



Established in 2009, the DESF comprises representatives of ACSW, ASLI, BATOD, Mary Hare Training, NATED, Signature and others, meeting at regular times through the year for the sharing of information, the pooling of expertise and the discussion of issues related to the education of d/Deaf pupils and students of all ages.

# DESF Survey 2010



## DESF SURVEY 2010

As part of our consultation, the DESF conducted a survey of the roles and qualification levels of personnel working with d/Deaf pupils and students in education at all levels. We were interested in finding out about all staff and support workers not just those designated as Communication Support Workers (CSWs) or using BSL/SSE to support d/Deaf pupils and students. We wanted to include Notetakers, Teaching Assistants, Learning Support Assistants, Interpreters etc.

We understood that there may be CSWs in teams, but they have an alternative name, such as Learning Support Workers. For the purposes of this survey those staff were regarded as CSWs.

## PARTICIPANTS

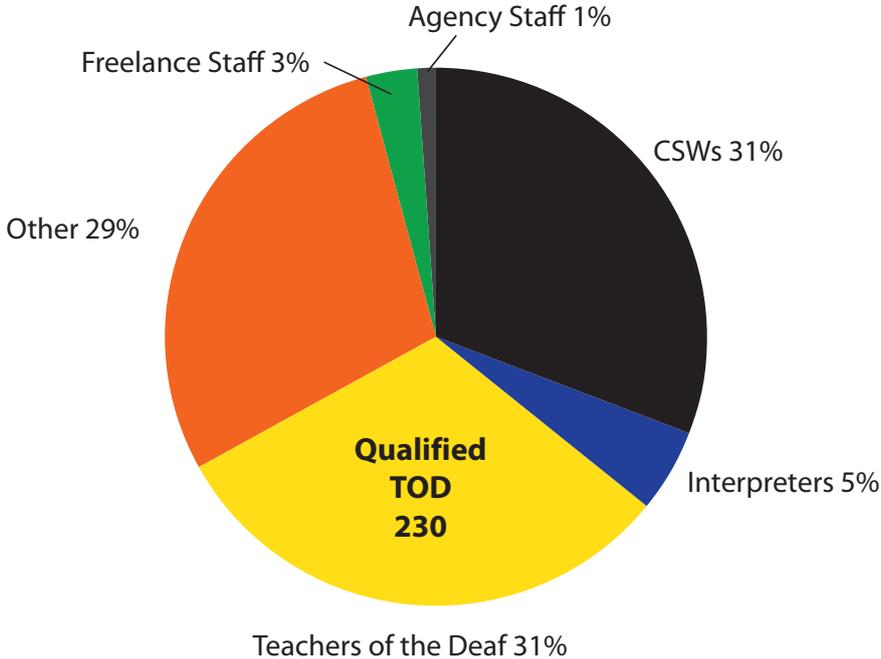
32 centres responded, over two stages through the year, responding through the different members of the forum. Names of centres were supplied but do not appear in these findings. However, the general location of centres is presented in the form of a map (next page). There was a total of 768 staff reported upon. Respondents ranged from individual educational establishments to Services supporting several educational establishments.

PROVISION					
0-19				Adult Learners	Skills For Life
0-4	4-11	11-16	post 16		
		X	X	X	X
X	X	X	X		
X	X	X	X		
X	X	X	X		
	X				
			X	X	
			X		
X	X	X	X		
	X				
	X	X			
X	X	X	X		
X	X	X	X		
X	X	X	X		
X	X	X	X		
		X			
X	X	X	X		
X	X	X	X		
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			X		
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X	X	X	X	X	
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		X			
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X	X	X	X		
X	X				
	X	X	X		
			X		



