STUDENT SUPPORT INFORMATION NOTE (SSIN)
Arrangements for students funded under the
Education (Student Support) Regulations

DISABLED STUDENTS' ALLOWANCES (DSAs)

To: Student Finance administrators and practitioners in institutions of higher
education, further education or specialist colleges providing HE, and alternative
providers;
DSA assessors, assessment centres and suppliers;
The Disabled Students' Allowance Quality Assurance Group;
Student Finance advisors, and
The Student Loans Company

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SSIN 05/19
June 2019

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Dear Colleagues,

**<u>Disabled Students' Allowances - the Review of non-medical help (NMH) role
descriptions, qualifications and professional body membership</u>**

Thank you to everyone who sent in a response to the review.

We received 120 responses, many of them lengthy and, because of this, reaching
decisions has taken some time. We have also sought advice from our informal
Advisory Groups to help us reach decisions where this has been appropriate.

We have now reached decisions on the vast majority of role descriptors, and on the
structure and content of the qualifications and professional membership matrix.
Although there are 2 linked issues still to be decided (see below), we thought it
would be helpful to provide the new matrix and finalised role descriptors as early as
possible. A revised version of the qualification and professional body membership
matrix (dated June 2019) has been posted to the Disabled Students' Allowances
Quality Assurance Group (DSA-QAG) website (https://dsa-qag.org.uk/nmh-providers-
area/dfe-mandatory-criteria), and revised guidance (dated June 2019) will shortly be
posted to the SLC's Practitioners website policy documents page. These must be
used for all Needs Assessment Reports (NARs) for academic year 2019/20 and any
remaining NARs for 2018/19.

We would like to remind Needs Assessors that they should be clearly defining any
roles required to ensure that Needs Assessment Reports are not unnecessarily
pended.

New qualification and professional body membership matrix
Some qualification requirements have changed but, importantly, the new
requirements will only be required for those wishing to become a new DSAs-funded
self-employed, employed, or agency worker from June 2019, however, assessors

will only be able to search via the DSA-QAG website for the revised roles from August 2019. <u>Those who currently fulfil the existing qualification or membership requirements of the current matrix version will be able to continue providing support in that role to DSAs-funded students for the foreseeable future and will not be required to 'requalify'.</u> However, please note that:

- Existing support providers who meet the requirements of the current version of the matrix (Version 2.8) and are not qualified to the revised (i.e. new) standard and who wish to change agency or employer in the future whilst undertaking their <u>existing</u> role, will need to ensure that they have sufficient proof of being employed in their current role, with their existing qualifications, to satisfy both their new agency or employer as well as any DSA-QAG audit requirements. This means they will need to ensure they have documentary proof of personally delivering DSAs-funded support prior to the date of this SSIN, for example a wage slip with details of the role or an outgoing workplace reference.
- Existing support providers who wish to <u>change</u> role must meet the 'new' qualification requirement for their intended role. For example you may currently deliver one-to-one specialist support within the current matrix requirements and want in future to deliver support for a different role. From the date of this SSIN you must meet the qualifications or membership for your <u>new role</u> as defined in the new matrix (dated June 2019) for that role.

Changes to roles
There have been changes to 2 roles:
- The existing role of lip speaker has been separated from the role of Communication Support Worker (CSW), and we separated the role of CSW working with British Sign Language (BSL) user.
- Specialist note taking for deaf or visually impaired students has been split into three distinct roles - Specialist Note-takers for Deaf and Visually Impaired Students, Electronic Note Taking (ENT) and Speech to Text Reporting (STTR).

Introduction of a new support role for students
Additionally, some assessors will recall that Respeaking was available as NMH support some time ago but, due to a lack of qualification, was no longer funded by DSAs. A respeaking qualification has recently been approved by the Department so this support is available for DSAs funding once again.

Outstanding issues
There are some issues outstanding that have been raised as a result of the review. They are:
- The rates for some roles
- The assessment and delivery of support to visually impaired, hearing impaired, and deafblind students (i.e. low occurrence, high impact disabilities)
- Clarifying what activities are 'in' and 'out' of scope for specific roles.

