafblind People (NRCPD) Registered Lip speaker | |
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| Band three | | Mandatory Qualifications | Professional Body membership |
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| Specialist Notetaker for Deaf/Hard of Hearing students - Includes Electronic Note Taking | | <p>One of the following qualifications is required for this role:</p> <ol style="list-style-type: none"> 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 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 | None specified |

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| | | <p>15. OCN London Level 3 Electronic Note taking to Support People with Disabilities</p> <p>16. Council for the Advancement of Communication with Deaf People (CACDP) Level 2 Certificate in Manual Notetaking for Deaf People</p> <p>17. CACDP Level 2 Certificate in Electronic Notetaking for Deaf People</p> <p>OR In house training* as a notetaker for deaf students that is formally accredited at Level 3 by one of the above organisations or another recognised UK accreditation body, and which leads to a final skills assessment and certificate.</p> <p>OR Other training, including at a HE 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.</p> <p>*Note: In-house training courses should be accredited by an approved UK accreditation body at Level 3 or above and submitted to DfE for approval.</p> | |
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| Band three | | Mandatory Qualifications | Professional Body membership |
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| Specialist Notetaker for Deaf/Hard of Hearing students - Speech to Text Reporter (STTR) | | <p>One of the following qualifications is required for this role:</p> <ol style="list-style-type: none"> 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 | None specified |

| Band three | | Mandatory Qualifications | Professional Body membership |
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| Specialist Notetaker for Deaf/Hard of Hearing students - Respeaking | | Level 2 or 3 Respeaker (English) LiRICS Live Reporters | None specified |

| Band three | | Mandatory Qualifications | Professional Body membership |
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| Specialist Notetaker for Visually Impaired (VI) students - including Braille | | <p>One of the following qualifications is required for this role:</p> <ol style="list-style-type: none"> 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. In-house training as a notetaker for VI students that is formally accredited by a recognised UK accreditation body, and which leads to a final skills assessment 5. Other training, including at a HE 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. | None specified |

| Band three | | Mandatory Qualifications | Professional Body membership |
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| Specialist Transcription Service | THIS ROLE IS NOT DSAs FUNDED | None specified at this stage | None specified |

| Band three | | A. Mandatory Qualifications | B. Professional Body membership |
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| Mobility Trainer Note: Requirements for this role are for one of the mandatory | | <ol style="list-style-type: none"> 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.) | <p>Rehabilitation Workers Professional Network (RWPN) (Note: Full or Associate Membership, and proof of relevant work undertaken that is applicable to helping HE students).</p> <p>Habilitation VI UK (Note: must have proof of relevant work undertaken that is applicable to helping HE Students)</p> |

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| <p>qualifications from column A <u>OR</u> one of professional body membership of one of the organisations in column B</p> | | <ol style="list-style-type: none"> 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 12. Original Certificate in Rehabilitation Work (Note: proof required of relevant work undertaken that is applicable to helping HE students.) 13. National Occupational Standards (sensory standards) qualifications. Note: Qualifications must be relevant to providing orienteering training to disabled students. Rehabilitation Workers are trained to broad criteria laid out within the Sensory Services National Occupational Standards (NOS). The NOS were published in 2008 by Skills for Care and are available on its website. Four of the eleven standards relate directly to rehabilitation work and working with deafblind people. Standard nine is the most relevant to defining the skill-set of rehabilitation work. | |
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| Band four | | Mandatory Qualifications | Professional Body membership |
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| Specialist Mentor - Mental Health Difficulties (MH) | | Membership of professional body sufficient | <p>Must have membership of (at least) one of the following organisations at the level (s) indicated.</p> <ul style="list-style-type: none"> • Association of Child Psychotherapists (ACP) - Full member. |

