

JOB DESCRIPTION

POST: Specialist one-to-one Study Skills and Strategy Support - Autism Spectrum Conditions (ASC)

DATE: July 2020

SERVICE: Student Services

POST NO: STU-B65M

STARTING DATE: 1 September 2020

SALARY RANGE: Grade 6, £28,331 to £33,797 per annum, pro rata
(Actual salary for this fixed weeks contract - £13,258 to £15,816)

HOURS: 29.6 hours a week, 27 weeks

INDEFINITE/FIXED TERM: Fixed term (maternity cover) until 2 April 2021

REPORTING TO: Head of Student Academic Support

THE POST

The University of Winchester is seeking to employ a maternity cover Specialist Study Skills Tutor (ASC) as part of its support provision for disabled students. The post sits within the Student Academic Support team, which itself is part of Student Services. The post-holder will seek to empower students by helping them to evaluate and enhance their existing skills and by providing targeted support in those areas where the student may be experiencing difficulty. The successful candidate will work to support students across all levels up to PhD level.

The post-holder will provide 1:1 tutorials for disabled students, primarily working with students who have disclosed an autistic spectrum condition. They will work collaboratively with the wider Student Academic Support team to ensure streamlining of resources and will play a key role in furthering the development of online resources for students with disabilities. The successful candidate will work closely with the Lead Disability Adviser and the wider Student Services team.

MAIN DUTIES AND RESPONSIBILITIES

1. To provide individual academic study skills tutorials for students in receipt of Disabled Students Allowance in order to provide them with the skills and strategies to help manage their disability and achieve their academic potential. The post-holder will work almost exclusively with students who live with an autistic spectrum condition.

2. To work closely with colleagues across Student Academic Support in the development of online and other resources.
3. To provide a flexible approach to study skills, including workshops, small groups and one-to-one teaching.
4. Keep full records of all contacts and progress of students including statistics for information purposes and monitoring.
5. To lead sessions as required during induction week, working closely with other members of the Student Services team.
6. Any other duties that may reasonably be required by the Head of Student Academic Support, including the possibility of occasional evening and weekend work.

General Information

It is anticipated that this job description will change over time in accordance with the needs of the role. The role holder will be fully consulted on any proposed amendments.

CONDITIONS OF SERVICE

This appointment is for maternity cover. Whilst we anticipate that the fixed term will end on 2 April 2021, if the incumbent returns to work at an earlier date, this position will end earlier and payment will be made for weeks worked and accrued paid leave weeks for the period.

The appointment will be at Grade 6, with a salary range of £28,331 to £33,797 per annum, pro rata. The actual salary for this fixed week contract will be £13,258 to £15,816, Starting salary will be dependent on qualifications and experience. Salary is paid monthly in arrears by direct credit transfer on the last working day of each month.

Your normal centre of duty will be the King Alfred Campus in Winchester. However, you may be required to work in any part or department of the University and in any Campus of the University, or as otherwise required for the due performance of your duties and responsibilities.

Normal hours of work will be 29.6 hours a week for 27 weeks within the period of 1 September 2020 to 2 April 2021. Hours to be worked between the hours of 8.30am and 5.30pm, Monday to Friday, by agreement with your Line Manager.

The calculation of the salary is based on 30.5 paid weeks, 27 working weeks, plus 3.5 paid leave weeks (inclusive of statutory Bank Holidays and University discretionary days). The annual leave is calculated based on a full time entitlement of 24 days per annum, plus Bank holidays and two extra statutory days. A proportion of the entitlement is allowed pro rata for part-time staff working less than five days per week and/or not throughout the year, and for all support staff during first leave year at the University.

It is anticipated that this appointment will commence on 1 September 2020 and will end on 2 April 2021. The working weeks and paid leave weeks are fixed as follows:

- 1 September to 18 September – 1 week to be worked within this period
- 21 September to 18 December – working weeks

- 21 December to 3 January – leave weeks
- 4 January to 2 April – working weeks

If the appointment does not commence on 1 September 2020, the salary will be adjusted accordingly.

