

New DfE qualification and professional body membership matrix - JULY 2023

Where qualification requirements have changed, these will only be required by those wishing to become a new DSAs-funded self-employed, employed, or agency support workers from **1 July 2023**. Those who currently meet the existing qualification or membership requirements of the previous matrix versions (2016 and 2019) will be able to continue providing support in that role to DSA-funded students for the foreseeable future. They will not be required to requalify unless they have a break in delivering their current NMH support role(s) of longer than 12 months.

The exceptions to this are for those sole traders and support workers with membership of the Scottish Social Services Council (SSSC). **Please see Specialist Mentor - Mental Health (SM-MH) – Important changes below.**

However, please note that existing support workers who meet the requirements of the previous versions of the matrix (2016 and 2019) and are not qualified to the revised July 2023 standard and who wish to change agency or employer in the future whilst undertaking their existing role, will need to ensure that they have sufficient proof of delivering support in their current role with their existing qualifications. This is to satisfy both their new self-employed, NMH provider agency or employer as well as any Department for Education audit requirements. This means they will need to ensure they have documentary proof of personally delivering DSA-funded support prior to the date of this SSIN, for example, a wage slip with details of the role or an outgoing workplace reference.

Undertaking a new/additional DSA funded support role

Existing support workers who wish to change or undertake a new additional role must meet the July 2023 qualification matrix requirement for their intended role. For example they may currently deliver Specialist Mentor - Autism support under the previous matrix requirements and want in future to deliver support for a different role. From the date of this SSIN they must meet the qualifications or membership requirements for their new role as defined in the new matrix (dated July 2023).

Note: If printing A3 paper is required.

<p>12. Original Certificate in Rehabilitation Work (Note: proof required of relevant work undertaken applicable to helping HE students.)</p>	
<p>Specialist Mentor – Mental Health (SM-MH)</p>	
<p>The purpose of the Specialist Mentor (SM:MH) role is to support students in accessing their higher education (HE) studies by:</p> <ul style="list-style-type: none"> • Supporting students in understanding what is required of them academically in higher education. • Identifying barriers to the student’s learning. • Helping students to develop effective organisation and time management skills and strategies to manage their workload and deadlines in the presence of their mental health condition. • Helping students with prioritisation and realistic goal setting, including producing plans of work and targets. • Developing a support programme to facilitate the growth of the student’s independence, reducing the need for support in the longer term. <p>The SM:MH must not offer any subject-specific support or tutoring, or any counselling or therapeutic support relating to the student’s mental health condition. These are outside the remit of the SM:MH role.</p> <p>It is expected that SM:MHs should have an understanding of different mental health conditions and the impact they may have on the student accessing their studies. This can include, for example, personality disorders, eating disorders, phobias, depression, anxiety, bi-polar disorder, psychosis (including schizophrenia), addiction, obsessive compulsive disorder, and identity issues. SM:MHs should also have an understanding and awareness of students with more complex presentations of multiple disabilities such as specific learning difficulties, long-term health conditions, or autism alongside a mental health condition.</p> <p>SM:MHs should be alert to and follow up on concerns relating to the students they support. For example:</p> <ul style="list-style-type: none"> • The student is showing signs of disengagement or growing vulnerability (e.g. lack of attendance, late submission or non-submission of work, disciplinary issues, etc.). • The student is showing warning signs such as: suicidal thoughts, actions, or plans; self-harm, including cutting; and threats of involvement in terrorism. <p>SM:MHs should be aware of the support offered by the HEP and by external organisations such as the NMH provider and make the appropriate onward referrals in a crisis.</p> <p>SM:MHs should be able to understand and manage professional boundaries, establishing and maintaining productive working relationships with students while understanding the importance of professional record-keeping and confidentiality.</p> <p>SM:MHs must work with students in a sensitive and empathetic manner and respond positively and calmly to students in distress. Professional listening, observation and communication skills are essential.</p>	
<p>Qualifications / Training Required Membership of a registered professional body is required for this role</p>	
<p>Professional Body membership must be at the levels listed below. Any membership level outside of this list such as student, individual, or affiliate does not confer a sufficient level to deliver this role. Membership should be kept up to date while delivering DSA funded roles. Membership cards should show a name and dates of validity and level of membership period or have evidence to support this.</p> <p>NOTE: At their request the Scottish Social Services Council (SSSC has been removed from the list of memberships:</p> <p>Please see Student Support Information Notice 04/23 – DSA NMH Qualification Policy - SFE, Practitioners (slc.co.uk)</p>	

