THEORISE

COLLEGE & UNIVERSITY GUIDANCE

FOR

SUPPORT WORKERS

Index

Providing support for students

Guidance for Support Workers

1. Introduction

This guidance is intended to provide helpful advice and information for any support workers working through us supporting college or university students. The document contains important information that relates to our and our college and university clients' expectations, values, and standards, as well as practical considerations relevant to your support work. **Please read this information carefully.**

2. General information about student support

The basis for the support provided to students with a disability, health condition, or specific learning difficulty is determined partly by legal requirements (The Equality Act 2010) but also by the college university's standards, strategy, and values which incorporate being 'inclusive'. Effective support to students is, therefore, extremely important to the colleges universities we work with.

Students have their initial support needs assessed and approved by the Disability & Inclusion Team; there are also 'School Disability Contacts' in each of the academic areas that help ensure learning and teaching support is implemented within the student's course area.

A range of other personal, mental wellbeing and academic skills support is available to all students.

3. Ongoing changes to Disabled Students' Allowances (DSA) and the consequences for support workers

DSA is a government funded allowance that is available for some students to claim, dependent on satisfying a range of criteria. DSA regulations vary according to the student's funding body. In the past, DSA was available to provide funding to cover specific additional support requirements and related costs incurred by disabled students, compared with their peers.

DSA is not intended to replace support that HEIs must provide under Equality Act (2010) requirements. Increasingly, less support is available through DSA as funding body regulations become more stringent. Universities are expected to consider and implement more inclusive practices which means fewer individual support adjustments for students. Ongoing review of DSA means that further and more rigorous regulations will be implemented, affecting which students can apply for DSA, what allowances or support are available and the rules by which support must be implemented.

It is important for support workers to note that as a direct consequence of some of these ongoing changes, the current DSA criteria and procedures are being applied more robustly. Support and / or payments may be refused if procedures have not been adhered to and the actions taken do not satisfy either College/University or funding body requirements. Further information on the practical implications of this (for example, the treatment of missed or cancelled appointments) can be found in the FAQ section at the end of this document.

4. **Working with our Clients' students: Important overview of key procedures**

Support workers engaged to support Theorise students are expected to:

- Familiarise themselves with this guidance document and the College/University approach to providing student support.
- Behave professionally and in accordance with the College or Universities values and standards at all times.
- Maintain confidentiality, sensitivity and discretion in all contacts with students and the provision of their support.
- Be aware that there is considerable pressure on individual rooms within all campus buildings; external support workers are not permitted to book rooms. (Note: Advisers can provide guidance on quiet spaces to hold student meetings.)
- Attend at least one training or information session in each academic year that is arranged by Theorise, for information and important CPD updates.
- Adhere to all other key protocols and procedures relating to the day to day provision of support including:
  - Carrying out the role in accordance with agreed requirements and College / University expectations
  - Prompt and accurate completion of timesheets and / or any other required documentation
  - Adhering to any required timescales for the provision of documentation
  - Noting that where students miss or cancel appointments with less than 24 hours' notice you must notify Theorise.
    Be aware that where students give more than 24 hours' notice of cancellation of an appointment, no payment will be made for the cancelled support
  - Strictly maintaining your support records and adhering to the hours allocated to students for each support type – hours cannot be exceeded and are not transferable in any circumstances, without approval from an Adviser
  - If a student has resits or resubmissions, they must tell their disability adviser so that support can continue over the summer, within the allocated hours.
  - Be aware that students must see contact their adviser in good time if they think they need more support hours.
  - Completing a Feedback / Student Study Support Report at the end of each Semester/Trimester and academic year and submitting it to the Disability & Inclusion Team (A sample feedback report is included as Appendix C – Napier University only)
  - Please note: the actual report you are required to complete (and the frequency) may be determined by the agency you work with
  - Advising the Disability & Inclusion Team at an early point of any issues or difficulties arising in the provision of student support
  - Establish clear and set boundaries with students in regards to working with students in regards to confidentiality, work ethics, and general working rules; also do not get involved or give advice on a student's personal difficulties, but rather to refer onto their Adviser or appropriate support section

- Support workers should be aware that although our aim is to support and work positively with external partners and support providers, in circumstances where there is a clear failure to comply with our or College/University requirements and protocols, appropriate action will be taken. This might result in non-payment of hours or ultimately support workers being unable to provide further support to our students.

