



# **The Qualification of Teachers of pupils with visual impairment, or pupils with hearing impairment or pupils with multi-sensory impairment (vision and hearing impairment)**

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On behalf the Short Life Working Group  
“Qualification of Teachers of Pupils with Sensory Impairment”

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**SSC**  
scottish sensory centre

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- Dominic Everett, formerly RNIB Scotland, Royal Blind.
- Fiona Gillespie, Perth and Kinross Local Authority.
- Heather Gray, formerly National Deaf Children's Society.
- Laura Meikle, Scottish Government.
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## Introduction

- The purpose of this report is to establish a picture of the number and type of qualifications of those teachers working with children and young people affected by sensory impairment in Scotland. Dr. Allan, the then Minister for Learning, Science and Scotland's languages committed to establishing a picture of this information in his evidence session as part of the Education and Culture Committee inquiry into the attainment of pupils with sensory impairment.
- The Scottish Government has commissioned the Scottish Sensory Centre to carry out this survey on their behalf, and in partnership with the Short Life Working Group.
- This survey reports the responses from 32 authorities in Scotland which the authors have summarised to create a national picture.
- This report does not include data from Grant Aided and Independent Schools that employ teachers who work with pupils with a sensory impairment. Nor does it include data regarding support staff, class room assistants or any other person that is not classified as a Teacher of pupils with sensory impairment.
- Some of the respondents were responsible solely for supporting children with a visual, hearing and/or sensory impairment; others held this role within a wider remit such as the entire Additional Support for Learning service.

### ***Training of specialist teachers of children and young people with a visual or hearing impairment or both hearing and visually impaired***

- The Requirements for Teachers Regulations (Scotland) <http://www.legislation.gov.uk/ssi/2005/355> requires each authority to employ adequate numbers of teachers with appropriate professional skills and knowledge necessary to enable those teachers to undertake the teaching duties allocated to them. Teachers who teach wholly or mainly sensory impaired children are required to possess appropriate qualification to teach such pupils.
- Teachers may be employed by a local authority without having the appropriate additional qualifications so long as the education authority is satisfied that the teacher is already in process of training and will obtain these qualifications within five years of teaching pupils with visual sensory impairment.

### ***Defining appropriate qualifications***

- The Scottish Government has defined what is an appropriate qualification not in terms of accredited university awards but in terms of teachers meeting a range of competences. That is, the appropriate qualifications for a teacher of pupils with visual or hearing or multi-sensory impairment shall be defined in terms of:
  - a) knowledge, understanding and skills of a generic or core nature which will provide a sound foundation for teachers to work with children and young persons with

additional support needs and;

b) additional specialised knowledge, understanding and skills to enable teachers to operate as effective teachers of pupils who have a hearing impairment, or visual impairment, or both hearing and visual impairment.

- A full list of the necessary competences is further detailed here:  
<http://www.gov.scot/Publications/2007/01/29163203/3>
- To summarise, it is the responsibility of the employing education authority to ensure that a teacher employed wholly or mainly to teach pupils who are hearing impaired, visually impaired or both hearing and visually impaired holds an appropriate qualification (i.e. has the specific competences as listed by the Scottish Government (2007) and must do so within five years of starting teaching pupils with sensory impairment.

### ***Acquiring and levels of qualification***

- There are a range of routes by which a teacher can acquire the competences the Scottish Government has listed in the guidance to be necessary. A major route is through acquisition of degrees or attendance at courses at higher educational institutions. However, qualification can also be acquired through a combination of such courses and other forms of accredited experience or through local authority-based or other training and education that is at the discretion of the local authority (as long as that training has been quality-assured).
- The Scottish Government's guidance on qualification states where an appropriate qualification is obtained through attendance on a post-graduate diploma course, the assessment techniques used, and the criteria applied, shall be governed by the same general principles as used for other post-graduate diplomas at a level equivalent to that of a (Scottish) Master's Degree. This report captures those teachers that have obtained the qualification through a post-graduate diploma (PG Dip) route.<sup>1</sup>
- This report also captures teachers who are qualified to teach pupils with visual, or hearing or both visual and hearing impairment that have multi-sensory impairment (MSI) that have taken a post-graduate certificate (PG Cert) in addition to local authority-based training.<sup>2</sup>
- This report also captures those teachers that have met the competences through obtaining a Masters degree (MA).<sup>3</sup>
- In accordance with the Scottish Government guidance, where an appropriate qualification is obtained solely through authority-based or other training and/or accredited prior learning, it is also captured within this report.