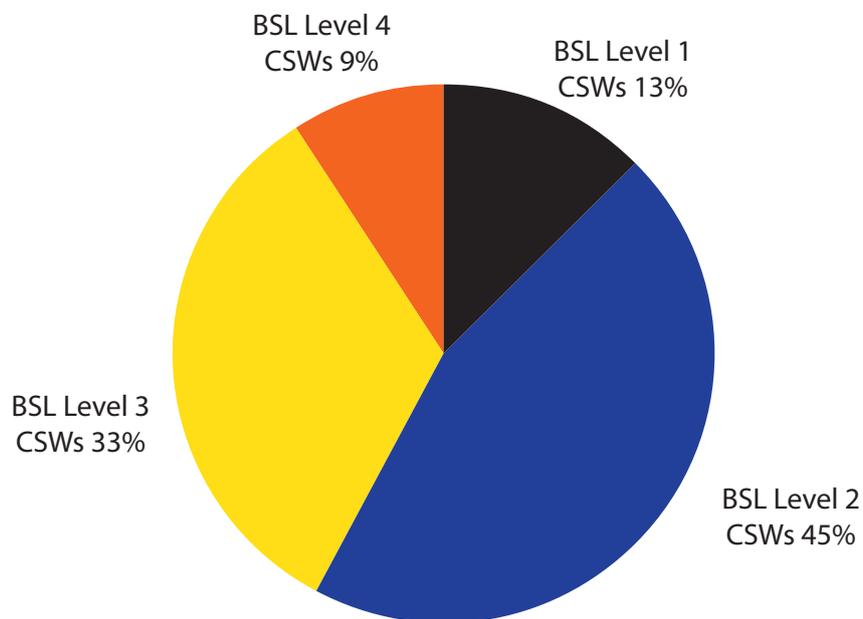
MAP INDICATING GENERAL LOCATION OF RESPONDENTS

## Personnel working with d/Deaf pupils/students



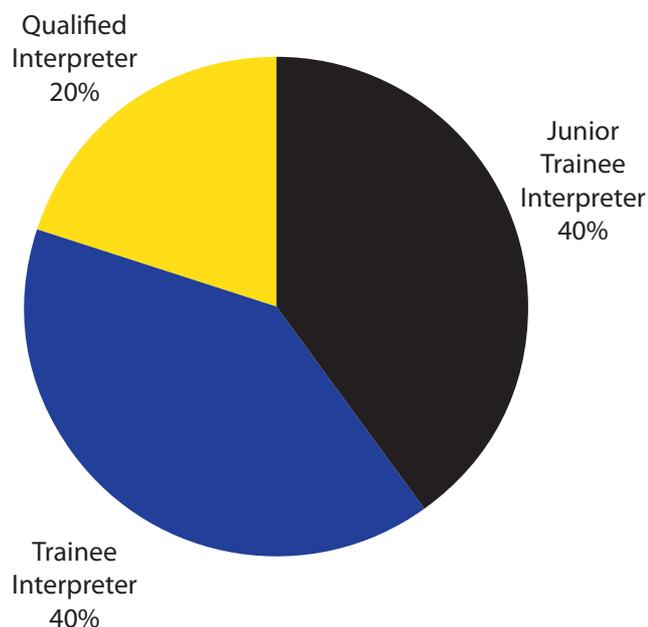
# Communication Support Workers

<b>CSW</b>	BSL L1	29
	BSL L2	104
	BSL L3	76
	BSL L4	21
	<b>BTEC CSW</b>	<b>25</b>
<b>TOTAL</b>		<b>230</b>