5.   Supporting students with study skills

5.1 What is the role of a Study Skills Tutor?

The aim of support from a Study Skills Tutor is to provide the student with a firm foundation for managing academic work so they become a more confident and independent learner and successfully complete their course.

Study skills are the 'practice makes perfect' skills needed for life as a student. By frequently applying specific methods, approaches and strategies that work for them, students can develop their own learning style and become more skilled in how they approach tasks set as part of their coursework assignments and studying in general.

The more skilled and confident a student becomes as they progress through their course and as they understand how to apply these skills, the fewer study sessions we would expect them to need. Students should be reminded of this!

The range of study skills topics that students may require support with can include:

- Planning, organisation and time management - demands of the course and assignment structure (essays, reports, logs, portfolios, dissertation)
- Dealing with procrastination
- Searching in the library and on the internet
- Understanding your assignment: questions set and learning outcomes
- Reading processes – scanning and skimming; close and detailed reading
- Researching processes
- Critical thinking
- Note-taking and making notes
- Referencing written work
- Presentations and oral exams – planning and preparing
- Practical activities – planning and preparing
- Exam revision – making the most of your revision
- Exam performance – hints and tips to improve the exam experience
- Numeracy skills
- General computing and assistive technology skills
- Feedback – making the most of this to improve future work

5.2 Important Note - study skills and subject-related support

Study skills support is not subject-related. While it may be helpful for a student to have a Study Skills Tutor who is familiar with their subject area, this is not the function of study skills. The only exception to this is if a student has dyscalculia and maths is an integral part of their course, e.g. drug calculations in nursing. The Tutor would be a maths specialist who can help the student to understand numerical processes by devising methods that suit their learning style and support their specific difficulty. Students with dyslexia who also have a severe difficulty with numeracy can access this support, if maths is part of their course.

5.3 What we expect of our Study Skills Tutors

We expect our Study Skills Tutors to hold a specialist dyslexia qualification, specific learning difficulties or special education qualification and (or) have extensive experience in supporting students with particular difficulties in study skills. If you do not hold a specialist qualification, we expect you to be sufficiently knowledgeable about these particular difficulties within the higher education context.

We expect you to have good communication and organisational skills, a willingness to support students with particular needs, and an approachable, patient and understanding manner.

On a practical level, we expect you to -

- make contact with students within three working days of the initial allocation of your assignment

- behave in a professional and respectful manner at all times, mindful of our legal obligation to support students under the Equality Act (2010)

- respect the confidentiality of students in accordance with the General Data Protection Regulations (GDPR)

- establish a positive working relationship with all students assigned

- make your responsibilities clear to the student and draw up a working agreement, as specified above in the initial meeting section

- be aware of your own limitations, skills and competencies and work within the boundaries of a Study Skills Support Worker and the working agreement

- address the study skills needs of the student at all times

- set target tasks for the student for subsequent study skills sessions

- make use of all resources available to students within the University, particularly assistive technology

- prepare for each study skills session, providing necessary individualised resources for each task

- encourage the student to adopt specific methods, approach and strategies that work for them while using their preferred learning styles in working through tasks

- give constructive feedback to the student in a supportive manner

- restrict your support to study skills strategies only and not comment on the subject-related content of the assignment

- direct all enquiries relating to the student and their course to the student's Dyslexia or Disability Adviser and not to contact the student's University lecturers directly

- complete a Progress Report for each student at the end of each semester/trimester and submit to the Disability & Inclusion Team (See Appendix C)

- update and enhance your personal development by attending the CPD training workshops provided

- make the Dyslexia or Disability Adviser aware of any additional support required or any difficulties that arise in the working relationship

- work towards encouraging students to become independent learners

- not to get involved or give advice on a student's personal difficulties, but rather to refer onto their Adviser or appropriate support section

5.4 Establishing the sessions

We expect you to meet with the student on a regular basis, according to their specific coursework needs.