We will be considering all these issues as separate strands of work and we will inform you of our decisions in due course.

Quarterly Rates Review

For providers to administer the support role revisions and to allow DSA-QAG sufficient time for system changes, the rates review for June has been delayed to July.

Timetable for introducing the changes to role descriptors, qualifications and professional memberships

Publication of findings from review	14th June 2019
Publication of revised SFE DSAs guidance, publication of revised DSA-QAG Matrix	14th June 2019
New guidance and revised Matrix come into effect for any new or revised assessments or recommendations (but note that new roles can only be used after 15th July)	From 14th June 2019
Submission of revised support worker staff lists to DSA-QAG	Required by 12th July 2019
Registration of existing support workers who wish to change roles (new qualification criteria)	Available from 15th July 2019

Explaining the decisions made

We thought that stakeholders might find it helpful for us to provide some detail of the thinking behind some of our decisions and this is provided in the annexes attached. Please note these do not cover every issue raised but we hope this will help stakeholders to understand the majority of the decisions we have reached. The annexes cover the following issues:

    Annex A – General issues covering a number of roles / areas
    Annex B – Issues raised for specific roles
    Annex C - New or alternative qualifications suggested

Finally, and as stated in the review, we would like to remind colleagues that, apart from legacy qualifications or brand new qualifications and registered professional bodies, we will not be considering any further qualification or professional membership enquiries until further notice.

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Department
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NMH review - general issues covering a number of roles / areas

- Issue - providers in training or working towards a qualification
  This is an issue raised in responses, but also outside of the review. There are non-DSAs funded areas in which people can deliver support whilst training or under supervision, and those without the necessary qualifications or professional memberships who are delivering support to pre-September 2016 students can continue to deliver to those students if they decide to undertake training.

- Issue - alternative or different qualifications to those already shown on the matrix
  A number of respondents suggested alternative or different qualifications for a number of roles. We have taken the advice of specialist advisors on these suggestions where appropriate and Annex C contains a list of the roles referred to, the qualifications notified, the advice received, our decisions, as well as the reasons for reaching the decisions.

- Issue - making charts, diagrams etc. available in an accessible format
  We received a number of responses around this issue. DSAs funded specialist mentoring and study skills roles are there to advise and support students and to help identify strategies to address issues noted in the needs assessment. Making teaching or learning information available in an accessible format is not the responsibility of those delivering NMH support as, in our view, this is a matter for HE providers as a reasonable adjustment. Aligned to this is the question of ensuring that technical issues or concepts are understood: again, in our view this is not a task for NMH providers but for those delivering the course.

- Issue - students not receiving the right support / not taking up support
  There were a number of different points raised on this issue. On the question of variability in support offered, we intend to place in DSAs guidance information on what we consider is 'in' or 'out' of specific roles. Providers should not be delivering support outside of guidance. Additionally, it would be helpful if assessors could be more explicit in Needs Assessment Reports about the type of support required and clearly identify how their recommendations enable a student to access the HE provider's teaching and learning. If, in an assessors view, it is necessary for students to receive help from a number of different roles it is for them to make the case for this on the Needs Assessment Report and there is no limit to the number of different types of support a student may need. Finally, it is the student's decision what support they take up from that offered on a Needs Assessment Report, if any.

- Issue – providers not being able to maintain professional membership
  Some providers undertaking DSAs funded work are not able to undertake sufficient other work to maintain their professional membership. We do understand this issue but it is a question of individual choice what type of work (i.e. DSAs funded or other) is undertaken. However, where appropriate and in certain situations, we will accept existing providers wishing to change their professional membership to retired member status if this is available. Where necessary, this may include maintaining a separate log of CPD undertaken to ensure DSA-QAG audit compliance.

- Issue – confusion around the existing matrix
  We agree that there has been some confusion around the format and content of the existing matrix. We have changed this to a new format which we believe makes the qualification and professional membership requirements for all roles clearer.