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

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| <ul style="list-style-type: none"> • Addiction Professionals - Registration Body and Network - National Counsellor Accreditation Certificate (NCAC) • Association of Child Psychotherapists (ACP) - Full membership. • Association of Christians in Counselling and Linked Professions <ul style="list-style-type: none"> ○ Accredited Counsellor ○ Registered Counsellor • The British Association for Behavioural and Cognitive Psychotherapies (BABCP) - Full Accredited membership. • The British Association for Counselling and Psychotherapy (BACP) <ul style="list-style-type: none"> ○ Registered Member (MBACP) ○ Accredited Member (MBACP - Accred) <p>Individual and Student Membership of BACP does not confer eligibility to support students funded by Disabled Students' Allowance.</p> • British Psychoanalytic Council (BPC) - Registrant. <p>Practitioners become registrants through membership of one of BPCs member institutions.</p> • British Psychological Society (BPS) – <ul style="list-style-type: none"> ○ Registered with the BPS Wider Psychological Workforce Register in the following: <ol style="list-style-type: none"> a. Psychological Wellbeing Practitioners (PWP) b. Education Mental Health Practitioners (EMHP) c. Clinical Associates in Applied Psychology (CAAP) Scotland d. Clinical Associates in Psychology (CAP) ○ BPS Chartered Member (CPsychol); ○ BPS Graduate member (GMBPsS) ○ For BPS Chartered and Graduate members, the following is required, which will be checked at DfE audit: <ol style="list-style-type: none"> a. A postgraduate qualification in mental health (an undergraduate degree in mental health is not acceptable. The qualification must be a postgraduate degree in mental health); and b. 30 hours of mental health relevant continuous professional development (CPD) annually; and c. engagement in supervision. | <ul style="list-style-type: none"> • Counselling and Psychotherapy in Scotland (COSCA) <ul style="list-style-type: none"> ○ Accredited (Other UK Professional body) Counsellor/Psychotherapist Member of COSCA membership. <p>This category of membership requires current accreditation with another recognised UK professional body for counselling and psychotherapy.</p> • General Medical Council (GMC) - Psychiatry – Full Registration • Health and Care Professions Council (HCPC) <ul style="list-style-type: none"> ○ Arts Therapist ○ Occupational Therapist ○ Practitioner Psychologist • International Society of Psychotherapy and Counselling (ISPC) <ul style="list-style-type: none"> ○ Full Accredited ○ Fellow • Irish Association for Counselling and Psychotherapy (IACP) - Accredited membership • National Counselling and Psychotherapy Society (NCPS) <ul style="list-style-type: none"> ○ Accredited Registrant (MNCPS Acc). ○ Accredited Professional Registrant (PNCPS Prof Acc). ○ Senior Accredited Registrant status (SNCPS Snr Acc). • Nursing and Midwifery Council (NMC) <ul style="list-style-type: none"> ○ Mental Health Nurse ○ Community Mental Health Nurse ○ Psychiatric Nurse • Social Work England (SWE) - Social Worker • Social Care Wales (SCW) - Social Worker • Northern Ireland Social Care Council (NISCC) - Social Worker • UK Council for Psychotherapy (UKCP) - Full clinical membership • The University Mental Health Advisers Network (UMHAN) - Accredited Practitioner membership |
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Specialist Mentor – Autism Spectrum Conditions (SM-ASC)

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

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

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

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

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

Qualifications Checklist

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








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

This will be checked at audit. A CPD register is available to download at [Guidance for NMH Suppliers \(slc.co.uk\)](http://slc.co.uk)

Qualifications / Training Required

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

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

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<p>5. Holds a Master of Arts, Master of Education or Doctorate (MA /Med/PhD) in Education (Autism or Special Educational Needs and Disability or Critical Disability Studies focusing on autism)</p> <p>AND one from a or b or c or d Column C.</p> <p>(NOTE: There is no requirement to undertake a qualification from column B for 5. above)</p> <p style="text-align: center;">→</p>	<p>To column C</p> <p style="font-size: 2em;">→</p>	<p>Spectrum First may offer in-house training days and workshops for autism to ready-made groups.</p> <p>Note 3: For item d) please check that the course is accredited to at least CPD level before undertaking it. You should ensure you will receive a certificate of completion as this will be required for auditing by the department.</p>
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Support workers must also undertake 10 hours of Autism relevant CPD annually. CPD Requirements see Annex 1