Your first meeting with the student should identify their specific needs (see Appendix B Assessing Student Support Needs)

This meeting should establish the ground rules necessary for a positive support experience:

- boundaries – confidentiality, work ethics, and general working rules; the 'can and cannot do' in study skills sessions
- frequency and pattern of study skills sessions
- meeting place for study skills sessions
- nature of sessions – study skills based and not subject related based
- deadlines for study tasks set for the sessions
- feedback on tasks set
- you can request a copy of the student's 'Learning Profile' (LP) if he / she is happy to share this with you

Once you have established a working agreement with the student, complete a study plan detailing the student's support needs for the semester ahead. This plan should set the focus for subsequent study skills sessions. (A copy of a sample study skills plan is included as Appendix A).

Before the end of the initial meeting, set a date, time, place and agenda for the first formal study skills session.

5.5 What we expect of students using study skills support

- meet Tutors at the arranged times

- give you at least 24 hours' notice to cancel any session

- behave in a respectful manner at all times

- fulfil the requirements of the working agreement discussed with the Tutor

- prepare for each session, as agreed

- constructively work on any feedback provided by their Tutor

- not to ask a Tutor to help with any subject-related content

- acquire the skills of learning and make progress during the course of these sessions

- make use of all resources available within the College/University, particularly the assistive technology on our university network

- inform their Dyslexia or Disability Adviser of any difficulties with their Tutor and the support provided

- inform their Dyslexia or Disability Adviser of their need for a temporary Tutor, if their own Tutor is absent for any reason

- complete a Feedback / Student Study Support Report at the end of each academic year and submit it to the Disability & Inclusion Team (sent out by the Disability and Inclusion advisers).

5.6 Other useful information about study skills support

5.6.1 Your relationship with students

It is important that the relationship between the Tutor and the student is a positive one, as we expect the student to work with the same Tutor throughout their studies. On occasion though, the student may need to see someone else if you are absent for any reason. We expect the student to make this temporary Tutor aware of their specific needs for that session, particularly if deadlines are imminent.

Students need to feel confident in working with you, and that they are progressing with the support offered. If, for any reason, the relationship is not working out e.g. you and the student are not 'clicking', then we expect you to make the respective Dyslexia or Disability Adviser aware of this. If the difficulties cannot be resolved, we will assign another tutor to the student.

Please note: both you and the student can request a change of tutor at any time.

6.   Supporting students with proof reading

6.1 The role of a Proof Reader

Proof readers review students' work and assignments, primarily to correct spelling, grammar and punctuation errors. Proof Readers do not edit or correct work in other ways, although if the information being reviewed is not clear, they may clarify the intended meaning with the student or make suggestions.

Personal proof reading support is recommended by Colleges/Universities only in very limited circumstances. The Colleges/Universities have a range of networked software programmes available to enable proof reading and spellchecking of documents. Students are strongly encouraged to make use of these tools for checking their work, so they become independent and confident academic writers. The use of personal Proof Readers is therefore restricted to students for whom the use of this software is not considered feasible. Decisions are based on an assessment of the student's needs. (See Section 6.5 for further information on accessing the software.)

6.2 What we expect of our Proof Readers

We expect our Proof Readers to hold a specialist proof reading qualification and /or have extensive experience of proof reading for students with a special learning difficulty or disability. If you do not hold a specialist dyslexia, disability-related or proof reading qualifications, we expect you to be sufficiently knowledgeable about these particular difficulties and possess 'attention to detail' skills for proof reading purposes.

We expect you to have good communication and organisational skills, a willingness to support students with particular needs in a flexible, approachable, patient and understanding manner.

In some cases, it may be helpful to meet with students to discuss proof reading of a particular assignment, but this will not always be necessary; proof reading support can often be done via email exchanges.

6.3 Approaches to proof reading

6.3.1 The beginning approach

- Note the length of the assignment and the submission deadline.
- Read the work first as a complete piece to gain a sense of the content and the student's writing style.
- Then re-read, giving attention to the piece of work as a whole and quickly identifying any obvious errors.