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<sup>1</sup> A Post-Graduate diploma (PG Dip) is awarded when a student has successfully met 120 credits of the Scottish Credit and Qualifications Framework (SCQF) Level 11 Masters credits.

<sup>2</sup> A Post-Graduate Certificate (PG Cert) is awarded when a student has successfully met 60 credits of SCQF Level 11 Masters credits.

<sup>3</sup> A Masters degree (MA/MSc) is awarded when the student has successfully met 180 credits of SCQF Level 11 Masters credits

- Teachers that have also completed the Scottish Sensory Centre 'Competence Route to Qualification' are also captured in this report.

### ***A note about Braille and British Sign Language (BSL)***

- Specialist teachers are required to possess awareness, understanding and communicate alternatives and augmentative communicate aids appropriate to the relevant group of pupils with whom they work. It is the responsibility of the local authorities to ensure that the skills of their teachers reflect the changing needs of their pupils.
- All teachers of visually impaired learners (TVIs), require at least Standard English Braille (SEB) or Unified English Braille (UEB) to Grade 1, sometimes called uncontracted Braille. However, TVIs are not required to learn contracted Braille (SEB Grade 2 or Contracted UEB) prior to becoming qualified. Nevertheless, authorities need to ensure that TVIs who are teaching children who require Braille have competence in contracted Braille.
- Similarly, authorities need to ensure teachers working with learners who use BSL are qualified at an appropriate level of sign language. The guidance states that a minimum level of competence in BSL, at least to BSL Stage 1, and a requirement to upgrade skills to meet pupil support needs is required.
- BSL levels/stages awarded by different institutions are not equivalent with one another; for example, SQA level 4 is equivalent to level 1 from Signature or the Institute of BSL. It was important for the report that authorities noted the level and the certifying institution.

## Methods

- As a result of the Education and Culture Committee inquiry into the attainment of pupils with sensory impairment, Dr. Allan, the then Minister for Learning, Science and Scotland's Languages committed to establishing the number of, and qualifications of, teachers who teach sensory impaired children in Scotland. This survey fulfils that commitment.
- The survey was designed by representatives of the Scottish Government, the Scottish Sensory Centre and by the Short Life Working Group and collected information both relevant to the local authority and to individual teachers working in that authority. The survey collected information on the following:
  - Local Authority-related information
    - Number of teachers who are wholly and mainly working with children with hearing impairments or who are deaf.
    - Number of teachers who are wholly and mainly working with children who are visually impaired.
    - Number of vacancies for qualified teachers of the deaf.
    - Number of vacancies for qualified teachers of visual impairment.
    - If there are any reciprocal agreements with neighbouring authorities for teaching sensory impaired children with educational requirements where resources are not available in the home authority, which options these reciprocal agreements hold for and which authorities they are with.
    - How many *unqualified* teachers (those that have not met the competences) that have been wholly or mainly working with sensory impaired children for over five years.
    - How many of these *unqualified* teachers are currently not in training.
    - The barriers to obtaining training.
  - Individual teacher-related information
    - Teacher GTCS (identification) number and age.
    - Date teacher began teaching sensory impaired children in Scotland.
    - FTE status, focus (HI, VI or MSI), and employment status.
    - Information on teacher qualifications, including primary or secondary, whether in training or obtained, where qualification sought, and the level and name of qualification.
    - Information on BSL skills and certification, including highest level completed, name of BSL exam board, year certificate obtained, self-assessed level of proficiency and whether the teacher is currently teaching children who require BSL or Signed Supported English (SSE).
    - Information on Braille skills and certification, including highest level completed and whether the teacher is currently teaching children who require Braille.
    - Any additional qualifications.
- The ethics for this study was approved by the Moray House School of Education ethics committee.
- We had considered sending two separate surveys, one for teachers working with visually impaired children and one for teachers working with hearing impaired children; however, as some teachers are qualified to work with both sets of pupils and also, as the same head of service would be filling out both services, we felt that for efficiency, we would condense the surveys into one and hoped this would improve the response rate and lessen the burden on respondents.