- Issue – experience without qualifications
  Over time we are seeking to professionalise DSAs funded NMH provision: because of this we cannot accept experience without qualifications. Stakeholders may recall that this was the reason for encouraging the setting up of the Mental Health Mentoring scheme which seeks to enable those without acceptable qualifications to continue providing DSAs funded support. DSAs stakeholders may wish to consider setting up similar schemes for other roles. On a related issue, and where appropriate, we cannot accept a qualification without professional body membership: as well as ensuring CPD, professional membership often entails ensuring a level of practical experience. Allowing qualifications without professional body membership would put students at risk of receiving support using out of date methods.

- Issue – qualifications required for some roles but not for others
  It might be helpful for us to clarify that, as a general rule, we look for qualifications in a specific role when there is no professional body membership that can be referenced: in other words where there is no membership organisation with minimum educational and experiential standards as well as a CPD requirement. This is particularly noticeable around autism roles where we are unaware of a suitable nationally recognised professional body. There is no requirement for any group wishing to consider setting up a professional body for any NMH role to seek 'sponsorship' from DfE. For any role, we are willing to consider professional body membership organisations with a level of membership that includes acceptable educational, experiential, and CPD requirements.

- Issue – the need to be qualified to degree level
  It is necessary for those delivering support in HE to have a thorough understanding of the different nature of studying in HE compared to schools and FE, and we believe that this must be gained through undertaking a degree course. We do understand that some existing providers may not be qualified to degree level, and those providers can only continue to provide support to continuing students. Additionally, the professional memberships we recognise have a minimum attainment standard of a degree.

- Issue – local, regional or national shortages of NMH
  We have heard anecdotally of shortages in the supply of NMH. On a similar note, some respondents suggested that excessive qualification and/or professional membership requirements are leading to shortages. The only hard evidence we have of shortages is of difficulties with identifying support for deaf or visually impaired students, and we are considering this as a separate issue. We are unaware of other students being unable to access support at bands 3 and 4. We do not believe that we should compromise the quality of support provided by lowering the level of qualification required. In addition, although anecdotal reports

of difficulty in sourcing support have been received, a number of registered and qualified support workers and providers across all roles have not received recommendations via NARs.

- Issue – use of the words teacher or tutor in role descriptors
  A number of respondents thought that some roles might be better described by using 'teacher' or 'tutor' in the role descriptors. Our view is that using these words would be misleading as DSAs cannot pay for tutoring or teaching. It is not the purpose of DSAs funded NMH support to provide teaching or tutoring but to help the student identify any issues with their learning, how those issues affect them, and identifying strategies for dealing with them. Teaching and tutoring are roles for HE providers, not for those delivering DSAs funded NMH support.

- Issue – new specialist roles
  Some respondents thought it would be helpful to have new specialist roles within existing roles – for example, specialist dyscalculia support. We do not agree that this would be helpful, and we generally have a clear demarcation between making sure learning is accessible (which is a task for those delivering the course), and helping the student identify the issues that affect them, and identifying strategies for dealing with them (which is the role of DSAs). Similarly, and for the same reasons, we do not agree with suggestions that technical subjects should have specialist note takers.

- Issue – mentoring, advising, or counselling?
  There appears to be some confusion over the difference between advisors, mentors, and counsellors. For DSAs purposes:

  ➢ Mentoring is intended solely to help students develop strategies to address barriers to learning that are a result of their disability: this <u>can</u> be funded by DSAs.
  ➢ Advisors provide help and advice to students on any issue (i.e. disability or other issues) associated with their learning: this role <u>is not</u> fundable by DSAs.
  ➢ Counsellors' help students deal with and overcome any issues (i.e. disability or other issues) that are preventing them make the most of the academic opportunities available to them. This role <u>is not</u> fundable by DSAs

  Advisors and counsellors are generally funded by HE providers. To be clear, those providing DSAs funded mentoring should not be acting as advisors or counsellors.

