A training pathway towards becoming a QToD

Many of tomorrow's leaders in deaf education are already working alongside us today

Many Qualified Teachers of Deaf Children and Young People (QToDs) first became interested in deaf education through working alongside a QToD when they were engaged as a parent, carer, family member, class teacher, Co-ordinator (SEN/ALN/ASN) or peer on a BSL course.

Some QToDs can trace their professional journey back to roles as teaching assistants, communication support workers (CSWs), specialist support staff, early years practitioners, or further education support workers. While the routes may differ, these experiences often provide a valuable foundation for understanding the diverse needs of deaf children and young people (CYP) and the importance of specialist support.

QToDs operate at the intersection of education, health, social care and family support. They work collaboratively with parents, educational setting staff, audiologists, speech and language therapists and wider agencies to improve outcomes for deaf CYP. The BATOD Articulating the specialism ‘The role of the QToD’ series describes a range of QToD profiles.

This article outlines the pathway from classroom assistant roles into the QToD profession. The move involves much more than gaining additional qualifications. It marks a shift into specialist professional practice, drawing on educational theory, research, audiology, language development and inclusive teaching. The text below summarises the experience that can prepare practitioners for specialist training, compares the responsibilities of classroom assistant roles, teachers and QToDs, and signposts accredited and non-accredited CPD and development routes.

The article is organised around three questions: how support roles can build towards specialist practice, how responsibilities differ across classroom support, teaching and QToD roles, and what qualifications or CPD may support progression in different UK nations. Readers should use the tables as a guide, then check current requirements with employers, awarding organisations and professional bodies.

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How support roles can build towards specialist practice

A QToD brings specialist knowledge of deaf education, communication and language, assistive technology, access to learning, social well-being and advocacy. They use frameworks such the BATOD/NDCS Specialist Deaf Curriculum Framework (SDCF) to support the learning beyond the national curriculum. They help settings understand how to scaffold learning, adapt teaching and optimise opportunities for deaf CYP. Class teachers hold responsibility for planning, teaching and assessing learning for a class or subject group, while CSWs and specialist classroom assistants provide access, reinforce learning and contribute observations that help teachers and QToDs adjust support.

The information outlines how responsibilities can build across support, teaching and specialist QToD roles. It is intended to help practitioners recognise existing strengths, identify possible next steps and understand where additional training or qualifications may be needed.

The support network around a deaf CYP usually includes the teacher/tutor, QToD, CSW, teaching assistant and wider school or multi-agency team. The class teacher leads curriculum planning and classroom progress, while the QToD provides specialist assessment and advice, the CSW supports communication access, and the TA contributes day-to-day learning support. These roles work best when information flows between them and adjustments are made in response to the pupil's access, progress and wellbeing.

The tables below set out examples of qualifications and CPD that may support progression. Requirements vary across providers and nations, so readers should always check current entry criteria with the awarding organisation, university or professional body.

How responsibilities differ across classroom support, teaching and QToD roles

Category	Classroom assistant/ teaching assistant	Communication Support Worker (CSW)	Class Teacher/tutor (note class teachers in specialist deaf schools usually hold the MQ QToD)	Qualified Teacher of Deaf Children & Young People (QToD)
Salary range	National Joint Council (NJC) local government pay grade 1-2	National Joint Council (NJC) local government pay grade 3-5	MPS/UPS	MPS/UPS + SEN points In Scotland currently no additional allowance
Employer	Local Authority Sensory Support Service/Deaf Specialist School, Deaf Resource Provision	Local Authority Sensory Support Service/Deaf Specialist School, Deaf Resource Provision	Setting / Local Authority	Local Authority Sensory Support Service/Deaf Specialist School, Deaf Resource Provision
Primary purpose	Provide general learning, wellbeing, and classroom support	Provide communication access for deaf learners through sign to English/English to sign interpretation at the CYP's linguistic ability, notetaking,	Lead teaching, learning, assessment, and safeguarding	Provide specialist deaf education support across schools and early years - provides assessment, advice, family support, staff training, technology guidance and specialist teaching
Legal framework	ASL Act (2004), GIRFEC, Additional Learning Needs and Education Tribunal (Wales) Act 2018, ALN	ASL Act (2004), GIRFEC, Additional Learning Needs and Education Tribunal (Wales) Act 2018, ALN	ASL Act (2004), GIRFEC, Additional Learning Needs and Education Tribunal (Wales) Act 2018, ALN	ASL Act (2004), GIRFEC, Additional Learning Needs and Education Tribunal (Wales) Act 2018, ALN