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

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

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

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

Qualifications Checklist

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

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

This will be checked at audit. A CPD register is available to download at [Guidance for NMH Suppliers \(slc.co.uk\)](http://slc.co.uk)

Qualifications / Training Required

Option	A Mandatory Qualifications	B Teaching qualification		D. Additional training options
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↓	→	→	C. Comprehensive training in adult autism	a) b) c) or d)
1	Holds any undergraduate degree AND a teaching qualification (Column B) AND Comprehensive training in adult autism. (Item 1. from Column C) →	<ul style="list-style-type: none"> • Associate Fellowship of the Higher Education Academy (AFHEA) or higher. • Certificate in Education (Cert Ed) • Diploma in Teaching English to Speakers of Other Languages (DELTA) Level 7 • Diploma in teaching in the lifelong learning sector (DTTLS) 	1. Optimum Student Support training course: Autism and ADHD in Higher Education: Recognising and addressing the barriers through Non-Medical Helper (NMH) Mentoring and Study Skills Strategies OR 2. Six National Autistic Society (NAS) online training modules:	<p style="text-align: center;">Not required for option 1</p>
2	Holds any undergraduate degree AND a teaching qualification (Column B) AND Comprehensive training in adult autism. Item 2 from column C AND item a or b or c or d from Column D) →	<ul style="list-style-type: none"> • Diploma in Education & Training (DET) • Postgraduate Certificate in Education (PGCE/PgCert.ED) • Postgraduate Certificate in Education (PGCE) in Primary Education • Postgraduate Certificate in Education (PGCE) Post Primary Education • Postgraduate Certificate in Higher Education (PGCHE) • Postgraduate Certificate in Academic Practice (PGCAP) • Postgraduate Certificate in Teaching and Learning in Higher Education (PGCTLHE) • Qualified Teacher Status (QTS) • Qualified Teacher Learning & Skills (QTLS) • Specific Learning Difficulties (SpLD) <ul style="list-style-type: none"> a) Postgraduate certificate or b) Postgraduate diploma or c) Master's degree 	2. 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: Women and Girls Learners will receive a certificate of completion. AND item a) b) c) or d) from column D. (For item 2 only) → <p style="text-align: center;">Column D</p> ↑ <p style="text-align: center;">Column C</p>	One of the following are required in addition to Column A (2,3,4 or 5,6) and C 2. a) National Autistic Society (NAS) one-day face to face course in Autism and SPELL in Higher Education. This can be by individual attendance at an NAS organised course, or by attendance at an in-house course delivered by NAS tutors AND National Autistic Society (NAS) Women and girls online training module from column C OR b) Autism training provided by the National Association of Disability Practitioners (NADP) 'Working Effectively with Autistic University Students'. OR c) Optimum Student Support NON-MEDICAL HELPER (NMH) SKILLS TRAINING COURSE: Mentoring and Study Skills and Strategy Support for autistic and ADHD students in HE OR