Issues raised for specific roles

A. Communication Support Worker

Question 3
- **Issue:** Should lip speaking be a separate role for DSAs purposes?
  Response: We agree that this should be a separate role. The qualifications and professional body membership matrix, and DSAs guidance, now have separate entries for each role.

B. Sighted Guide

Question 1
- **Issue:** Should a course in VI awareness (such as provided by RNIB) be set as a minimum standard for this role?
  Response: We partially agree. We have changed the Matrix requirement to ensure that a minimum of 10 hours CPD per year is undertaken, which should include at least 3 hours of face to face training, seminars etc. A course in VI awareness should form part of that CPD if not already attended.

C. Specialist one to one study skills support – Autistic Spectrum

Question 1
- **Issue:** The National Autistic Society's training is too low level for this type of role and needs to be bolstered by other qualification requirements.
  Response - We agree, although we believe it is suitable for CPD purposes. The new qualification / professional body membership matrix contains requirements for new providers wishing to provide this type of support. To be clear, we do not expect those currently delivering this role to retrain or requalify in order to continue delivering their current role.
- **Issue:** There is a conflict of interest with regard to NAS courses being recommended for this role.
  Response: We do not recommend courses, but recognise existing qualifications that are suitable (but see above). It is up to individuals whether they undertake these courses or not.

D. Specialist Support Professional for students with sensory impairment – multi-sensory impairment

Question 1
- **Issue:** Should qualifications for this role include a knowledge of inclusivity?
  Response – This is a matter for qualification providers.
- **Issue:** After supplying a winning quote, some suppliers are not able to provide staff with the right membership or qualifications and this is hampering take up.
  Response: We have recently issued guidance on this (SSIN 06/18) and would remind providers that they must ensure that they are able to provide support workers in the areas that they have identified. It is not acceptable for students to be without support whilst suitable employees or agency workers are engaged.

E. <u>Specialist one to one study skills support – Specific Learning Difficulties</u>

Question 1
- **Issue:** Dyslexia support should only be carried out by those with dyslexia qualifications e.g. PG Cert Teaching Adult Dyslexic Learners in HE.
  Response – We believe the current qualifications are appropriate.
- **Issue:** Having professional membership should mean that those with membership should not then have to be subjected to a DSA QAG audit.
  Response – We disagree. Professional membership is an ongoing requirement, not just at the time of registering as a supplier. There is no other way for providers to prove they still have membership.
- **Issue:** The professional bodies offer little in contributing to assuring quality.
  Response: The requirement for professional membership is about achieving a level of professional knowledge and practice, and keeping that professional knowledge up to date via CPD.
- **Issue:** There is a disparity with qualifications and experience from role to role within DSAs.
  Response: We agree, and are considering how to work towards parity across all roles
- **Issue:** There no longer seems to be recognition of Institutional Membership of professional organisations such as ADSHE for SpLD Tutors
- **Response**: ADSHE no longer appear to offer institutional membership.
- **Issue:** Do all of the 4 professional qualifications for this role all require a degree?
  Response: We have received assurance that all applicants are required to have a degree, a post graduate degree or Master of Arts in addition to a teaching qualification etc.

Question 2
- **Issue:** Qualified teacher status for specialist one-to-one study skills support and/or teaching qualification, e.g. PGCE should be accepted for this qualification.
  Response: We partially agree. This can be applicable if the provider can provide evidence that their training syllabus or qualification was in a relevant subject, for example in teaching dyslexic students, or hold a PG teaching qualification and hold a post graduate certificate in a relevant subject (for example in dyslexia). In both cases they will need to maintain a separate log of their CPD.

Question 3
- **Issue:** Is ADHD an SpLD?
  Response: Our advice is that ADD/ADHD is classified as an SpLD.
- **Issue:** Students with dyslexia have often missed key points during their education. Examples include sentence structure, higher levels of punctuation, academic wording, critical analysis, grammar, tenses, together with organisation of ideas.
  Response: This is a difficult issue. DSAs funded one-to-one support is to help students identify the issues that affect them, and identify strategies for

dealing with them. This role is not for providing proof reading and text checking. As with any other student it is an HEP's responsibility to ensure a student's learning skills are up to the required standard. Given that, the strategy identified by the support worker should include any support offered via the students' HEP.