The appointment will, in an appropriate case, be subject to a probationary period of 6 months.

The successful candidate will be required to complete a Police check by the Criminal Records Bureau. The University completes DBS checks in accordance with the DBS Code of Practice. Further details regarding the DBS Code of Practice can be obtained from the Human Resources Department, or from the DBS website www.dbs.gov.uk.

Other terms and conditions of employment appropriate to this post and grade apply in addition to those referred to in this statement. The list of benefits includes Pension Scheme, Sick Pay Scheme, Maternity and Paternity leave and pay (subject to eligibility). Details are contained in the Statement of Principle Terms and Conditions of Employment issued on appointment, the Staff Handbook and other documents referred to therein.

APPLICATION INFORMATION

Applications should be made on line at www.winchester.ac.uk. Please note that posts close at midnight on the date stated. Late applications will not be accepted.

We delight in diversity in our workforce and seek those that share this value

PERSON SPECIFICATION

Each attribute is marked as essential for the post, or desirable. The last four columns on the Person Specification (labelled A, I, P and T) indicate how each attribute is assessed.

A = application form, I = interview, P = presentation, T = test

ATTRIBUTES	ESSENTIAL	DESIRABLE	A	I
<u>EDUCATION/TRAINING</u>				
A first degree or equivalent	X		X	
Must meet the DSA-NMH Mandatory Qualifications or Professional Body Membership Criteria for Specialist one-to-one Study Skills and Strategy Support – Autism Spectrum Conditions (ASC) as stipulated in appendix 1 .	X		X	X
Meets the DSA-NMH Mandatory Qualifications or Professional Body Membership Criteria for Specialist one-to-one Study Skills and Strategy Support – Specific Learning Difficulties (SpLD) as stipulated in appendix 1		X	X	X
<u>EXPERIENCE</u>				
Experience of teaching specialist study skills to individual students	X		X	X
Experience of teaching specialist study skills to groups		X	X	
Understanding of emotional needs of Disabled students	X			X
Experience of working with students in HE		X	X	

ATTRIBUTES	ESSENTIAL	DESIRABLE	A	I
<u>KNOWLEDGE</u>				
Knowledge of current issues surrounding Disability	X			X
Knowledge of Disabled Students Allowance		X		X
Excellent IT Skills especially in word processing, presentation packages, email, database set up and management and ability to read and set up excel spreadsheets	X			X
Knowledge of the Equality Act 2010	X			X
<u>SKILLS/ABILITIES</u>				
Ability to meet deadlines	X			X
Ability to plan study skills sessions to suit individual student needs	X		X	
Good record keeping	X			X
Excellent inter-personal skills	X			X
Excellent communication skills in both the written and oral forms	X		X	X
<u>PERSONALITY</u>				
Ability to undertake advocacy on behalf of a student.	X			X
Ability to listen and show empathy with students	X			X
Able to work effectively and efficiently, independently as well as in a team and to work flexibly and co-operatively and to establish effective working relationships with colleagues	X			X

FURTHER INFORMATION

Health & Safety

Under the Health & Safety at Work Act 1974, whilst at work, you must take reasonable care for your own health and safety and that of any other person who may be affected by your acts or omissions. In addition, you must co-operate with the University on health and safety and not interfere with, or misuse, anything provided for your health, safety or welfare.

Copies of the University Safety Policy can be found on the University Intranet.

Sustainable Development

All employees are expected to act in accordance with the Sustainable Development Policy and Environment Strategy. In the course of your duties, you should seek to minimise any detrimental impact on the environment and take specific action as appropriate within the remit of your post.

Facilities

Staff catering facilities are available.