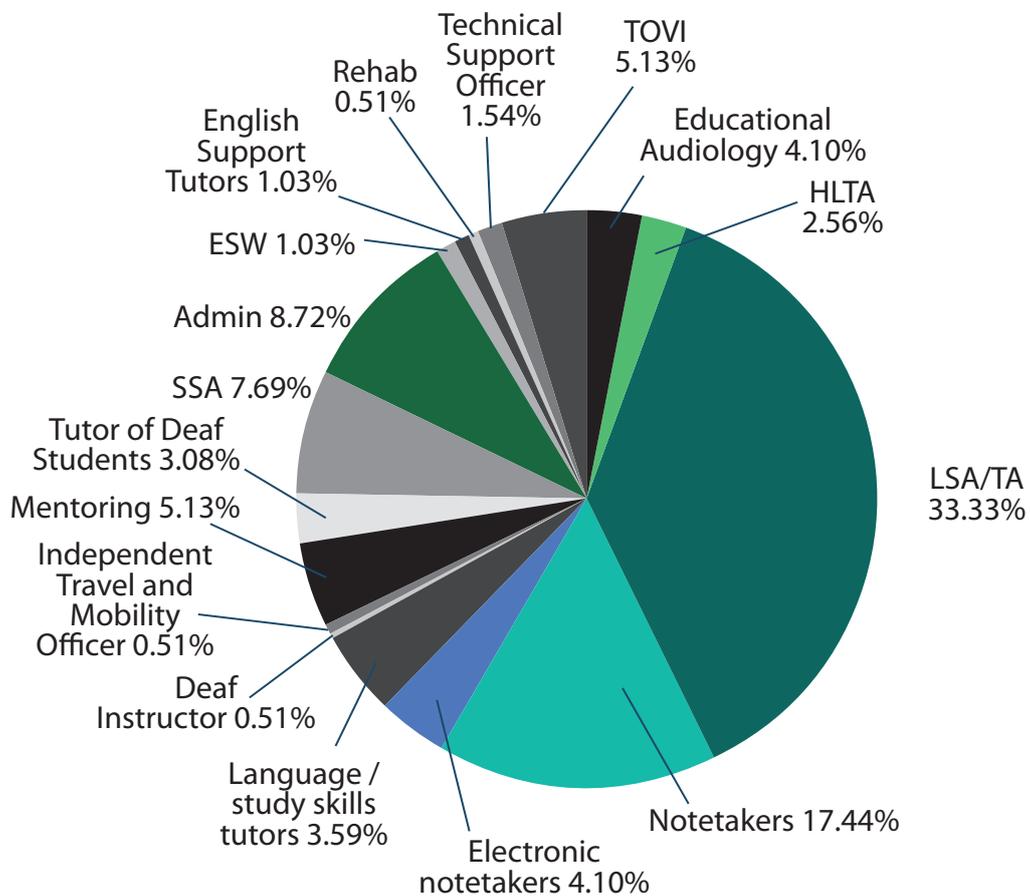
# Interpreters

<b>Interpreter</b>	Junior Trainee	14
	Trainee	14
	Qualified Interpreter	7
	<b>Masters degree in interpreting</b>	<b>1</b>
	<b>Notetaking Level 2</b>	<b>4</b>
<b>TOTAL</b>		<b>35</b>



## Other Staff

Other Staff	Educational Audiology	7
	HLTA	5
	LSA/ TA	80
	Notetakers	34
	Electronic notetakers	8
	Language / study skills tutors	10
	Deaf Instructor	1
	Independent Travel and Mobility Officer	1
	Mentoring	10
	Tutor of Deaf Students	6
	SSA	15
	Admin	20
	ESW	2
	English Support Tutors	2
	Rehab	1
	Technical Support Officer	3
TOVI	10	
<b>Total</b>		<b>215</b>



## OBSERVATIONS

If the findings of this survey are representative, very few Interpreters work in education: In this survey, 35 of the total staff (5%) are listed as interpreters. Of those, just 7 are fully qualified interpreters out of a total of 768 staff.

Data in the survey on the number of freelance interpreters was incomplete. However, a number of interpreters were listed as freelance, which means that the number of salaried interpreters (at every qualification level) able theoretically to provide a level of continuity is less than 35.

Of the 230 CSWs listed, 42% possess BSL Level 3 and above. Very few CSWs were listed as holding the BTEC CWS qualification (25).

Interestingly, TODs (230 staff) and CSWs (230 staff) have parity.

## NOTABLE COMMENTS BY RESPONDENTS

"Many staff develop skills through in-service training which are not easily measured by external qualifications. There is a skill in communicating with HI pupils, working in communication support, which is not the same as 'interpreting'. It needs to be matched to the pupils' needs and own communication levels."

"Pay generally is a contentious issue. Within the local government structures, promotion up the pay scale is linked to management of others, rather than skills or qualifications."

"Difficulty in recruiting sufficient note-takers with appropriate subject skills especially in science/engineering and some languages (eg Arabic, Japanese) at degree and postgrad levels."

"We have an increasing number of learners who need communication support but that do not sign as their preferred method of communication (of the 17 students that started this year 5 use no, or very limited, sign language)."

"We invest considerably in staff development as we don't find it easy to recruit to the service people with the necessary skills."

"Morale is poor and staff are beginning to look for alternatives." (A response to funding cuts).

"The biggest difficulty we face is finding suitably qualified signers of Level 3+ and then finding funding and affordable courses for staff wanting to progress to Level 4."

"If we have a need it is for good quality training in SSE (not BSL) along with a recognised qualification. This would need to be delivered by a recognised trainer, deaf or hearing, who has good literacy skills."

## NOTES

This survey has been devised, collated, analysed and formatted by colleagues working in a voluntary capacity. More in-depth analytical findings could potentially have been extracted and published with the benefit of more resources.

We are grateful for all the responses, and aim to repeat this Survey in the future to provide not just a snapshot but also an understanding of trends and developments.

Any enquiries about this survey should be directed through the DESF member organisations:

**[www.acsw.org.uk](http://www.acsw.org.uk)**

**[www.asli.org.uk](http://www.asli.org.uk)**

**[www.batod.org.uk](http://www.batod.org.uk)**

**[www.maryharetraining.org.uk](http://www.maryharetraining.org.uk)**

**[www.nated.org.uk](http://www.nated.org.uk)**

**[www.signature.org.uk](http://www.signature.org.uk)**