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Category	Classroom assistant/ teaching assistant	Communication Support Worker (CSW)	Class Teacher/tutor (note class teachers in specialist deaf schools usually hold the MQ QToD)	Qualified Teacher of Deaf Children & Young People (QToD)
	Code for Wales 2021, and Curriculum for Wales, Special Educational Needs and Disability Act (NI 2016, current SEN Code of Practice, and developing new SEN Framework NI, Children and Families Act 2014, SEND Code of Practice 0–25, Equality Act duties.	Code for Wales 2021, and Curriculum for Wales, Special Educational Needs and Disability Act (NI 2016, current SEN Code of Practice, and developing new SEN Framework NI, Children and Families Act 2014, SEND Code of Practice 0–25, Equality Act duties,	Code for Wales 2021, and Curriculum for Wales, Special Educational Needs and Disability Act (NI 2016, current SEN Code of Practice, and developing new SEN Framework NI, Children and Families Act 2014, SEND Code of Practice 0–25, Equality Act duties	Code for Wales 2021, and Curriculum for Wales, Special Educational Needs and Disability Act (NI 2016, current SEN Code of Practice, and developing new SEN Framework NI and mandatory ToD qualification, Children and Families Act 2014, SEND Code of Practice 0–25, Equality Act duties
Required qualifications	Qualification (varies by authority)	CSW qualification and BSL Level 3–6*Scotland SCQF Level 6-10	GTCS-registered teacher	GTCS-registered and Mandatory Qualification for ToDS
Role in ASL/ALN/SEN system	Supports ASL/ALN/SEN provision within class	Provides communication access for deaf learners	Responsible for universal provision and targeted support	Provides specialist assessments and advice for statutory plans and multi-agency planning

Category	Classroom assistant/ teaching assistant	Communication Support Worker (CSW)	Class Teacher/tutor (note class teachers in specialist deaf schools usually hold the MQ QToD)	Qualified Teacher of Deaf Children & Young People (QToD)
Involvement in statutory plans	Supports strategies written into statutory plans – EHCPs/IDPs/PLP/CSPs	Provides access arrangements noted in EHCPs/IDPs/PLP/CSPs	Contributes to EHCPs/IDPs/PLP/CSPs development and implementation	Provides specialist reports and recommendations for statutory plans - EHCPs/IDPs/PLP/CSPs
Specialist skills	General support, wellbeing, small-group work	BSL/SSE interpreting, note-taking, communication access	Curriculum planning, assessment, adaptive teaching/differentiation	Language and communication development, audiology, acoustics
Communication expertise	May use basic signs if trained	Advanced BSL/SSE; modifies spoken language	Expected to differentiate communication for deaf learners	Advocate for informed decision making by CYP/families, expert in spoken language development, signed communication, auditory training
Responsibility for planning	Follows teacher plans	Does not plan curriculum	Full responsibility for planning and sequencing learning	Plans specialist interventions; advises on classroom planning

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Category	Classroom assistant/ teaching assistant	Communication Support Worker (CSW)	Class Teacher/tutor (note class teachers in specialist deaf schools usually hold the MQ QToD)	Qualified Teacher of Deaf Children & Young People (QToD)
Responsibility for teaching	Small groups/1:1 under teacher direction	Does not teach curriculum content	Teaches whole class and groups	Teaches deaf pupils directly (1:1, small groups, or whole class)
Assessment duties	Observations; informal feedback	Observations; informal feedback	Full responsibility for pupil assessment	Specialist assessments (language, signed communication, listening, functional hearing) feeding into SEN/CSP/ASL planning
Technology expertise	Basic support with devices	Supports use of assistive listening technology	Ensures hearing and assistive listening technology is used appropriately, enabling connectivity to other technology as required	Expert in hearing aids, cochlear implants, assistive listening technology, soundfield systems; trains staff, encourage and monitors CYP independence
Work with families	In accordance with setting remit	In accordance with setting remit	Communicates progress and concerns	Provides specialist guidance, early intervention, home visits (early years)