West Downs Day Nursery - is situated within the grounds of The University of Winchester. The nursery offers care for children from the age of six weeks to five years in a stimulating and homely environment. The nursery provides 62 places each day from 7.30am to 6.15pm on a full time or sessional basis. The opening times are designed to accommodate the working parent who may wish to continue their career. Further details are available from the Human Resources Department.

Sports and Fitness facilities are available, these include the University Gym, Sports Hall and our outdoor Multi-Use Games area for Tennis, Basketball, Football and Badminton to name a few. At our Bar End facility you will find our Athletics Track and All-Weather Pitch. Also on offer is our Fitness & Wellbeing class timetable which is complimentary to all Gym Pass holders.

Our values

We are a community committed to making a difference, passionate about seeing individuals and communities flourish.

Our values of Compassion, Individuals Matter and Spirituality shape how we do this and why – we believe academic freedom leads to big ideas which in turn lead to social justice and creativity for a better world.

Compassion

Conscious of the kinship that exists between all life, we seek to nurture compassion and embody social justice for people, animals and the planet. This is a supportive, caring and safe place to work and study. Staff and students will be supported to flourish, encouraged to help others and empowered to make a difference in the world. We seek to challenge and nurture in all staff and students a love and value for all life and the planet. Staff are empowered to change the world for the better, challenge convention with compassion and stand up for what they believe to be true.

Individuals Matter

We are passionate about seeing individuals flourish here. The dignity and wellbeing of individuals is important as are their opinions and views. We are committed to working

globally to ensure equality and justice for all. Everyone is welcome here. Staff and students will learn to value and appreciate others, whoever they are and whatever their background. You will be listened to; your opinions count. Together, we will be supported and challenged to reach our full potential. Our staff and students are nurtured to embrace equality, diversity and inclusivity to the full. Staff and students are supported to fight for integrity and justice in a world of compromises and prejudice.

Spirituality

We celebrate our Anglican Christian foundation and welcome people of all faiths and none. We believe that everyone expresses their spirituality through a unique collage of values, disciplines and practices. Working and studying here will give you a chance to experience and reflect on the creativity, beauty and compassion in life – together, we aim to explore the mystery of life and grow in wisdom and love.

Our passion is to see staff and students grow as a whole person. It is safe to try new things here, to stand up for what you believe in. You will be supported to engage with the big and deep questions of life, to bring about change and really make a difference. We seek to challenge and develop staff and students' thinking, enabling them to develop in wisdom for a fulfilling life as well as the knowledge they need for a successful career. Our staff and students will have the resilience and resourcefulness to seize the opportunities and face the challenges of life.

Mission Statement;

'To educate, to advance knowledge and to serve the common good'

The University vision:

The University of Winchester is a university on a human scale, with a principal emphasis on the personal creativity and development of its students and its staff.

Through its teaching, research and professional practice, the University will be an outward facing and permeable organisation, welcoming outside influences and fully engaging with society locally and regionally, nationally and internationally. It will provide a high quality university education, responsive to the intellectual, personal and professional needs of its members and the wider community.

The University seeks to serve the spiritual and ethical needs of its students, building moral and global awareness. Our Church foundation is reflected also in strong support offered to students from backgrounds not traditionally associated with higher education. The University will ensure that its courses are accessible to all those who have the potential to benefit from them, regardless of their social, economic, ethnic or religious background.

As a twenty-first century institution which provides a progressive and challenging higher education experience and which forms a crucible for the generation and transfer of knowledge, we have high expectations of both staff and students. The professionalism of staff is reflected in integrity, objectivity and competence. Students' time at the University will provide them with a justified confidence in their abilities and the strength to stand up for what they believe to be true.

Appendix 1.