6.3.2 After the first reading

- Highlight any corrections soon after the first reading using the track changes process on the PC. Corrections should include references, footnotes, etc.
- Make the corrections so that the work is of a readable standard.
- Where sentences are unclear, ask the student to clarify what they intend to say so that any corrections you make correspond with the intended meaning.
- Match the tone of the piece you are proof reading with the style of the writer:
  - o the temptation is to make it your own style – remember that you are working on someone else's work
  - o do not correct errors to the extent that the assignment seems to have been written by two different people; the final piece must reflect the student's own work
- Mirror the writer's intention:
  - o changes should be subtle
- Check phraseology:
  - o stock phrases and repetition
  - o query and give alternative suggestions
- Work with what you are given:
  - o Please note - rambling sentences can show a lack of confidence in the writing process and a lack of evidence or a weak argument can equally demonstrate a specific learning difficulty with written language. Where an assignment contains rambling sentences, clarify the content with the student and encourage them to re-write. If rambling sentences appear in subsequent assignments, refer the student to their Dyslexia or Disability Adviser for further advice - workshops, individual sessions and specialist study skills books are available to support students with academic writing.

6.3.3 Working within the word count

- Good proof reading does not change the context:
  - o understand the voice of the student
  - o elaborate the argument by suggesting they add in or take away words
  - o flag up those extra, unnecessary words
7. Making it all match up -
  - o match the corrections in relation to the context you are working in
  - o if you are unfamiliar with the subject area and doubtful about the use of specific terminology or phraseology, google any unknown terms to ensure the word (s) used is (are) correct within the context
- Set deadlines for the student to make the necessary corrections, re-write pieces and submit to you again for a final reading.
- Remember – you may be working with more than one student at any given time. It is, therefore, important to organise and plan your work accordingly so that the students you are working with feel supported and both you and the student can meet respective deadlines.

6.4 What we expect of our students using a personal Proof-Reader

- Before meeting and / or making contact with the Proof-Reader for the first time, to make a note of the number of assignments they have to complete for each module, the length of each assignment and the submission deadlines
- At the first meeting or contact with you, to discuss this information and agree a working pattern for assignment submission and corrections
- To contact their Proof-Reader at least three weeks before a submission deadline to book a proof-reading slot, recognising that Proof-Readers may be supporting a number of students with similar deadlines.

- Submit an email attachment of each assignment to their Proof Reader, at least one week before your submission deadline.

6.5. Proof reading support and Disabled Students' Allowance

Disabled Students' Allowance can provide funds for proof reading support in some instances. The details of this support are detailed in the student's DSA Needs Assessment. The annual number of hours allocated is calculated according to the degree of difficulty, the number of annual assignments and the length of each.

It is important that both you and the student keep track of the number of hours used and do not exceed the hours notified for the support. Should you or the student feel they require additional support, this should be discussed with their Dyslexia or Disability Adviser.

6.5.3 Proof reading and subject-related support

While it may be helpful for a student to have a proof reader who is familiar with their subject area, it is not an essential requirement for carrying out the task. If students are confused about any part of the assignment content (subject-related) they should consult their Module Tutor to clear up any issues. Failure to do so may result in a 'failed mark' for the assignment, despite having had proof reading support.

7. Supporting students with 'in-class' note-taking

7.1 The role of a Note-Taker

Note-Takers are required to support students with ensuring they can access a record of key points from their lectures where they are unable to do so themselves for a variety of reasons including:

- A hearing impairment
- A visual impairment
- A long term physical impairment affecting the ability to hand write
- A temporary condition such as a broken arm
- Auditory processing or attention difficulties

7.2 What is expected of Note-Takers?

7.2.1 The following are standard expectations of Note-Takers at Theorise:

- Notes should be:
  o Legible
  o Clear and consistent
  o On one side of a page
  o Given to the student on the day of the lecture
- Note-Takers are not expected or allowed to contribute to discussions
- Note-Takers are expected to prepare in advance to provide the most effective support (see below)
- Note-Takers are not expected to attend lectures and take notes if a student is absent unless a student cancels at short notice due to illness or other exceptional circumstances
- Note-Takers should adhere to the approved hours of funded support for a student.
- Note-Takers are expected to alert Advisers to any issues or difficulties at the earliest opportunity