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Work With Local Authority services	May assist ASL/ALN/SEN lead	Works with class teacher and QToDs	Works with ASL/ALN/SEN lead, QToDs, EPs, SALT	Leads multi-agency work for deaf pupils; liaises with audiology, SALT, social work Resource provision based QToDs often are the link between the LA and the school (see Publication list NDCS Service Level Agreement)
Safeguarding role	Follows setting policies	Follows setting policies	Primary safeguarding responsibility for class	Specialist safeguarding knowledge for deaf pupils; advises setting
Independence level	Works under teacher direction	Works under teacher and QToD guidance	Independent professional	Independent specialist; peripatetic across schools
Focus of work	General learning and wellbeing support	Communication access	Curriculum delivery and pupil progress	Language development, communication, hearing access, specialist teaching mapped against competencies and, intervention delivery

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Category	Classroom assistant/ teaching assistant	Communication Support Worker (CSW)	Class Teacher/tutor (note class teachers in specialist deaf schools usually hold the MQ QToD)	Qualified Teacher of Deaf Children & Young People (QToD)
				related to the BATOD/NDCS Specialist Deaf Curriculum Framework
Who they support	Whole class or targeted pupils	Deaf pupils in schools, FE, HE	Whole class	Deaf children from early years to 25, (upper age is subject to nation specific context)
Typical settings	Primary, secondary, ASN/ALN/SEN schools, early year and post 16 settings	Schools, colleges, universities	All school types	Schools, early years centres, homes, local authority sensory service
Accountability	To class teacher/ASL/ALN/SEN lead	To class teacher/QToD	To headteacher and GTCS standards	To local authority sensory service manager and national QToD standards Deaf resource provisions often complete the BATOD/NDCS Resource provision quality standards

Category	Classroom assistant/ teaching assistant	Communication Support Worker (CSW)	Class Teacher/tutor (note class teachers in specialist deaf schools usually hold the MQ QToD)	Qualified Teacher of Deaf Children & Young People (QToD)
Impact on deaf learners/Deaf learners with co-occurring needs	Provides general support but not specialist input	Ensures communication access but does not teach	Responsible for progress but may lack specialist deaf education knowledge	Provides specialist teaching, ensures access, trains staff, shapes whole-school practice* In deaf resource provisions – recommended ratio of QToDs to pupils is 1:6
Examination access	Support normal/usual way of working as a scribe, reader, language modifier, lipspeaker – in line with YP's access arrangements	Support normal/usual way of working as a sign language professional, possibly as language modifier, scribe, reader lipspeaker – in line with YP's access arrangements	Implement normal/usual way of working as per needs under JCQ/Qualification Scotland	Recommend normal/usual way of working, support training of access arrangement
Role model	Support access to materials with deaf role models – some assistants may be deaf	Support access to materials with deaf role models – some assistants may be deaf	Implement 'see me be me' material into curriculum – some teachers may be deaf	Recommend materials - some QToDs may be deaf

Qualifications or CPD in different UK nations

The tables below set out examples of qualifications and CPD that may support progression. Requirements vary across providers and nations, so readers should always check current entry criteria with the awarding organisation, university or professional body.

Accredited training/CPD course

	Classroom assistant/ teaching assistant	Specialist classroom assistant	CSW	Teacher/ tutor	QToD	SSPs**
BTEC Level 3 Award for TA working with deaf CYP	Y	Y				
Signature CSW			Y			Y
Signature Level 3/Qualification Scotland SCQF 6 BSL*			Y		Desirable	Y
Signature Level 6/ Qualification Scotland SCQF 10 BSL			Desirable		Desirable	Desirable
QTS or QTLS				Y	Y	Desirable
A' levels/Higher						
GCSE/Nationals						
CIEA language modification					See note^	Desirable

*Level 3 BSL equates to 16 UCAS points

**The specialist support professional (SSP) role is unique to higher education and can be held by a different professional profiles including a QToD and a qualified CSW with deaf-related or any other postgraduate qualification plus a deaf related specialist qualification such as a Deaf Studies degree, QCSW qualification, BSL Level 4 or above, or a Bachelor of Arts (BA) (Hons) in Interpreting (BSL/English).