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| | | | <ul style="list-style-type: none"> • The British Association for Behavioural and Cognitive Psychotherapies (BABCP) - Accredited membership. • The British Association for Counselling and Psychotherapy (BACP) <ul style="list-style-type: none"> ○ Registered Member (MBACP) ○ Accredited Member (MBACP - Accred) • British Psychoanalytic Council (BPC) - Under a member institution - Practitioners become registrants of the BPC through their membership of one of their member institutions. They do not have a category for individual membership. • British Psychological Society (BPS) - Chartered Member (CPsychol)/IAPT register/ Graduate Member (MBPsS) <u>AND</u> a PG qualification in Psychology or Mental Health. • Counselling & Psychotherapy in Scotland (COSCA) – Accredited (Other UK Professional body) Counsellor/Psychotherapist Member of COSCA This category of membership requires you to be currently accredited with another recognised UK professional body for counselling and psychotherapy • Federation of Drug and Alcohol Practitioners (FDAP) - National Counsellor Accreditation Certificate (NCAC) • General Medical Council (GMC) - Psychiatry – Full member or above. • Health and Care Professions Council (HCPC) - Education and training programmes approved as a route to registration - Arts Therapist/ Occupational Therapist/ Practitioner Psychologist/ Social Worker in England • Irish Association for Counselling and Psychotherapy (IACP) - Accredited member • National Counselling Society (NCS) – <ul style="list-style-type: none"> ○ Accredited Registrants (MNCS Accred). ○ Accredited Professional Registrant (MNCS Prof Accred). ○ Senior Accredited Registrant status (MNCS Snr Accred). ○ NCS Fellowship (FNCS). • Nursing and Midwifery Council (NMC) - Mental Health Nurse/ Community Mental Health Nurse / Psychiatric Nurse • Scottish Social Services Council (SSSC) • Social Care Wales (SCW) • Northern Ireland Social Care Council (NISCC) |
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| | | | <ul style="list-style-type: none"> • UK Council for Psychotherapy (UKCP) - Full clinical individual member • The University Mental Health Advisers Network (UMHAN) – UMHAN mentor member. (N.B. UMHAN accreditation routes are now closed). • Association of Christian Counsellors (UK) - Accredited Counsellor |
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| Band four | | A. Qualifications | B. Comprehensive training in adult autism |
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| <p>Specialist Mentor - Autism Spectrum Conditions (ASC)</p> <p><i>Note:</i> Must hold 1 <u>or 2 or 3 or 4</u> in Column A PLUS, where applicable, the suggested training in column B.</p> | | <ol style="list-style-type: none"> 1. Holds any degree AND Comprehensive training in adult autism (item 1 and item 2a or 2b from Column B). 2. Holds a relevant degree AND item 2a or 2b from Column B. A relevant degree must contain a substantial autism component. This will be checked at audit. 3. Holds a Post Graduate Certificate (PGC) in Autism or Asperger's or Critical Disability Studies focusing on autism AND item 2a or 2b from Column B. 4. 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 focussing on autism) AND item 2a or 2b from Column B. <p>Note 1: Additionally we expect ALL practitioners to undertake 10 hours of Continuing Professional Development (CPD) each year and keep a record of this for audit. CPD – should be autism related, teaching, HE and so forth.</p> <p>Note 2: CPD is automatically thought of as formal training but professional development can include a wide range of activities. While attending lectures, conferences and courses remains a key aspect it is important to realise that the majority of learning comes from experience day-to-day.</p> <p>The following list of CPD activities is not exhaustive, but it will provide you with some idea of the types of activity that support workers can undertake which will contribute to their CPD:</p> <ul style="list-style-type: none"> • 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 or television and keeping a file of progress. • Professional activity such as involvement in a professional body, organising journal clubs or other specialist groups or membership of a specialist interest group. | <ol style="list-style-type: none"> 1. Six National Autistic Society (NAS) online training modules: <ul style="list-style-type: none"> • Understanding autism • Autism and communication • Autism and sensory experience • Autism, stress and anxiety • Autism: supporting families • Autism and Girls <p>Learners will receive a certificate of completion.</p> 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. <p>AND</p> <p>National Autistic Society (NAS) Autism and Girls on line course if not taken as part of 1 above</p> <p>OR</p> 2. b) 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. 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. <p>AND</p> <p>National Autistic Society (NAS) Autism and Girls on line course if not taken as part of 1 above</p> <p>Note 3: The in-house autism training provided by Clear Links and Spectrum First/Spectrum First Education is acceptable under item 2b above but may not be publicly available.</p> |