- We asked each respondent to fill in the survey for the date of 9 June 9 2016, in order to ensure a consistent approach to data collection regarding potential fluctuations of staff and to follow the same approach that is found in the pupil census methodology.
- We initially asked for all surveys to be complete by 24 June 2016; however, due to difficulties in securing an identified person to respond and the timing within the school year, the survey was extended until the beginning of the next school year. The survey was re-launched in mid-August, once teachers were back at school and we asked surveys to be returned by 26 August 2016.
- Respondents were followed up multiple times by email and telephone to ensure we achieved full participation. Where difficulties were encountered with contacts it was agreed that the Scottish Sensory Centre's database of heads of service would be contacted regarding the survey for local authorities that had surveys that had not been completed. We ensured that no local authority had completed the survey more than once and also used the Teacher GTCS number to ensure that duplicate data were not submitted and teachers were not double-counted.
- Data were compiled from each authority and data from the Excel sheets were combined with data from QuestionPro. Information that was entered as 'freeform' responses was standardised to enable analysis.
- For teachers' 'other qualifications', if a teacher had multiple qualifications in the same subject, the teacher's highest level of qualification was recorded, rather than recording multiple levels of the same subject qualification. Names of qualifications were removed from other qualifications and these were converted to qualification type for ease of analysis.
- The variable, 'date began teaching sensory impaired students in Scotland', was converted to 'years of experience' by subtracting the date from 2016 (the current year). This variable, along with age, are presented as mean and standard deviation summary variables.
- The authors of the report reviewed all data and corrected input errors.
- The authors noted that some responses were incorrectly coded, such as certificate for diploma and diplomas for certificate. To ensure consistency, data tidying took place and this was done by examining all the data for each response. 51 instances of data tidying for HI data took place, 19 instances of data tidying for VI data and 2 instances for MSI. Instances of data tidying did not affect the numbers reported of staff obtaining the necessary qualifications nor the overall summary reported below.
- We assumed that, in 'self-assessed BSL level', the teachers were referring to the same exam board that they were initially examined in.
- All analyses were conducted in R Studio.
- As the Scottish Government is solely interested in a description of the results, the authors of the report did not conduct explanatory statistics or modelling on the results.

## National-level Results



- We were successful in achieving a 100% response rate from the local authorities although there were some limitations which are described below. In discussions with the heads of service from local authorities we found out that some respondents were not in contact with all schools in their local authorities, which could lead to undercounting of ToDs and QTVIs and some heads of service indicated that they completed the survey for qualified staff who do not work wholly or mainly with children who are sensory impaired but are in administrative positions which could lead to an over estimation of the number of QTVIs/QToDs.
- Data are presented for a national picture and not by individual local authority.

## Results

- Table 1 shows the summary results for the national picture of reported teachers of pupils who are either visually or hearing impaired or who are teaching both.

LA Reported Totals	ToD	TVI	TMSI	Unknown	Total number of Teachers
	185	94	23	1	303*
<i>Breakdown of Numbers</i>					
LA Reported Qualifications Obtained	121 (65.4%)	65 (69.1%)	13 (56.5%)		199 (65.6%)
LA Reported in Training Within 5 years	32 (17.2%)	12 (12.7%)	1 (4.34%)		45 (14.8%)
LA Reported in Training More Than 5 years	1 (<1%)	1 (1.0%)	1 (4.34%)		3 (0.9%)
LA Reported in Training Years Not Specified	1 (<1%)	2 (2.1%)	0		3 (0.9%)
LA Reported Not Started	18 (9.72%)	11 (11.7%)	0		29 (9.5%)
LA Reported (Left Blank)	12 (6.4%)	3 (3.2%)	8 (34.9%)		24 (7.9%)

*Table 1: Numbers of Reported Qualified and in Training Teachers of Pupils with Sensory Impairment*

From Table 1 we see that there are in total 303 teachers reported by the 32 local authorities to be working in the area of sensory impairment. 185 are teachers working with pupils who are deaf or are hard of hearing, 94 teachers are working with pupils with a vision loss and 23 teachers working mainly with pupils with both sensory loss.