- **Issue:** Would it be preferable to refer to study strategies as this is a more accurate reflection of the role.
  Response: We partially agree, and this role has been renamed "Specialist one to one study skills and strategy support".
- **Issue:** Specialist Study Skills Support should not be limited to those with either SpLD or Autism as this excludes students with Mental Health issues, long-term medical conditions such as M.E/Chronic Fatigue, brain injuries or other conditions.
  Response: This role needs to be seen in light of band 2 study assistant and this is a different role. However, if an assessor decides that a student needs this type of support, and this is supported by evidence, they will need to make the case in the student's Needs Assessment Support. We have changed DSAs guidance to reflect this issue.

F. Specialist mentor (mental health condition)

Question 1

- **Issue:** Using medical qualifications in the matrix reinforces the medical model of disability.
  Response: We agree that this is problematic, particularly as HE providers move towards the social model of disability. However, we believe it is important that those delivering this support have the knowledge to identify when a student's condition may be deteriorating or changing, and refer or signpost them to other help. Those with relevant medical qualifications possess this knowledge. Additionally, as HEP provision moves towards a social model and DSAs provision continues to provide help to students whose disabilities are in excess of the help provided, it is unavoidable that DSAs maintain a medical model approach in part.
- **Issue:** Why doesn't the DSA MHM consortium accept references from external NMH suppliers for route 1?
  Response – This is an issue both of supervision, and to ensure that those applying for routes 1 or 2 have the necessary experience of working within an HE setting, particularly of liaising with HE disability officers.
- **Issue:** There is a need to consider equivalent qualifications for this role.
  Response: Our advice is that the current qualifications and professional body membership matrix includes a range of different qualifications that meet our requirements.
- **Issue:** Is there a need for people in this role to have a teaching qualification?
  Response: No, but we agree that some people with a teaching qualification may have transferable skills.
- **Issue:** Could a better service be provided by having people with more than one skill set (i.e. by not having two support providers?)
  Response: This could be possible and we are considering this option.
- **Issue:** The University Mentoring Organisation (UMO) is involved in DSA MHM consortium and provides NMH support which is a conflict of interest.

Response: We disagree. The MHM consortium simply provides 2 routes for experience to be recognised.

- **Issue:** DSA MHM Consortium only accept references from HEPs for support workers applying for route 1 training, and this is unfair.
  Response: There is a need to ensure that applicants are used to working in HEPs and liaising with HEP disability officers.

Question 2
- **Issue:** Would it be beneficial for Mental Health support roles to include Mental Health First Aid (2 day) training?
  Response: This is an issue for employers and providers, but we do not think it could replace any areas of the current matrix
- **Issue:** A lack of in-depth knowledge about mental health conditions is not necessarily detrimental if the mentor has some awareness and a knowledge of referral points.
  Response: We do not agree. It is essential that those delivering mental health support have a knowledge of how mental health issues present, and are able to recognise when a student's mental health condition may be changing or deteriorating.
- **Issue:** Is it appropriate to include an 'other training…' category for this role?
  Response: No. As above, we believe it essential that those delivering mental health support have a knowledge of how mental health issues present, and are able to recognise when a student's mental health condition may be changing or deteriorating.
- **Issue:** The requirements for mentors in UMHAN is not compatible to other organisations.
  Response: This is an issue for UMHAN, not DfE.

Question 3
- **Issue:** The descriptor "Specialist Mentor" can be confusing and should be changed to Specialist Academic Mentor.
  Response: We do not agree.
- **Issue:** AD(H)D mentoring should be a separate role and not combined with other SpLDs
  Response: Our advice remains that AD(H)D is an SpLD.
- **Issue:** The role descriptor does not refer to the SSIN that allowed this support for ADD/ADHD
  Response: We agree, and the role descriptor in DSAs guidance has been altered to reflect the content of the SSIN.
- **Issue:** Specialist Mentor support is limited to students with Mental Health issues or AS and this excludes other students experiencing the same issues (e.g. dyslexia or dyspraxia) or long-term medical conditions.
  Response: Students with these conditions can receive support. If an assessor decides that a student needs this type of support, and this is supported by evidence, they will need to make the case in the student's Needs Assessment Report.