^ The QToD qualification provides the level of language modification understanding and does not require the QToDs to also complete the CIEA language modification

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Qualification/CPD/regulations

Role	Minimum qualification	Other specialist qualification/CPD training need	Registration / regulation
Classroom/ Teaching Assistant	TA Level 2–3 (varies by nation/authority) Level 2 or Level 3 Teaching Assistant qualification (England/Wales)	Deaf awareness training, Assistive technology basics, SEND/ALN/ASL modules Optional: BSL Level 1 / 2, Language modifier (JCQ access arrangement)*	No national registration body Standards set by school or local authority
Communication Support Worker (CSW)	CSW qualification + BSL Level 3 Maths and English at GCSE Grade 4 / C (or equivalent)	BSL Level 6 (highly desirable) Note-taking qualifications High-level receptive and productive BSL Ability to modify spoken language to the linguistic levels of the CYP CSW qualification eg Signature Language modifier (JCQ access arrangement)*	No national registration body Quality monitored by school/LA
Class Teacher	QTS (England/Wales), GTCS registration (Scotland), GTCNI (NI)	Deaf awareness SEN/ALN/ASL modules Assistive technology training	Mandatory teacher registration (Scotland and NI) National teaching standards England Early Career teacher (England)
Qualified Teacher of Deaf Children & Young People (QToD)	Full Registration (GTCS) QTS (GTCNI) QTS/ England only QTLS NI – 3 years prior teaching experience is mandatory	Mandatory Qualification for Teachers of Deaf Children and Young People (MQToD)	Mandatory teacher registration in Scotland and NI Employment regulation 2003 (England)** Northern Ireland DE Circular 2007/22

*Language Modifier must have **successfully completed the accredited training recognised by JCQ**

The JCQ regulations state: *"The centre **must** remember that acting as a Language Modifier requires significantly more skills than most other arrangements.*

It is therefore important that after accreditation, Language Modifiers have plenty of opportunity to practise modification before an examination."

** The latest regulations (England) were revised in 2003 and are still fully operative.

> Statutory instrument 2003 No.1662. The Education (School Teachers' Qualifications) (England) Regulations 2003: "A qualified teacher may be employed to teach a class of pupils who are hearing impaired, visually impaired, or both hearing and visually impaired if the head teacher is satisfied that the person in question is in the process of obtaining the relevant MQ and provided that the aggregate period for which the teacher teaches a class of pupils does not exceed three years." (Section 6)

QTLS

Experienced post-14 teacher with QTLS status and membership of the Society for Education and Training, may be eligible to work as a qualified teacher in schools in England only. It has legal parity to QTS. The Education Training Foundation (ETF) outlines the set of professional requirements (figure 1) to be met when applying for QTLS. A degree may be required for secondary teaching, while further education routes may require a subject qualification at least one level above the course being taught. Primary routes may require a degree in education or another approved route into QTS. Appendix 1 gives examples of teaching and training qualifications at different levels.

Grow-your-own pathway

Some local authorities support a grow-your-own pathway from teaching assistant to teacher.

Part-time initial teacher education courses or routes

In England and Scotland, some individuals with family commitments or part-time jobs may be able to access School Centred Initial Teacher Training (SCITT) curriculum as an option to complete their training to meet teacher standards and gain Qualified Teacher Status (QTS) across two academic years. It involves a combination of centre-based and school-based training. As well as QTS, some trainees may opt for Distance learning PGCE/PDGE options during their training years.