7.2.2 Note-Takers are expected to prepare in advance to provide the most effective support

- Prepare suggested toolkit: laptop / tablet
- Ask for copies of the slides from the student in advance if they are available
- Familiarise yourself with key vocabulary and terminology

- Compile a list of abbreviations to give to the student if complex terminology is used.
- If taking notes in group discussions, find out the names of the other students involved
- Note-Takers should introduce themselves to lecturers if this can be done discretely and without disruption

7.2.3 The following should be discussed with a student and agreed beforehand:

- Where they would like you to sit – near them or at a different place in the room?
- Are key points preferred or a 'verbatim' record as far as possible?
- Do they require notes from discussions/group work taking place?
- How do they want the notes organised?
  - Bullet points
  - Spacing
  - Colour coded

7. 3 What we expect of students using a Note-Taker

Students are expected to:

- Meet their Note-Taker to discuss their preferred approach to notes when first working with a Note-Taker
- Agree practical details such as where they would prefer the Note-Taker to sit
- Provide the Note-Taker with a timetable of their lectures, when they are taking place, room numbers, campus locations and advise them of any changes to planned arrangements for each trimester
- Provide as much notice as possible (preferably more than 24 hours' notice, where feasible) if they will not be attending a planned lecture for any reason
- Speak to their Adviser at an early point if any difficulties arise

8. Supporting students with mental health mentoring

8.1 The role of a Mental Health Mentor

The aim of mental health mentoring is to provide support that enables a student to more independently manage their mental health condition and reduce the potential impact of the condition on their studies. Mentors can assist students in identifying barriers to their success and adopt more effective study strategies. They may address the student's expectations of themselves and others, address timetabling issues and clarify goals. Students may also benefit from support that helps them manage the impact of a recent diagnosis or the effects of medication on their studies.

Mental health mentoring is not the same as study skills support although on occasion the roles can often be combined with that of the Study Skills Tutor. There are benefits for many students in having both types of support provided by the same person. Some students benefit from working on motivation, time management, organisation of workload and maintaining focus with a Mentor. The Study Skills Tutor's role would encompass a wider range of academic tasks such as essay writing, effective reading, writing a dissertation, exam preparation and referencing.

The role of a Mental Health Mentor is not the same as counselling and does not replace the role of the University's Mental Health Advisers, who may provide therapeutic support to students with more severe difficulties, or who are experiencing crisis situations. Mental Health Advisers may also make referrals to other agencies when required.

8.2 What we expect of Mental Health Mentors

The focus of the mentoring should be on practical aspects of studying and should not be confused with the intervention provided by other specialist internal College or University staff.

Mentors are expected to:

- Discuss and explore what support the student may find helpful in relation to addressing any barriers or difficulties they face that directly impact on their ability to study effectively

- Clarify role boundaries with the student about what support they can and cannot provide
- Plan and agree how the approved support will be used to achieve identified goals
- Where regular weekly support has been recommended, the Mentor should agree a schedule of meetings with the student at the initial meeting.
  Note: It would then be up to the student to request any future changes (e.g. a decrease in the frequency of the sessions) and to discuss this with their mentor.
- Mentors should also note that where students have been recommended regular weekly support by an Adviser or through an assessment process, it is important that this this is maintained until it is clear the support is enabling the student to settle into study more effectively
- Adhere to College/University guidelines regarding confidentiality and be clear they must not normally discuss confidential details of a student's support without their written permission to do so
- Mental Health Mentors would normally be expected to raise any concerns about the student's support with the relevant Disability & Inclusion Adviser
- In specific circumstances, it may be necessary to contact the University's Counsellors or Mental Health Advisers, without permission, if the student's welfare is of serious and immediate concern and is believed to be a threat either to themselves or to others

8.3 What we expect of students using a Mental Health Mentor

- Students are expected to keep agreed appointments unless there are extenuating circumstances (such as unforeseen illness or emergency) or to give at least 24 hours' notice of cancellation where feasible
- Students are expected to engage with any agreed suggested actions
- Students should seek advice from their Disability & Inclusion Adviser at an early point if any concerns or queries arise, including a request for additional hours.