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		<ul style="list-style-type: none"> • Post Graduate Diploma in post 14 Education (PGDE) • Postgraduate Certificate in Autism (NOTE this cannot be used for both column A and B) • Postgraduate Certificate in Asperger’s syndrome (NOTE this cannot be used for both column A and B) • Postgraduate Certificate (PGC) Critical Disability Studies focusing on autism (NOTE this cannot be used for both column A and B) <p style="text-align: center;">→</p> <p>Professional body membership accepted as a teaching qualification</p> <ul style="list-style-type: none"> • British Dyslexia Association (BDA) - Full professional membership <ul style="list-style-type: none"> a) AMBDA - Associate Membership of the British Dyslexia Association b) AMBDA FE/HE - Associate Membership of the British Dyslexia Association Further and Higher Education c) Professional Membership • The Association of Dyslexia Specialists in Higher Education (ADSHE) – Professional Quality Assured (QA) Tutor membership • The Dyslexia Guild (ADG) <ul style="list-style-type: none"> a) Associate of The Dyslexia Guild (ADG) b) Associate FE/HE of The Dyslexia Guild (ADG FE/HE) c) Member of The Dyslexia Guild (MDG) d) Fellow of The Dyslexia Guild (FDG) 	<p style="text-align: center;">↑ Column C</p> <p style="text-align: center;">→ Column D</p>	<p>d) In-house, or other accredited training, at an HE institution or elsewhere, and accredited to at least CPD level, which must include autism in HE as its lead subject. AND</p> <p>National Autistic Society (NAS) Women and girls online training module if not taken as part of 1 above</p> <p>Please check that your course is accredited to at least CPD level before undertaking it.</p> <p>NOTE: All training should be delivered by an appropriately qualified trainer (a qualified trainer from a recognised organisation/charity, or a trainer who can demonstrate a relevant qualification in autism) which results in a certificate of attendance</p> <p>The person delivering the course should have experience of delivering training for Autism. The minimum expectation is that the level of experience should be at the same level, or higher, as the training that is to be delivered. The trainer should also have a knowledge of autistic students undertaking a course in Higher Education.</p> <p>NOTE: Spectrum First may offer DfE approved in-house training days and workshops for autism to ready-made groups.</p>
<p style="text-align: center;">3</p>	<p>Holds a relevant undergraduate degree</p> <p>A relevant undergraduate degree must contain a substantial autism component. This will be checked at audit.</p> <p>For example: A relevant degree might be:</p> <ul style="list-style-type: none"> • Special Educational Needs - • Disabilities and Inclusion BA(Hons) - 			

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	<ul style="list-style-type: none"> Autism - Special Educational Needs and Disabilities BA (Hons) – <p>AND a teaching qualification (Column B).</p> <p>AND National Autistic Society (NAS) Autism and Girls online course (Column C)</p> <p>→</p>	<ul style="list-style-type: none"> The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS) <ul style="list-style-type: none"> a) Full membership - Specialist teacher/assessor qualified b) Associate membership - Specialist teacher qualified 		<p>Column D not required for Option 3</p>
<p>4</p>	<p>One of the following:</p> <p>Postgraduate Certificate (PGC) in Autism Postgraduate Certificate (PGC) Asperger's</p> <ul style="list-style-type: none"> Postgraduate Certificate (PGC) Critical Disability Studies focusing on autism <p>(NOTE the above cannot be used for both column A and B)</p> <p>AND a teaching qualification (Column B)</p> <p>AND National Autistic Society (NAS) Autism and Girls online course (Column C)</p> <p>→</p>	<p>↑</p> <p>Column B</p>	<p>↑</p> <p>Column C</p>	<p>Column D not required for Option 4</p>
<p>5</p>	<p>Holds a Master of Arts, Master of Education or Doctorate (MA /MEd/PhD) in Education in</p> <ul style="list-style-type: none"> Autism Special Educational Needs and Disability Critical Disability Studies focussing on autism <p>AND a teaching qualification (Column B)</p> <p>AND National Autistic Society (NAS) Autism and Girls online course (Column C)</p>			<p>Column D not required for Option 5</p>

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6	<p>Bachelor of Education (BEd.) with Qualified Teacher Status (QTS)</p> <p>AND Comprehensive training in adult autism. Item 1 column C OR item 2 Column C</p> <p>AND item a or b or c or d from Column D)</p> <p>(NOTE: Both the degree certificate and certificate conferring QTS MUST be held.</p> <p>A bachelor’s degree in education can include or not include QTS. The BEd. MUST confer QTS. If not, it is of insufficient level for 6.</p> <p style="text-align: center;">→</p>	<p>Column B not required for 6</p> <p style="font-size: 2em;">→</p>	<p style="font-size: 2em;">↑</p> <p>Column C</p> <p>Item 1 column C OR item 2 Column C</p> <p style="font-size: 2em;">→</p> <p>Column D</p>	<p style="font-size: 2em;">↑</p> <p>Item a, b, c, or d required from the list in column D above for Option 6.</p> <p style="font-size: 2em;">↑</p>

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

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

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

Qualifications / Training Required

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

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

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

British Dyslexia Association (BDA)

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

The Association of Dyslexia Specialists in Higher Education (ADSHE)

- Professional QA Tutor membership

NOTE: Affiliate Membership and Professional Assessor Membership of ADSHE does not confer eligibility to deliver this role.

Dyslexia Guild (DG)

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

NOTE: Affiliate and Affiliate Online membership of the Dyslexia Guild does not confer eligibility to deliver this role.