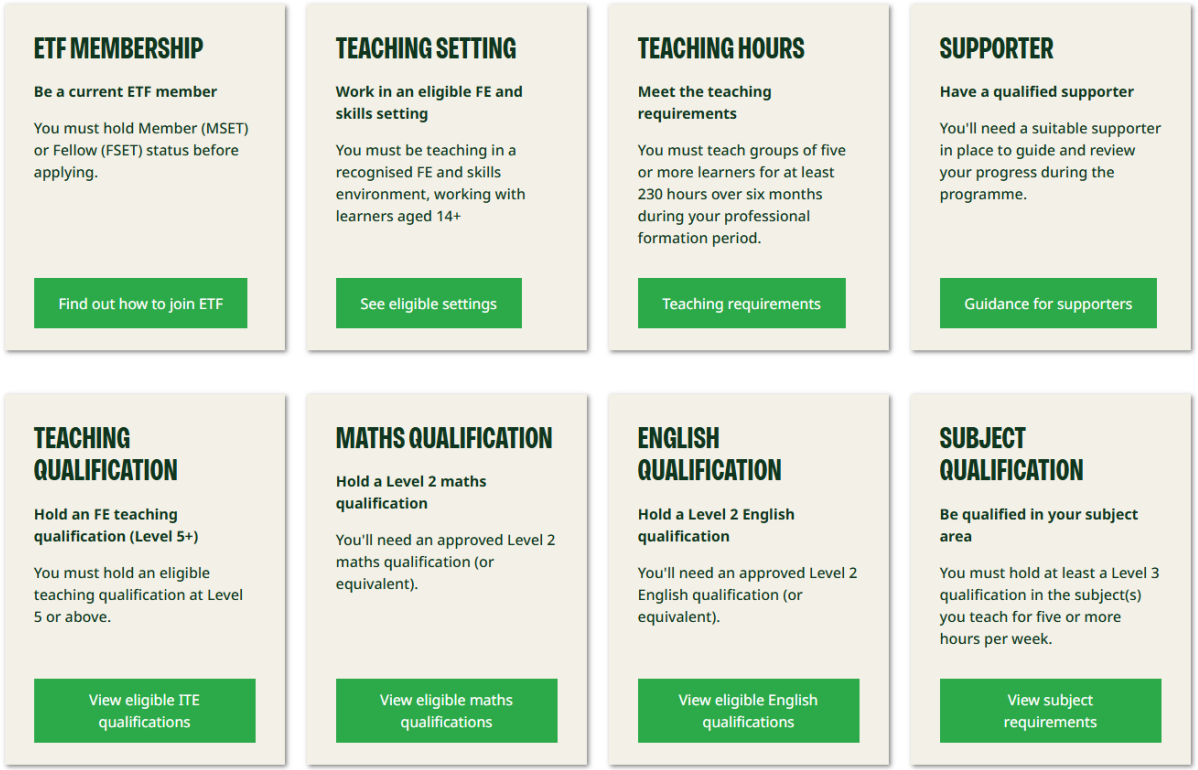


Figure 1 Education Training Foundation (ETF) outlines the set of professional requirements

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Transition to QToD role

Initial teacher education provides the pedagogical understanding and knowledge required for delivering evidence-based informed inclusive learning. In Scotland full recognition means a teacher in Scotland who has completed the one-year compulsory induction scheme.

In NI, Induction and Early Professional Development (EPD) covers the first year of induction and up to two-year EPD that is completed after a successful induction. QToDs in Northern Ireland must have three years prior teaching experience to be shortlisted for QToD interviews.

England replaced the one-year newly qualified teacher induction with the Early Careers teaching status two-year mandatory induction period. It must be completed within a school setting and provides the knowledge and confidence for leading the teaching and learning space, with opportunities to embed the theory to practice required for successful learning progress. For some students aspiring to be QToDs, a deaf special school or deaf resource provision may enable teachers to secure their mandatory induction training with the understanding of teaching deaf CYP required for transition on to the post graduate Masters level QToD mandatory qualification. However, discussions with the employer, Early Career teacher mentor and MQ course provider contact about the manageability of the workload of the teaching, Early Career teacher requirements and the level 7 post graduate mandatory qualification.

Individuals who start their careers bring a strong knowledge of classroom environments, however, knowledge of language, knowledge of language, early literacy and numeracy is needed. For non-teachers with classroom assistant experience building their qualification towards a QToD, may find A levels/vocational equivalents in English Language a good basis for understanding the language (see the AQA syllabus for example) whilst the teaching experience is essential to provides the knowledge of subject curriculum.

For individuals with QTS degrees that do not cover such components, Open University courses be a potential CPD option. Many OU taster courses are free.