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
1	Sighted Guide
1	Practical support assistant
1	Library support assistant
1	Reader
1	Scribe
1	Workshop / laboratory assistant
1	Proof-reader / text checker
2	Note taker
2	Study assistant
2	Examination Support Worker
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
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
Sighted Guide		None specified at this stage	None specified
Practical support assistant	THIS ROLE IS NOT FUNDED	None specified at this stage	None specified
Library support assistant	THIS ROLE IS NOT FUNDED	None specified at this stage	None specified
Reader	THIS ROLE IS NOT FUNDED	GCSE English Language grade C or above	None specified
Scribe	THIS ROLE IS NOT FUNDED	GCSE English Language grade C or above	None specified
Workshop laboratory assistant	THIS ROLE IS NOT FUNDED	None specified at this stage	None specified
Proof-reader / text checker	THIS ROLE IS NOT FUNDED	GCSE English language grade C or above	None specified

Band Two		Qualifications	Professional Body Membership
Note taker	THIS ROLE IS NOT FUNDED DSAs	<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 FUNDED DSAs	None specified at this stage	None specified
Examination Support Worker	THIS ROLE IS NOT FUNDED DSAs	None specified at this stage	None specified

Band three		Mandatory Qualifications	Professional Body Membership
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
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
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

		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
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

		<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</p> <p>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</p> <p>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
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
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
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
Specialist Transcription Service	THIS ROLE IS NOT FUNDED NOT DSAs	None specified at this stage	None specified

Band three		A. Mandatory Qualifications	B. Professional Body membership
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>

<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
Specialist Mentor - Mental Health Difficulties (MH)		Membership of professional body sufficient	<p>Must have membership of (at least) <u>one</u> of the following organisations at the level (s) indicated.</p> <ul style="list-style-type: none"> • Association of Child Psychotherapists (ACP) - Full member.

			<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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			<p>UK Council for Psychotherapy (UKCP) - Full clinical individual member</p> <p>The University Mental Health Advisers Network (UMHAN) – UMHAN mentor member. (N.B. UMHAN accreditation routes are now closed).</p> <p>Association of Christian Counsellors (UK) - Accredited Counsellor</p>
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Band four		A. Qualifications	B. Comprehensive training in adult autism
<p>Specialist Mentor - Autism Spectrum Conditions (ASC)</p> <p><i>Note: Must hold 1 or 2 or 3 or 4 in Column A PLUS, where applicable, the suggested training in column B.</i></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. 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> <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>

		<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
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 British Dyslexia Association (BDA) - Full professional membership 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 or 2 or 3 or 4 in</i>		<p>1. Holds any degree</p> <p>AND a teaching qualification (Column B)</p> <p>AND Comprehensive training in adult autism. (item 1 and item 2a or 2b from Column C)</p> <p>2. Holds a relevant degree</p>	<p>Associate Fellowship of the Higher Education Academy (AFHEA) or higher.</p> <p>Certificate of Education (Cert Ed)</p> <p>Diploma in Teaching English to Speakers of Other Languages (DELTA) Level 7</p>	<p>1. Six National Autistic Society (NAS) online training modules:</p> <ul style="list-style-type: none"> Understanding autism Autism and communication Autism and sensory experience Autism, stress and anxiety Autism: supporting families

<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) 	<p>National Autistic Society (NAS) Autism and Girls on line course</p> <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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Band four		Mandatory Qualifications	Professional Body membership
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

		<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 Note 1: in the preceding list</p> <p>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
Assistive Technology Trainers (AST)		None specified at this stage	None specified

Band four		Mandatory Qualifications	Teaching Qualifications	Professional Body membership
Specialist Support Professional for Students with Sensory Impairment - Deaf students (HI)		<p>Advisory Teacher for Deaf Students</p> <p>OR</p> <p>Advisory Teacher for Students with Multi- Sensory Impairments</p> <p>OR</p> <p>Teaching qualification (see next column) and Registered Qualified British Sign Language (BSL) Interpreter</p> <p>OR</p> <p>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

		<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
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 • DTLS (Diploma in teaching in the lifelong learning sector) 	None specified

			<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) 	
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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)