Question 4

- **Issue:** There needs to be further clarification of what "mentoring" is required as part of the Needs Assessment Report and DSA2 letter
  Response: We agree, and would remind assessors to be clear in what support is required.

G. <u>Specialist note taker for deaf/hard of hearing students, including electronic note taking and speech to text reporter</u>

Question 1
- **Issue:** There should be a distinction between Electronic Note Takers (ENT) and Speech to Text Reporters (STTR) as they have very different skill sets, therefore commanding different rates.
  Response: We agree and ENT and STTR are now separate roles
- **Issue:** Substitute "Other Completed accredited Specialist Notetaker training including at an HE institution delivered by an appropriately qualified trainer who can demonstrate a relevant qualification in Specialist Notetaking, and which leads to a successful final skills assessment. The training must be accredited by a recognised accreditation body" for current wording.
  Response: We partially agree, and the wording for 'other training…' across a number of roles has now been aligned.

Question 2
- **Issue:** The Specialist Band 3 note-taking training delivered as 'other training' can include a final assessment that is either handwritten and/or typed.
  Response: This is not an issue for us, but for training providers and awarding bodies

Question 3
- **Issue:** Students who use BSL are unlikely to require STTR or ENT in lectures, but will still require note takers trained to take notes for deaf students. These notes could be either handwritten or typed in situ by a specialist notetaker, but it might be easier/clearer to break the role into specialist notetaker (manual – handwritten or typed in situ) and ENT/speech to text.
  Response: We partially agree. We agree that BSL users may need note takers trained in working with deaf students, and have split the STTR and ENT roles. Assessors should be making the case for this in needs assessment reports for students requiring BSL interpretation.

Question 4
- **Issue:** Should on-line supply of either notetaking or STTR be available?
  Response: No. Although this might be possible, it would require provision of support via internet connections or phone lines. These can often be of poor quality, and can be particularly problematic when picking up distant voices (for example in a Q and A session).

Question 5
- **Issue:** The current rate does not take into account travel expenses and NMH does not allow for this to be invoiced separately.
  Response: This is not separate for other roles. It is a business expense so should be factored into the overall rate posted to the DSA QAG website.

H. Specialist note taker for VI students, including Braille

Question 1
- **Issue:** Delete '… producing notes in Braille' in descriptor as notes are likely to be printed out via a specialist printer and no additional skill is required.
  Response: We disagree. Braille text needs to be formatted correctly to be of use, and this is particularly important with tables or diagrams, as well as with technical information.
- **Issue:** Is there a need for specialist assessors for VI students?
  Response: We are considering this as a separate issue, along with specialist assessors for other high impact / low occurrence disabilities.

Question 2
- **Issue:** Can final assessment for training include a final assessment that is either handwritten and/or typed?
  Response: This is not a matter for this review: it is for organisations running these courses to decide this

I. Specialist Support Professional for students with sensory impairment – vision impairment

Question 1
- **Issue:** Qualifications for tutoring this role should evidence social inclusion to promote and encourage this.
  Response: We agree but this is not an issue for us.

Question 2
- **Issue:** An allocation system for support like that used by the Bar Association could achieve better value for money
  Response: An interesting idea which we will keep on file.

Question 3
- **Issue:** VIEW should be involved in developing this role.
  Response: VIEW is an organisation for children and young people with VI, not students specifically or adults. However, it may be appropriate to identify areas of shared interest or expertise, and we will be taking this forward.
- **Issue:** Producing notes by hand to be typed up later or using a laptop in situ should both be accepted as 'manual' specialist note-taking.
  Response: We do not agree. The guidance is clear: "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 note-taker may be either a manual notetaker (handwritten notes or handwritten notes that are later typed) or a trained electronic notetaker (ENT)." The preferences of the student are paramount and assessors should ensure that the Needs Assessment Report is clear which type of note taking is required by the student.