Teachers on the classroom assistant journey need practical experience working alongside a QToD to develop pre-course skills ahead on commencing the MQ.

Specialist non-accredited CPD

In addition to in-house training offered by the LA service team/school setting, specialist non-accredited CPD for supporting deaf CYP who often have co-occurring needs could include

- BATOD Tier 1 Language modification
- nasen whole school SEND CPD
- Scottish Sensory Centre (SSC) Professional learning events
- SignHealth Healthy Minds training
- RNIB/VIEW Partners in Learning and other professional development training
- Language modification in examinations – Communicate-ed and Chartered Institute of Educational Assessors (CIEA)
- Professional Association of Teachers of Students with Specific Learning Difficulties (Patoss) CPD

The Events page on the BATOD website often lists a range of training offered by the wider deaf education community.

The journey from teaching/classroom staff to QToD is not always straightforward, but it can offer significant professional and personal rewards. By building on practical experience, seeking guidance from colleagues and engaging with organisations such as BATOD, practitioners can develop the specialist expertise needed to make a lasting difference for deaf children and young people.

For discussions with members with the experience of this route into the QToD profession, contact BATOD via exec@batod.org.uk

Publications

England
The Education (School Teachers' Qualifications) (England) Regulations 2003

Scotland
The Code of Practice about Additional Support is the key document which schools use (particularly headteachers and councils)
Enquire website Enquire - The Scottish advice service for additional support for learning

Scottish government revised CoP statutory guidance on Supporting Children's Learning pending publication
Supporting documents - Supporting Children's Learning - Code of Practice: statutory guidance - fourth edition - gov.scot

UK
Adept/BATOD CSW Code of practice
BATOD – Training as a QToD
BATOD – Deaf teachers training as QToDs
List of MQ Deaf education Course providers

BATOD policies and statements
· BATOD **Guidance on pay allowances for QToD**
· BATOD **Policy note – QToD staffing ratios in resource provisions**
· BATOD **Statement on inclusion**
· BATOD **Acoustics position statement 2026** – with accompanying app created by **Here2Learn**
· BATOD **Position statement on study leave for employees completing the mandatory qualification to become a QToD**
· **BATOD 52 week cover guidance for QToDs**
· BATOD **Position statement – QToDs and levels of sign qualifications**

BATOD **Articulating the specialism series -the role of the QToD**:

- **Articulating the specialism – the role of QToD in mainstream settings**
- **Articulating the specialism – the role of the QToD in early years**

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- **Articulating the specialism – the role of the QToD in FE**
- **Articulating the specialism – the role of the QToD in HE**
- **The role of the Qualified Teacher for Deaf Children and Young People working in an auditory implant centre (ICQTOD)**
- Articulating the specialism – the role of the QToD in deaf resource provisions (pending publication in December 2026)
- Articulating the specialism – the role of the QToD in deaf specialist schools (pending publication in December 2026)
- Articulating the specialism – the role of the QToD as a HoSS (pending publication in December 2026)
- Articulating the specialism – the role of Deaf QToDs as QToDs (pending publication in December 2026)

- BATOD/NDCS **Specialist Deaf Curriculum Framework**
- Language of examinations 4th edition

- NDCS Service level agreements and specifications (England)
- NDCS Education and learning – nation specific
- NatSIP Framework for the allocation of communication support workers (2018)
- NatSIP – Job description examples 'Communication support for d/Deaf learners'
- University of Edinburgh (2026) 'Deaf Teachers experiences in Scotland'

Appendix 1

The following tables give examples of teaching and training qualifications at different levels. It should be read as a guide rather than a definitive list, as qualification titles, equivalencies and entry requirements can change over time.