(\*Although there is reported data for 1 unknown category of teacher, their data is incomplete and is not included in further analysis below and numbers will be reported as a total out of 302).

- In terms of the numbers qualified, Table 1 shows there are 121 (65.4%) teachers of the deaf that the local authorities reported as being qualified. There are 65 (69.1%) reported teachers of pupils with vision impairment and 13 (56.5%) reported qualified teachers of both impairments.
- In terms of overall percentages of numbers this is seen in the figure 1 which is a

percentage pie chart representation of the total overall numbers.

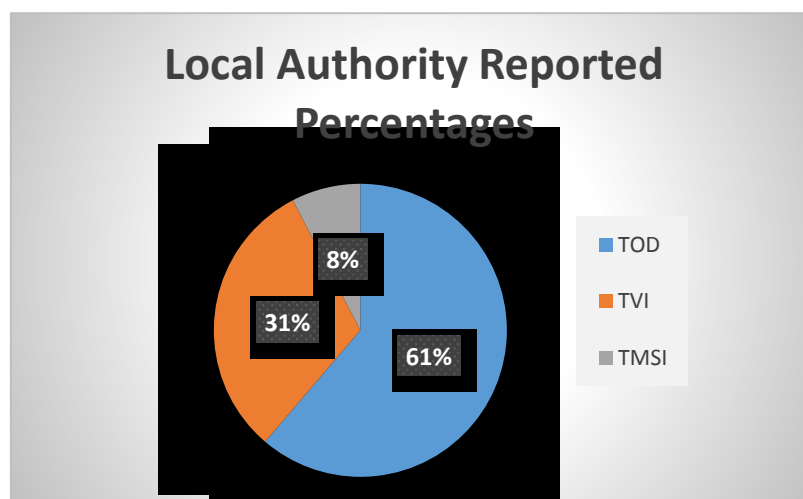


Figure 1: Reported Percentage Totals of Sensory Impaired Teachers

- The reported local authority data shows that there are almost twice as many teachers of deaf pupils as there are teachers of pupils with vision impairment.
- In terms of the reported full time equivalence (FTE) of the various teacher categories this can be seen in Table 2. Looking at teachers of the deaf we see there are 146.6 full time equivalent teachers but only 171 teachers of 185 teachers of the deaf reported their proportion of the week they worked. Similarly, with TVI we see 70.7 FTE but only 84 teachers out of the 94 reported totals were recorded. There are 19.3 FTE TMSI teachers.

FTE Index	TOD	TVI	TMSI
(number/number of teachers reported)	146.6/171	70.7/84	19.3/23
	92.4% of total numbers	89.3% of total numbers	100% of total numbers

Table 2: Reported FTE Numbers

- The survey also asked how many teachers local authorities considered as being on permanent contracts, or were supply teachers, or temporary teachers or centrally supplied. The result of this question is seen in Table 3 below, which shows most teachers are on permanent contracts regardless of their FTE status.

Teacher Focus	ToD	TVI	TMSI	Totals
Permanent	169	84	23	276
Centrally Supplied	4	5	0	9
Supply	2	1	0	3
Temporary	8	3	0	11
Not Reported	2	1	0	3
Totals	185	94	23	302

Table 3: Teacher Contracts

- 10 local authorities reported having reciprocal agreements with other authorities sharing teachers of pupils who are deaf or teachers of pupils with visual impairments.
- The median age of teachers in Scotland is 50.0 (IQR: 41.0 – 56.0) and their median years of experience is 9.0 (IQR: 4.0 – 19.0). 130 of all the teachers reported are aged 50 or above. Table 4 shows the median age per teacher focus of pupils with sensory impairment. Table 4 the median years of experience of teaching children with sensory impairments by teacher focus.