New or alternative qualifications suggested

Role	Qualification	Advice	DfE Decision	Comments
BSL interpreter, including interpreter for the deaf or deafblind people.	Council for the Advancement of Communication with Deaf People (CACDP) 'old' level 2 lip-speaking qualification	Lip-speaking is quite different from BSL. This level may not be high enough for the requirements of the lip speaking role in HE.	Not agreed.	This is not a high enough level of qualification as it appears to be the level required to become a trainee

NB: We have now separated out the lip speaking role from BSL interpreter. |
	Is the 'old' level 4 BSL qualification equivalent to the 'new' level 6?	Yes, but this must be the old level 4 qualification, not the new	Agreed	'Old' level 4 BSL is a legacy qualification and is broadly equivalent to 'new' level 6.
	Are there any other qualifications suitable for this role?	Suggest changing to RSLI or TSLI 'badge holder'	Agreed	Our view is that BSL interpreters should be registered with organisations such as the National Register of Communication Professionals working with Deaf and Deafblind People (NRCPD) or similar professional membership bodies.
Communication Support Worker	BTEC continuing education certificate for Communication Support Worker for Deaf People	This is an older qualification and is suitable for this work	Agreed	Legacy qualification
	Edexcel professional development award –	This is an older qualification and is suitable for this work	Agreed	Legacy qualification

	communication support worker for deaf people			
	Are there any other qualifications suitable for this role?	Not aware of any other suitable qualifications		
Mobility Trainer	Rehabilitation Workers Professional Network (RWPN)	Possibly, but need to provide evidence of relevant work undertaken.	Agreed, but see comments.	Needs to be full or associate membership, and proof of relevant work undertaken that is applicable to helping HE students.
	Habilitation VI UK	Possibly, but need to provide evidence of relevant work undertaken.	Agreed, but see comments	Need proof of relevant work undertaken that is applicable to helping HE students.
	National Occupational Standards (sensory standards) qualifications	Needs to be qualification relevant to this type of work	Agreed but must be relevant qualification	Qualification must be relevant to providing orienteering training to disabled students.
	Original Certificate in Rehabilitation Work	Older type of qualification	Agreed	Need proof of relevant work undertaken that is applicable to helping HE students.
	Combined Mobility Officer and Technical Officer Certificate	Older type of qualification	Agreed	Accepted as qualification for membership of RWPN.
	Are there any other qualifications suitable for this role?	Not aware of any other qualifications		
Sighted Guide	Rehabilitation Workers Professional Network (RWPN)	Possibly, but is this too high for this work?	Agreed	Not likely to see many within this role as would need to be full or associate membership, and proof of relevant work undertaken that is applicable to helping HE students.

	Occupational Standards based qualification	Possibly, but is this too high for this work?	Agreed	Not likely to see many within this role as would need to have have qualification relevant to providing orienteering training to disabled students.
	Sighted Guide Accredited Training	This may be the right level of qualification for this job	Agreed	Further investigation ongoing: could be one of a number of training courses provided by recognised organisations
	Are there any other qualifications suitable for this role?	Ditto		
Specialist one to one study skills support – Autistic Spectrum	Are non-UK qualifications acceptable?		Not agreed	We are unable to verify non-uk qualifications
	Coaching Psychology qualifications	No requirement for supervision or CPD	Not agreed	No requirement for supervision or CPD
	Positive Psychology qualification	No requirement for supervision or CPD	Not agreed	No requirement for supervision or CPD
	Are there any other qualifications suitable for this role?			
Specialist Support Professional for students with sensory impairment – multi-sensory impairment	Mandatory qualifications for teachers of learners with multi-sensory impairment - MQ (MSI) (See https://www.gov.uk/guidance/mandatory-qualifications-specialist-teachers)	People with this qualification are likely to have transferable skills.	Agreed, but see comments	Must be able to provide evidence of work applicable to role (e.g. of work undertaken with older children)