9. Supporting students in other roles

Occasionally, support workers may be asked to undertake other roles which may be individual to the needs of the student and may require discussion with the student's Adviser about the day to day requirements of the role.

9.1 The role of an in-class Support Worker (ASD, ADD, ADHD, etc)

A student may require assistance in specific or all of their timetabled classes. Depending on the students own specific learning difficulties (ASD, ADD, ADHD, etc.) this may take on a number of different roles including note taking support, personal assistant (description below) or areas such as trying to keep the student focussed and on task. It is important that the relationship between the in-class Support Worker and the student is a positive one, as we expect the student to work with the same Support Worker throughout the full academic year. On occasion though, the student may need to work with someone else if you are absent for any reason. We expect the student and the University or College to make this temporary Support Worker aware of their specific needs for that session;

Students need to feel confident in working with you, and that they are progressing with the support offered. If, for any reason, the relationship is not working out e.g. you and the student are not 'clicking', then we expect you to make the respective Disability Adviser aware of this. If the difficulties cannot be resolved, we will assign another Support Worker to the student.

Please note: both you and the student can request a change of support worker at any time.

9.2 The role of Personal Assistant

A student may require assistance with practical tasks such as getting equipment, study materials and personal belongings into or out of bags or lockers. They may also need assistance to set up their equipment ready for class or private study e.g. in the Library. The Personal Assistant may be required to help the student access

study materials in the Library and photocopy or print articles for them. The role of the Personal Assistant will normally be agreed in advance in discussion with the student's Disability Adviser. On commencing support, day to day tasks should be discussed with the student clarified at the start of the support. The Assistant's role is not to provide personal care unless this has been formally agreed by the Disability & Inclusion Team and funding secured.

9.3 What we expect of Support Workers undertaking other roles

- All Support Workers are expected to follow the key University/College protocols included within Section 4 of this guidance
- Support Workers are expected to speak to the student's Adviser at an early point if any difficulties arise

9.4 What we expect of students using Support Workers undertaking other roles

- Have an initial meeting with their Support Worker to discuss the day to day practicalities of their support requirements before support commences this may be organised directly by the College or University.
- Provide the Support Workers with a timetable of their lectures, when they are taking place, room numbers, campus locations and advise them of any changes to planned arrangements for each trimester
- Advise their Support Worker of any other specific requirements to enable day to day support to be carried out
- Provide as much notice as possible (preferably more than 24 hours' notice, where feasible) if they will not be attending university / planned lectures for any reason
- Speak to their Adviser at an early point if any difficulties arise

10.   Student support provision FAQs

Q. Who is my main point of contact at the College or University for any queries?

A. The Disability & Inclusion Adviser for the student is the main point of contact. You can also seek help and support with queries by contacting the D&I Advisor directly listed on the Assignment Form.

Q. What information can I expect to receive about a student's support needs?

A. General information will be provided by Theorise, when the support request is first initiated. As a minimum, this will include the support type, the hours, details of the student's Adviser and any additional requirements or special considerations. In specific circumstances, a discussion may be needed with an Adviser about any particular support considerations.

It is not always necessary to have full information about the nature or diagnosis of a student's disability or difficulties, but it is necessary to be clear about what they perceive the impact of those difficulties is for their studies.

You may wish to ask the student if they are willing to share their Learning Profile as part of initial discussions about what help and support students feel they need. We would expect such discussions to take place at the commencement of support for every student and for the appropriate structure of support to be in place (e.g. some student support recommendations include support taking place regularly on a weekly basis in order to maintain continuity and routine and help establish independence).

If you have any queries or concerns about a student's initial support needs, please contact the student's Adviser.

Q. As an externally employed support worker, can I get a College/University ID card and email account?

A. On most occasions, yes. This needs to be authorised by the College or University directly but if you get in touch with them and request this they will let you know if this is possible and for more information on the process.

A passport quality photo is required for an ID card. As an associate staff member, you are also bound to comply with specific College/University rules and procedures, particularly in relation to confidentiality, the use of IT and information security.