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| | | <ul style="list-style-type: none"> • Formal/educational activity such as courses, workshops, attending conferences, writing articles or papers or going to seminars <p>This list is not exhaustive and many other avenues of obtaining CPD are available such as voluntary work in the area the support worker is delivering support in.</p> <p>To be relevant for autism roles, CPD should for example cover:</p> <ul style="list-style-type: none"> • The social model, including respecting individuality, understanding intersectionality etc., or • Parameters of the specific role, or • The specific role in context including boundaries, documentation, lone worker policies, confidentiality, risk, contact with third parties, etc., or • Autistic input into research. | <p>Autism training provided by the National Association of Disability Practitioners (NADP) 'Working Effectively with Autistic University Students' which is likely to be available from November 2019 will be acceptable under item 2b above.</p> <p>Note 4: For item 2b, please check that your course is accredited to at least CPD level <u>before</u> undertaking it.</p> |
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| Band four | | Mandatory Qualifications | Professional Body membership | |
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| Specialist one-to-one Study Skills and Strategy Support - Specific Learning Difficulties (SpLD) | | Membership of professional body sufficient | <p>Providers must have professional membership of one of the following:</p> <p>The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS) - Full or associate membership</p> <p>British Dyslexia Association (BDA) - Full professional membership</p> <p>The Association of Dyslexia Specialists in Higher Education (ADSHE) - Professional membership</p> <p>Dyslexia Guild-</p> <ul style="list-style-type: none"> ○ Associate Member (ADG) ○ Associate Member (ADG FE/HE) ○ Member (MDG) ○ Fellow (FDG) | |
| Band four | | A. Mandatory Qualifications | B - Teaching qualifications | C - Comprehensive training in adult autism: |
| Specialist one-to-one Study Skills and Strategy Support - Autism Spectrum Conditions (ASC) <i>Note: Must hold 1 <u>or</u> 2 <u>or</u> 3 <u>or</u> 4 in</i> | | <ol style="list-style-type: none"> 1. Holds any degree AND a teaching qualification (Column B) AND Comprehensive training in adult autism. (item 1 and item 2a or 2b from Column C) 2. Holds a relevant degree | <ul style="list-style-type: none"> • Associate Fellowship of the Higher Education Academy (AFHEA) or higher. • Certificate of Education (Cert Ed) • Diploma in Teaching English to Speakers of Other Languages (DELTA) Level 7 | <ol style="list-style-type: none"> 1. Six National Autistic Society (NAS) online training modules: <ul style="list-style-type: none"> • Understanding autism • Autism and communication • Autism and sensory experience • Autism, stress and anxiety • Autism: supporting families |

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| <p>Column A in one the combinations described. Teaching qualifications are in Column B and comprehensive training in Column C</p> | | <p>AND a teaching qualification (Column B).</p> <p>AND National Autistic Society (NAS) Autism and Girls on line course</p> <p>Note: A relevant degree must contain a substantial autism component. This will be checked at audit.</p> <p>3. Holds a Post Graduate Certificate (PGC) in Autism or Asperger's or Critical Disability Studies focusing on autism</p> <p>AND a teaching qualification (Column B)</p> <p>AND National Autistic Society (NAS) Autism and Girls on line course</p> <p>4. 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 focussing on autism)</p> <p>AND a teaching qualification (Column B)</p> <p>AND National Autistic Society (NAS) Autism and Girls on line course</p> <p>Note 1: Additionally we expect ALL practitioners to undertake 10 hours of Continuing Professional Development (CPD) each year and keep a record of this for audit. CPD – should be autism related, teaching, HE and so forth.</p> <p>Note 2: CPD is automatically thought of as formal training but professional development can include a wide range of activities. While attending lectures, conferences and courses remains a key aspect it is important to realise that the majority of learning comes from experience day-to-day.</p> <p>The following list of CPD activities is not exhaustive, but it will provide you with some idea of the types of activity that support workers can undertake which will contribute to their CPD.</p> | <ul style="list-style-type: none"> • Diploma in teaching in the lifelong learning sector (DTTLS) • 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 Certificates in Teaching and Learning in Higher Education • Qualified Teacher Status (QTS) • Qualified Teacher Learning & Skills (QTLS) • Diploma in Education & Training (DET) • Postgraduate Certificate in Teaching and Learning in Higher Education (PGCTLHE) • Associate Membership of the British Dyslexia Association (AMBDA) • Associate Membership of the Dyslexia Guild (ADG) • PgCert/PgDip/MA Specific Learning Difficulties(SpLD) | <ul style="list-style-type: none"> • National Autistic Society (NAS) Autism and Girls on line course <p>Learners will receive a certificate of completion.</p> <p>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.</p> <p>AND</p> <p>National Autistic Society (NAS) Autism and Girls on line course if not taken as part of 1 above</p> <p>OR</p> <p>2. b) 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. 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.</p> <p>AND</p> <p>National Autistic Society (NAS) Autism and Girls on line course if not taken as part of 1 above</p> <p>Note 3: The in-house autism training provided by Clear Links and Spectrum First/Spectrum First Education is acceptable under item 2b above but may not be publicly available.</p> <p>Autism training provided by the National Association of Disability Practitioners (NADP) 'Working Effectively with Autistic University Students' which is likely to be available from November 2019 will be acceptable under item 2b above.</p> |
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| | | <ul style="list-style-type: none"> • 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 or television and keeping a file of progress. • Professional activity such as involvement in a professional body, organising journal clubs 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 <p>This list is not exhaustive and many other avenues of obtaining CPD are available such as voluntary work in the area the support worker is delivering support in.</p> <p>To be relevant for autism roles, CPD should for example cover:</p> <ul style="list-style-type: none"> • The social model, including respecting individuality, understanding intersectionality etc., or • Parameters of the specific role, or • The specific role in context including boundaries, documentation, lone worker policies, confidentiality, risk, contact with third parties, etc., or • Autistic input into research. | | <p>Note 4: For item 2b, please check that your course is accredited to at least CPD level <u>before</u> undertaking it.</p> |
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| Band four | | Mandatory Qualifications | Professional Body membership |
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| British Sign Language interpreter (BSL) - includes Interpreter for deaf or deafblind students. | | <p>One of the following qualifications is required for this role:</p> <ol style="list-style-type: none"> 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 extracted from NRCPD website 2. (CACDP Registered Qualified Sign Language Interpreters exam (CACDP RQSLI exam) | None specified |

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| | | <p>3. VLP/SASLI/RBSLI/NRCPD* registered Sign Language Interpreter</p> <p>4. VLP/SASLI/RBSLI/NRCPD* registered trainee sign language interpreter</p> <p>5. NRCPD* registered Interpreter for Deafblind People</p> <p>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</p> <p>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. On the revised framework they have been allocated to Level 6. We will accept Level 4 qualifications as above as Level 6 equivalent if they were obtained prior to the changes. Proof, such as a certificate, will be required.</p> |
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| Band four | | Mandatory Qualifications | Professional Body membership |
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| Assistive Technology Trainers (AST) | | None specified at this stage | None specified |

| Band four | | Mandatory Qualifications | Teaching Qualifications | Professional Body membership |
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| Specialist Support Professional for Students with Sensory Impairment - Deaf students (HI) | | <p>Advisory Teacher for Deaf Students</p> <p>OR Advisory Teacher for Students with Multi-Sensory Impairments</p> <p>OR Teaching qualification (see next column) and Registered Qualified British Sign Language (BSL) Interpreter</p> <p>OR Teaching qualification (See next column) plus specialist qualification in relevant subject e.g.</p> | <p>Teaching qualifications will be accepted at Level 4 and above, including:</p> <ul style="list-style-type: none"> • Associate Fellowship of the Higher Education Academy (AFHEA) • Certificate of Education (Cert Ed) • Diploma in Teaching English to Speakers of Other Languages (DELTA) Level 7 • DTTLS (Diploma in teaching in the lifelong learning sector) | None specified |

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| | | <ul style="list-style-type: none"> • Deaf Studies • English, • Linguistics • Deaf literacy specialist qualification • Deaf Awareness qualification (specific to language acquisition) etc. | <ul style="list-style-type: none"> • 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 Certificates in Teaching and Learning in Higher Education • Qualified Teacher Status (QTS) • Qualified Teacher Learning & Skills (QTLS) • Diploma in Education & Training (DET) • Postgraduate Certificate in Teaching and Learning in Higher Education (PGCTLHE) | |
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| Band four | | Mandatory Qualifications | Teaching Qualifications | Professional Body membership |
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| Specialist Support Professional for Students with Sensory Impairment - Vision impairment (VI) | | Advisory Teacher for Students with Vision Impairments OR Advisory Teacher for Students with Multi-Sensory Impairments OR Teaching qualification (See next column) plus specialist qualification in relevant subject | Teaching qualifications will be accepted at Level 4 and above, including: <ul style="list-style-type: none"> • Associate Fellowship of the Higher Education Academy (AFHEA) • Certificate of Education (Cert Ed) • Diploma in Teaching English to Speakers of Other Languages (DELTA) Level 7 • DTTLs (Diploma in teaching in the lifelong learning sector) | None specified |

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| | | | <ul style="list-style-type: none"> • 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 Certificates in Teaching and Learning in Higher Education • Qualified Teacher Status (QTS) • Qualified Teacher Learning & Skills (QTLS) • Diploma in Education & Training (DET) • Postgraduate Certificate in Teaching and Learning in Higher Education (PGCTLHE) | |
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| Band four | | Mandatory Qualifications | Teaching Qualifications | Professional Body membership |
|---|--|--|---|-------------------------------------|
| Specialist Support Professional for Students with Sensory Impairment - Multi-sensory Impairment (MSI) | | Advisory Teacher for Deaf Students OR Advisory Teacher for Students with Vision Impairments OR Advisory Teacher for Students with Multi-Sensory Impairments OR Teaching qualification (see next column) and Registered Qualified BSL Interpreter OR | Teaching qualifications will be accepted at Level 4 and above, including: <ul style="list-style-type: none"> • Associate Fellowship of the Higher Education Academy (AFHEA) • Certificate of Education (Cert Ed) • Diploma in Teaching English to Speakers of Other Languages (DELTA) Level 7 • DTTLS (Diploma in teaching in the lifelong learning sector) • Postgraduate Certificate in Education (PGCE/PgCert.ED) | None specified |

| | | | |
|--|--|---|--|
| | <p>Teaching qualification (See next column) plus specialist qualification in relevant subject e.g.</p> <ul style="list-style-type: none"> • Deaf Studies • English • Linguistics • Deaf literacy specialist qualification • Deaf Awareness qualification (specific to language acquisition) etc. | <ul style="list-style-type: none"> • 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 Certificates in Teaching and Learning in Higher Education • Qualified Teacher Status (QTS) • Qualified Teacher Learning & Skills (QTLS) • Diploma in Education & Training (DET) • Postgraduate Certificate in Teaching and Learning in Higher Education (PGCTLHE) | |
|--|--|---|--|

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, ISL or 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.

- UCLAN Postgraduate Diploma in BSL/English Interpreting and Translation
- Heriot-Watt University MA (Hons) BSL (Interpreting, Translating and Applied Language Studies)
- Heriot-Watt University MA (Hons) Languages (Interpreting and Translating) (Graduates studying BSL and the amalgamated fourth year course)
- Signature Level 6 NVQ Diploma in Sign Language Interpreting
- SLI Advanced Diploma in Interpreting and Translation: BSL-English
- iBSL Level 6 Diploma in BSL/English Interpreting Studies
- Wolverhampton University BA (Hons) in Interpreting (BSL/English) (graduates who achieve a first class degree from September 2017 onwards*)

- Queen's University Belfast MA in Interpreting
- Durham University MA in Translation Studies (graduates successfully completing the professional pathway including MELA43930 addressed using spoken English and BSL) with additional evidence.

You must also hold one of these language qualifications.

- UCLAN Postgraduate Diploma in BSL/English Interpreting and Translation
- Heriot Watt Graduate Diploma course with grade C or above in Module C40BV1 British Sign Language
- Heriot-Watt University MA (Hons) BSL (Interpreting, Translating and Applied Language Studies)
- Heriot-Watt University MA (Hons) Languages (Interpreting and Translating) (Graduates studying BSL and the amalgamated fourth year course)
- Signature Level 6 NVQ Certificate in British Sign Language
- SLI Advanced Diploma in Interpreting and Translation: BSL-English or IBSL Level 6 Certificate in British Sign Language Studies
- Another recognised Level 6 qualification in your second language

Approved courses for interpreters for deafblind people

- CACDP Level 3 Certificate for LSPs working with Deaf and Deafblind People (Deafblind Manual)
- CACDP Level 4 Certificate in Deafblind Interpreting (Manual)