	Are there any other qualifications suitable for this role?			
Specialist one to one study skills support – Specific Learning Difficulties	Individual membership of the BDA	Should be no change to current requirements	Not agreed	As per advice
	Membership of ADSHE	Should be no change to current requirements	Not agreed	As per advice
	Membership of Dyslexia Scotland	There does not appear to be any educational or CPD requirements for membership	Not agreed	For DSAs purposes DfE require a minimum educational, experiential and CPD requirement for professional membership to be recognised
	Are there any other qualifications suitable for this role?	None known		
Specialist mentor (mental health condition)	Mandatory qualification for teachers of children with mental health conditions.	Unaware of any specialist qualification	Not agreed	Unsure that there is a qualification for this
	Mentoring/coaching qualifications	Mentoring and coaching qualifications are generally open to everyone and there is no qualification requirement	Not agreed	No qualification requirement
	Social Work UK qualifications	Must be HCPC registered and relevant (e.g. Mental	Already agreed, but see comments	Person must be HCPC registered

		Health Social Worker)		
	Membership of the Nursing and Midwifery Council as Registered Nurse Learning Disabilities	Learning difficulties are not the same as mental health conditions,	Not agreed	Learning disabilities are not mental health disabilities, but people with this qualification could have transferable skills
	Teaching qualifications with demonstrable experience of supporting adults with mental health difficulties		Not agreed	Supporting adults with mental health difficulties is not likely to include the type of support required (e.g. identifying issues and helping students identify barriers to overcome these)
	Primary Care Wellbeing Practitioner		Not agreed	Primary care practitioners are likely to be providing counselling or therapeutic support, neither of which is DSAs fundable
	Occupational Therapy qualification	Not without HCPC registration	Not agreed	Not without HCPC registration
	European Mentoring and Coaching Council membership	No requirement for clinical supervision	Not agreed	No requirement for clinical supervision
	Graduate membership of the British Psychological Society	This is a purely academic membership with no clinical experience requirement	Not agreed	No requirement for clinical supervision
	Coaching and Mentoring qualification with additional experience or training (e.g. Mental Health First Aid)	No clinical supervision requirement	Not agreed	No requirement for clinical supervision, and mental health first aid is not sufficiently high level training

	Registered Nurse Learning Disabilities	Learning disabilities are not the same as mental health conditions, but people with this qualification could have transferable skills	Agreed, but see comments	Must be able to provide evidence of work undertaken applicable to role
	WPF Diploma in Psychodynamic Counselling			We are undertaking further investigation of the postgraduate diploma from WPF
	Membership of the Scottish Social Services Council (SSSC)		Agreed	SSSC is the regulator for the social service workforce in Scotland, so is analogous to HCPC membership for social workers in England.
	Membership of the BPSC		Not agreed	Unable to identify what BPSC membership is
	Are there any other qualifications suitable for this role?			
Specialist note taker for deaf/hard of hearing students, including electronic note taking and speech to text reporter	LOCN Level 3 qualification		Not agreed	Unable to find LOCN qualification NB: We have separated ENT and STTR into two different roles.
	Are there any other qualifications suitable for this role?			

Specialist Support Professional for students with sensory impairment – vision impairment	Qualifications for working in schools	People with this qualification could have transferable skills	Agreed, but see comments	Must be able to provide evidence of work undertaken applicable to role
	Postgraduate teaching qualifications (now includes inclusive teaching and learning)		Not agreed	This is not specific enough to be applicable to students with VI.
	Mandatory Qualification for teachers of learners with vision impairment - MQ (VI)	People with this qualification could have transferable skills	Agreed, but see comments	Must be able to provide evidence of work undertaken applicable to role
	Are there any other qualifications suitable for this role?			
Specialist Support Professional for students with sensory impairment – deaf students	Teaching qualifications for schools and FE	People with this qualification could have transferable skills	Agreed, but see comments	Must be able to provide evidence of work undertaken applicable to role
	Are there any other qualifications suitable for this role?			