Q. What happens if there are concerns or problems with the support hours I have been allocated for a student?

A. You must contact the Dyslexia / Disability & Inclusion Adviser to discuss any concerns or queries. Support hours are established as part of internal and often external assessment linked to DSA funding.

Hours and support types are not interchangeable in any way and cannot be amended or altered without approval from the student's Adviser.

No endorsement can be provided for any hours used that have exceeded those approved for the student; not adhering to this could affect payments to Support Workers.

Q. Where can I meet with students?

A. Most support workers will meet with students on their College or University Campuses all of which have a variety of social spaces that are suitable for the majority of support discussions.

Colleges & Universities on the whole are very short of individual meeting rooms; unfortunately, due to pressure on the rooms available within the Student Hubs at each campus, individual meeting rooms may not be available for 'non-core' University services.

Advisers may be able to suggest the best places to meet students if you are seeking a quiet and relatively private meeting place.

On occasions, students and Support Workers may agree a more mutually convenient meeting place such as an external quiet café; however, these arrangements should be decided primarily with the student's needs in mind.

Working at the home of either the student or the Support Worker is not endorsed under any circumstances to ensure safeguarding of the interests of both parties. Exceptions may only be made to this for individuals working with Open University students.

Q. The student I am working with has not signed my timesheet and the agency requires this for my payment arrangements.

A. An email confirmation from the student that you worked the hours being claimed should be sufficient if a student has not signed your timesheet within a reasonable period, and an additional meeting would be required to do this. If a student does not reply to requests either to sign your timesheet or to provide email confirmation, please let us know ASAP.

Where timesheets have not been signed as proof of work undertaken and this is required for funding body audit purposes, the support can be authorised by a senior manager, as an exceptional circumstance.

Q. What happens if students don't turn up or they cancel planned support appointments?

A. Students are recommended support on the basis of their assessed support needs and it is important that they use the support arranged for them to assist them in progressing with their studies in the most effective way. Whilst students may occasionally be unwell or absent themselves for other unavoidable reasons, repeatedly failing to attend support meetings is not acceptable without justification.

We are unable to address these difficulties if we are unaware that students have missed appointments. We require that Support Workers notify us immediately (i.e. within 24 hours) if a student misses an appointment or cancels without providing 24 hours' notice to Support Workers.

We require confirmation of;

- the reason given for cancellation (if provided)
- the time and type of support due to have taken place
- the time the student cancelled

This allows us to make contact with the College and University and follow up the absence with the student to potentially prevent further absences from occurring and / or identifying any difficulties that the student might be having that we can help to address.

Failure to provide information about missed or cancelled appointments within the Theorise timescale required could impact on payment arrangements for the support worker and suspension of the support for the student where 2 or more sessions have been missed without justification.

Q. What information is provided to students about their responsibilities to make support work effectively?

A. Advisers discuss with students how to maximise their studies at each College and University and help them understand their personal responsibilities through a) ongoing support discussions and b) by referring them to sources of help and information.

Appendix A: Sample Study Skills Plan

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College or University **Date started:** 05/05/2015	Student's name Person Centred Plan	

Date of birth: 07/07/2000   **Year:** 1

Tutor: A Student   **Contact:** D. Advisor

Area/s of Need and General Information

Allocated 10 hrs study skills and 10 hrs proof reading

Needs Summary

- Help planning assignments
- Time management
- Library help
- Some anxiety speaking in front of a group

Particular Strengths

-
- Committed to study
- Good at following instructions (especially with pictures)
- Good listener
- Works well with others
-

Strategies

-
- Give support weekly
-
- Make appt for technology training
- Use my study life app
-
-