Teacher Focus	ToD	TVI	TMSI
Median Age	50	50	48

*Table 4: Reported Median Age*

Teacher Focus	ToD	TVI	TMSI
Median Years of Experience	8	10	13

*Table 5: Reported Median Years of Experience*

- 204 of the teachers for which the local authority had provided data were initially trained as primary school teachers and 94 were trained as secondary school teachers. Table 6 shows this distribution for the specific teacher focus.

Teacher Focus	ToD	TVI	TMSI	Totals
Initial Primary Qualification	127	55	22	204
Initial Secondary Qualification	55	38	1	94
Not Reported	3	1	0	4
Totals	185	94	23	302

*Table 6: Initial Qualification.*

- Local authorities also reported on number of teachers that held university accredited awards. Table 7 shows the number of teachers of pupils with sensory impairment that hold some form of Post-Graduate Diploma (153). A variety of Diploma names were reported such as Diploma in Deaf Education, Diploma in Visual Impairment Education, Diploma in Support for Learning, Diploma in Early Years Education. 13 teachers were recorded as reaching certificate level, and 4 teachers had Masters degrees. Table 7 also shows that for 29 teachers that were recorded by local authorities as having met the guidance for obtaining qualification no particular named award was recorded. The most common additional qualification was for Chartered Teacher qualifications, followed by additional PG Certificates and then additional PG Diplomas.

Teacher Focus	ToD	TVI	TMSI	Totals
PG Certificate	10	1	2	13
PG Diploma	90	53	10	153
Masters Degree	1	2	1	4
Qualifications Obtained	101	56	13	170
Not known	20	9	0	29

*Table 7: Numbers holding University Accredited Awards*

- The data behind table 7 shows that there is only 1 teacher that holds a PG certificate that is not a certificate directly related to teaching children with sensory impairment. However, there are 5 VI teachers that have a PG Diploma that is not the diploma of teaching pupils with visual impairment and only 1 teacher of the deaf that has a PG diploma that is not the specialist diploma of teaching pupils who are deaf or hard of hearing.
- This means there are in total 302 teachers of the pupils with sensory impairment, (see Table 1) 170 were reported to hold some form of a post-graduate award but of these only (153-7) 146 teachers (146/302) 48.34%) have the specialist diploma in either the education of pupils with visual impairment, hearing impairment or both. This does not include those teachers that have the Masters award (4) as it cannot be determined if the Masters thesis was in a related area.
- The most common means to obtain BSL certification was through Signature (114), followed by SQA (30) and then by the Institute of BSL (11). Local authorities reported seeing 76 certificates but 50 certificates were not seen. 105 teachers were teaching children who required BSL or SSE.
- A mapping of the differing BSL awarding bodies to the Scottish Credit and Qualifications Framework was conducted to illustrate a common frame of reference. Table 8 shows this mapping.

SCQF Level	Signature	SQA	Institute of BSL	Total
1				
2		14		14
3		11		11
4	29	3	7	39
5	57	2	4	63
6	15			15
7				
8				
9	2			2
Totals	103	30	11	142

*Table 8: SCQF Mapping of BSL Levels by Teacher Numbers*

- There were 25 teachers that gave a BSL level but did not note their awarding body

and therefore are not included in Table 8. Similarly, there were 11 teachers that noted they had a Signature award but did not state their level.

- From the data reported in table 8, 117 Teachers had a BSL award of equal or more than SCQF Level 4. This equates to approximately 63% of ToD although this figure would have likely to have increased if the reported levels were all detailed by the local authorities. 17 (9.1%) ToD had a SCQF level equivalent or higher than level 6.
- 13 teachers had examined Braille levels of SEB Grade 1, 59 had SEB Grade 2, 16 had UEB contracted and 2 had UEB uncontracted. 56 teachers were teaching children who required Braille.
- Only a total of 4 vacancies in VI and 4 in HI were currently being advertised during the collection period.
- Not all authorities reported on what were the perceived barriers to qualification and training. A majority of responses stated this section was 'not applicable' however those that did respond all reported similar comments as seen below in Table 9.

BSL - very few tutors in this area and therefore challenging to get staff trained.	Qualification - too many staff require training at same time and therefore it has to be staggered for cost and number of staff away at any one time. Budget cuts from authority making a difference too.
None though it would be better if courses were organised more sympathetically for those at a distance eg not in holidays & at convenient times of the day.	We have not encountered any barriers to training staff.
Distance to training programmes.	N/A - we operate a system whereby newly appointed staff are given a two-year period in which to familiarise themselves with the sector in which they are working, then they begin the mandatory qualification. The only exception is when the teacher involved takes maternity leave, thus increasing the period in which the qualification is undertaken.
Financial and Distance.	Commitment level course requires while working and maintaining family life / Workload implications / Length of contract available, no interest in specialising, length of training required.
Distance to Edinburgh. Family commitments. Logistics of working, family life and studying when there is no financial incentive at the end.	No supply cover.
We have one unqualified member of staff who is covering for the maternity leave of a qualified member of staff.	Financial Constraints.

Should a vacancy arise this temporary member of staff will be offered the full training.	
Supply cover.	No supply cover, age profiles (retirement imminent), funding.
Funding	We encourage and support staff to obtain the relevant qualifications. However, the pool of qualified staff across the country seems very small whenever we are trying to recruit.
No study days.	Travel to University of Edinburgh.
The content of the courses and lack of acceptance of other qualifications/experiences that overlap	We desperately need easier access to specialist elements that can be built up over time and for these to be available from other institutions across Scotland

*Table 9: LA Responses to Barriers to Qualification and Training*

- An overall summary table of the results can be seen in Appendix 1.

## Discussion

- One of the main issues with analysing the data was with the information around the teachers' BSL competences. Incomplete levels were given as well as the inability of the person who was inputting the data to put all the detail in the form.
- We noticed in the data that on occasion whoever was responsible for their local authority input did not answer some key questions.
  - This included levels of Braille/BSL and whether they are teaching children who require it, also the type of mandatory qualifications obtained.
  - Not all local authorities were able to provide all data on all staff.
- There is an issue regarding the number of teachers (130) that are over the age of 50.
- Many local authorities noted the problem of supply cover as well as finance as barriers to training and further training for their staff.
- The data presented here are the best analysis of the data submitted of the number and qualifications of teachers working with sensory impaired children in order to provide a national picture as requested. The authors are aware there may be some gaps and inconsistencies in the data; however to date, the authors believe this provides the most comprehensive analysis available.

## Appendix 1: Overall National Summary Table

No. ToD	No. TVI	No. MSI	QTVI Vacancies	QToD Vacancies	No. LAs with Reciprocal Agreements (RA)?	Reasons for Reciprocal Agreements?	No. unqualified teachers but in training	No. unqualified teachers not in training	No. of teachers data left blank regarding status	FTEs (# FTE / # teachers for whom FTE was reported)
185	94	23	4	4	10	Sharing ToD, and BSL Expertise Sharing TVI and Braille Expertise	51	29	24	70.7/84 teachers reporting (VI)  146.6/171 teachers reporting (HI)  19.3/23 teachers reporting (MSI)

### Teacher characteristics

Age (median, IQR)	Years of Experience (median, IQR)	Employment Status	Original Qualification	Mandatory Qualification Status	Where Obtained	Level of Mandatory Qualification	Additional Qualifications
50.0 (41.0 – 56.0)	9.0 (4.0 – 19.5)	Permanent (276) Temporary (11)	Primary (204) Secondary (94)	Obtained (199) In training <5y (45)	University of Edinburgh (165)	PG Cert (13) PG Dip (153)	SVQ (1) SQC (1) SQH (1) TESOL (1)



		Supply (3) Centrally Supplied (9)		In training 5+ (3) In training, unspecified (3) Not started (29) Left Blank (24)	University of Birmingham (30) University of Manchester (5) University of Leeds (5) Oxford Polytechnic (3) Withheld (4) Various others (16)*	Masters (4) Not known (29)	PG Cert (28) 2 + PG Certs (3) PG Dip (15) 2 PG Dip (1) 3 PG Dip (1) Bachelors (10) CALM (1) SSE 2 (1) Chartered Teacher (21) Dyslexia (2) Educational Audiology (2) Masters (12) SENIOS (1) Makaton (2)
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#### Sensory-specific qualifications

Level and BSL Exam Board	Self-assessed BSL Level	Teaching children who require BSL or SSE?	Examined Braille proficiency	Self-assessed Braille proficiency	Teaching children who require Braille?
Signature Introduction to BSL (1) Signature Level 1 (22) Signature Stage 1 (7) Signature Level 2 (44) Signature Stage 2 (13) Signature Level 3 (15) Signature Level 6 (2)	Signature Introduction to BSL (1) Signature Level 1 (11) Signature Stage 1 (6) Signature Level 1+ (1) Signature Level 1-2 (2) Signature Level 2 (25) Signature Stage 2 (4)	Yes (105) No (69)	SEB Grade 1 (13) SEB Grade 2 (59) UEB Contracted (16) UEB Uncontracted (2) None (6)	SEB Grade 1 (13) SEB Grade 2 (25) UEB Contracted (22) UEB Uncontracted	Yes (56) No (46)

Level and BSL Exam Board	Self-assessed BSL Level	Teaching children who require BSL or SSE?	Examined Braille proficiency	Self-assessed Braille proficiency	Teaching children who require Braille?
Signature Level Withheld (2) Signature Unknown Level (8) SQA Level 1 (13) SQA Level 2 (11) SQA Level 3 (3) SQA Level 5 (1) SQA Stage 1 (1) Institute of BSL Level 1 (4) Institute of BSL Level 2 (3) Institute of BSL Level Withheld (1) Institute of BSL Unknown Level (1) Institute of BSL Interpreter (1) Heriot Watt Interpreter (2) University of Birmingham Grade 2 (1) University of Edinburgh Level 1 (1) Unknown University Level (1) Unknown Introductory Level (1)	Signature Level 2-3 (1) Signature Stage 2-3 (2) Signature Level 2+ (2) Signature Level 3 (14) Signature Stage 3 (1) Signature Level 3-4 (1) Signature Level 5 (1) Signature Level Withheld (2) Signature Interpreter Level (1) Signature Unknown Level (20) SQA Introductory (1) SQA Level 1 (8) SQA Level 1-2 (1) SQA Level 2 (9) SQA Level 2-3 (1) SQA Level 3 (2) SQA Unknown Level (4) Institute of BSL Level 2 (2) Institute of BSL Level 1 (1) Institute of BSL Level 1-2 (1) Institute of BSL Level 2 (3)			(7) None (7)	

Level and BSL Exam Board	Self-assessed BSL Level	Teaching children who require BSL or SSE?	Examined Braille proficiency	Self-assessed Braille proficiency	Teaching children who require Braille?
Unknown Level 1 (13) Unknown Stage 1 (2) Unknown Level 2 (2) Unknown Level 3 (5) Unknown Level 3+ (2) Unknown Level 4 (1) Unknown Level 6 (1) Unknown Level 6+ (1) Unknown Interpreter Level (1) Withheld (2) None (2)	Institute of BSL Level 2+ (1) Institute of BSL Interpreter (1) Institute of BSL Level Unknown Level (3) SSC Level 2+ (1) University of Edinburgh Heriot Watt Level 3 (1) Heriot Watt Unknown Level (1) Unknown Level (1) Unknown Entry Level (1) Unknown Level 1 (3) Unknown Level 2 (3) Unknown Stage 2 (2) Unknown Level 3 (3) Native (1) None (3) Withheld (2)				