Level 3 (England, NI, Wales) SCQF 6 (Scotland)	Level 4 (England, NI, Wales) SCQF 7 (Scotland)	Level 5 (England, NI, Wales) SCQF 8 (Scotland)	Level 6 (England, NI, Wales) SCQF 9/10 (Scotland)	Level 7 (England, NI, Wales) SCQF 9/10 (Scotland)
Award in Education & Training (AET) Preparing for Teaching in Lifelong Learning Sector (PTLLS) 7302 Level 3 City & Guilds Certificate/Diploma in Delivering Learning 7307 Level 3 City & Guilds Certificate in Teaching Adult Learners	Certificate in Education & Training (CET) Certificate in Teaching in Lifelong Learning Sector (CTLLS) 7407 Level 4 City & Guilds (C&G) Certificates in FE Teaching 9485 Level 4 City & Guilds Certificate in Adult Literacy Subject Support 9486 Level 4 City & Guilds Certificate in Adult Numeracy Subject Support Specialists 9488 Level 4 City & Guilds Certificate in ESOL Subject Support Specialists (with detailed focus on how English works)	Diploma in Education & training (DET) DET with specialist pathway: literacy, numeracy, ESOL or disabilities Learning & Skills Teacher Apprenticeship Award (2022) Diploma in Teaching in Lifelong Learning Sector (DTLLS)	Degree in subject Normal university entry requirements. Early Years Teaching Status is not QTS. Certificate in Education Postgraduate Diploma in Post Compulsory Education & Training Postgraduate Certificate in Lifelong Learning Postgraduate Certificate in FE & Training	QToDs MQ England/MQ Scotland PGCE (England, NI, Wales) PGDE (Scotland) – level may vary across universities Degree Note- BATOD **Position statement – QToDs and levels of sign qualifications**

	FE Teacher Qualifications			Qualified CSW		QToD: MA/ MSc or PGDip	
Level	Currently	Previously	Notes	Currently	Notes	Currently	Notes
7						Degree QTS or QTLS BSL 1 1 or 2 year's teaching experience in deaf school DBS/Access NI	University or apprenticeship route BSL 3 plus is often a desired level in a signing school for the deaf Early Years Teaching Status is not QTS Required for overseas students: IELTS 6.5 or 7 overall
6	Certificate in Education Postgraduate Diploma in Post Compulsory Education & Training Postgraduate Certificate in		Degree in subject Normal university entry requirements.	BSL 6	Interpreting L6 to register with NRCPD. A CSW can work, as a CSW with BSL 6 with Signature CSW qualification	Degree in subject or primary ed Qualification in Education for QTS or QTLS GCSEs C/4 in Maths and English	

	Lifelong Learning Postgraduate Certificate in FE & Training					(and Science for primary)	
5	Diploma in Education & training (DET) Diploma in Education & training with specialist pathway: literacy, numeracy, ESOL or disabilities Learning & Skills Teacher Apprenticeship Award (2022)	Diploma in Teaching in Lifelong Learning Sector (DTLLS)	Allows application to get QTLS. Level 2 numeracy and literacy (not Adult Literacy & Numeracy) or GCSEs, Level 3 if teaching discrete maths or English Subject qualifications at Level 3 or relevant experience for Level 4/5 course Hold SEND Level 3 qualification if working in SEND setting eg				

			Gateway Level 4 Cert or NCFE Cache L3 in Support Individuals with Learning Difficulties LSA or HTLA is only acceptable if responsible for a full group, not one-to-one work. QTLS is not based in one specialism but a wide range. Regularly teaching a group of 5 plus = 100 hours teaching (minimum 4 hours per week).				

4	Certificate in Education & Training (CET)	Certificate in Teaching in Lifelong Learning Sector (CTLLS) 7407 Level 4 City & Guilds Certificates in Further Education Teaching 9485 Level 4 City & Guilds Certificate in Adult Literacy Subject Support 9486 Level 4 City & Guilds Certificate in Adult Numeracy Subject Support Specialists 9488 Level 4 City & Guilds Certificate in ESOL Subject Support Specialists		BSL 4	A CSW can work as a CSW with BSL 4		

3	Award in Education & Training (AET)	Preparing for Teaching in Lifelong Learning Sector (PTLLS) 7302 Level 3 City & Guilds Certificate/Diploma in Delivering Learning 7307 Level 3 City & Guilds Certificate in Teaching Adult Learners		Q CSW	Entry requirements: Level 3 CSW course) BSL 2 Level 2 or GCSEs C/4 in Maths & English BSL 3 expected to be completed at the earliest stage but not mandatory Working at FE/ HE a degree is desirable for academic skills	A' levels or equivalent for university /training entrance	