Additional Support and Intervention Provided by the Uni

- extra time in exams
-
-
- Pencil grip

Additional Support Provided by SAAS
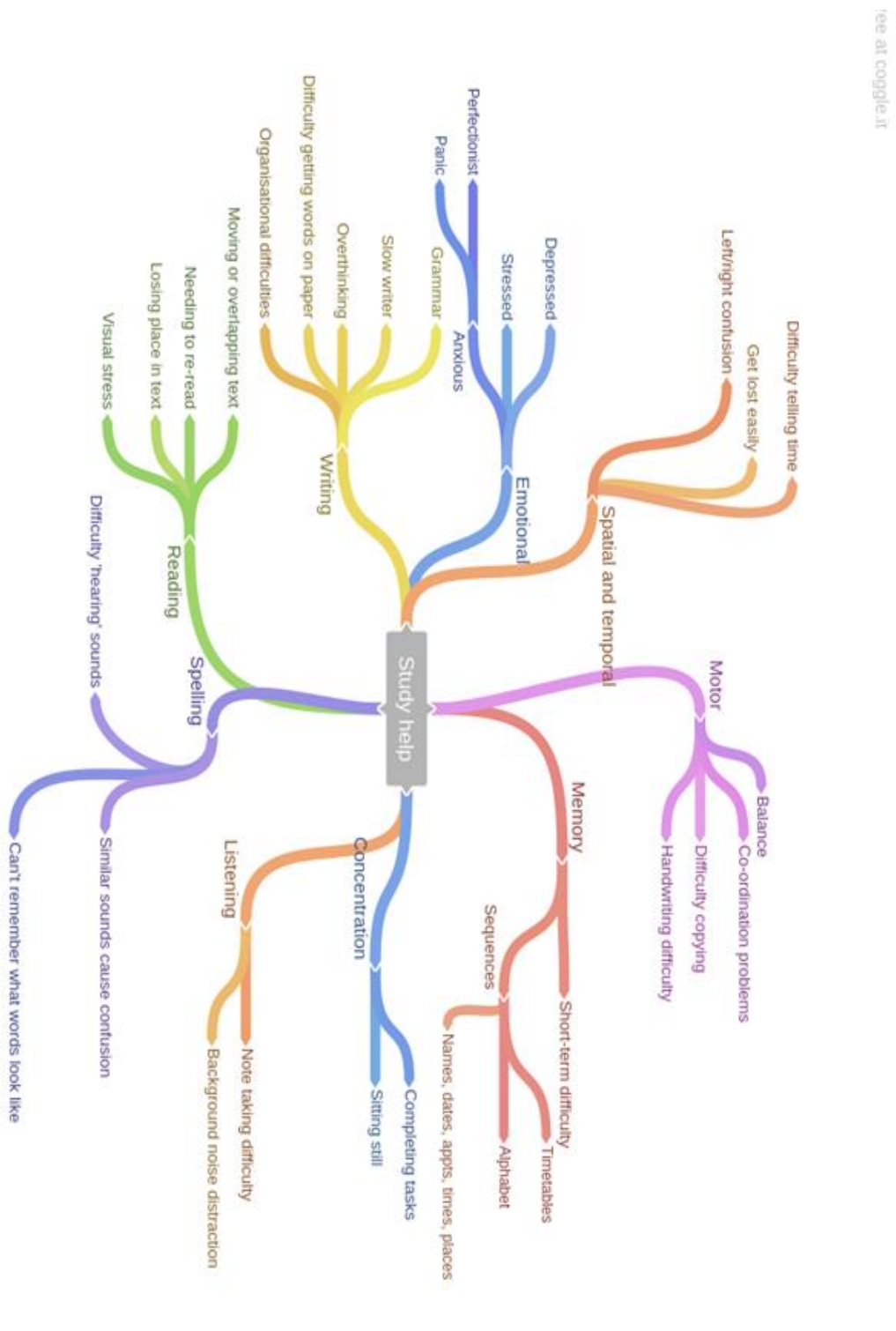
Digital recorder

Data

Date tested

SMART Targets

Specific, Measurable, Achievable, Relevant and Timed

Date	Target	Review/ target achieved?
1/10/16	Learn mind mapping	Review beginning next assignment
		Review on: 10/10/16

Notes

THEORISE

Appendix B: Assessing Student Support Needs

Appendix C: Sample student progress report
Support Worker's Report

(to be sent to College or University D&I Adviser)

Student's name:

Matriculation number:

Course and year of study:

Funding body:

Support offered (please circle)

Study skills	Proof reading	Note-taking	Library support
Mentoring	MH Mentoring		

Total hours allocated: Hours used: