



THEORISE

## Student Information Pack

## Welcome to Theorise

We look forward to supporting your studies in the upcoming academic year and wish you all the very best in working with our support staff who will be there to assist you through your academic journey.

Firstly, we will give you some background about Theorise.

Theorise Ltd is an innovative and ambitious Edinburgh based recruitment business that is Scotland's largest agency for the supply of enhanced support services for further and higher education students with specific learning difficulties and other additional support needs. We provide support for a wide range of roles to colleges and universities including Study Skills Tutors (dyslexia, dyspraxia, dyscalculia and other specific learning difficulties), Autism Mentors, Mental Health Mentors, in-class Support Workers, Note Takers, Proof-Readers, and Examination Support Staff.

We are corporate members of the Recruitment and Employment Confederation (REC) who test our company for professional and legal compliance on a pass/fail basis every two years. Our office staff are all qualified REC Professionals and so, by engaging with us you can be assured of the highest standards of professional integrity and expertise. Our support staff who are there to support your studies are industry leading candidates who have been registered with Theorise due to their skills, knowledge and experience.

We love what we do; building strong relationships with our Clients, Candidates and Students is what we strive to achieve every time and as an indicator of our success we have included testimonials.

Theorise have also been awarded Scotland's Recruitment Company of the Year on several occasions as well as named as Scotland's Best Student Academic Support Provider for the last two years and latterly the UK's Best Academic Support Provider.

Theorise offer the following types of support which will correspond to your award letter. This will give you some background to how our support staff can help you and what we expect from you when you engage with us as well as information relating on the organisation of your support and our Privacy Policy.

If you have any questions, please do not hesitate to contact us.

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## Setting up your support

Should you have been recommended through your College, University or Needs Assessment Report to have your student support provided through Theorise then you can take the following steps in order to set up your support:

**Option 1:** Pass your SAAS or Funding Authority Award Letter to your College or University Disability & Inclusion Advisor to get in touch with Theorise directly. This is the most common approach. Once you have passed your Award Letter to your D&I Advisor, they will then contact Theorise with the required information and from this Theorise will match you with the tutor, mentor, or support worker we believe best fits your support requirements.

**Option 2:** You may also get in touch with Theorise directly. Should you wish to do so please pass on your SAAS or Funding Authority Award Letter to [dany@theorise ltd.com](mailto:dany@theorise ltd.com) with the following information included in your e-mail: college or university at which you are studying, course title, year of study, and contact e-mail address. Once Theorise have received this we will quickly be in touch via e-mail to match you with the tutor, mentor, or support worker we believe best fits your requirements. This e-mail will let you know with whom you have been matched to work, their contact information, how many support hours in total you have to use, as well as information regarding your support and what we expect from students who engage in support with us.

Following the completion of **Option 1** or **2**, and after the initial e-mail, the individual you have been assigned will contact you in order to arrange suitable dates, times, and meeting locations or online methods (depending on your preferences) to carry out your support.

After this initial e-mail, the individual you have been assigned will contact you in order to arrange suitable dates, times and meeting locations or online methods to carry out your support depending on your preferences.

For all queries, please contact us through the chat function on our website or by e-mailing [dany@theorise ltd.com](mailto:dany@theorise ltd.com).

## Autism Mentoring Information

**Job Purpose:** Working as part of Theorise external support team to deliver specialist autism spectrum disorder (ASD) mentoring sessions and interventions for students within specific professional guidelines and internal policies, to promote independence and enable students to fully reach their potential and maximise their academic student experience.

Mentors will utilise a full understanding of their autism experience and contribute to assisting the student with coursework, communication with peers or lecturers, time management, organisation and any other areas either the student requests or Mentor identifies.

Autism Mentors will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. It is the responsibility of both Mentor and student to liaise with one another to arrange appropriate times to carry out this support on an ongoing basis.

### What is the role of an Autism Mentor

Autism Mentoring is specialised one-to-one support which aims to:

Enable students to independently manage the impact of their autism and navigate university or college life more effectively

Assist students to identify barriers to reaching their full academic potential (e.g. difficulties with time management, communication, or sensory issues)

Support students to develop practical strategies to manage and overcome these barriers

Students may present with a wide range of challenges, including sensory sensitivities, difficulty coping with change, anxiety around transitions, executive function difficulties, or social communication challenges

Autism Mentoring is not:

Study Skills Support - There may be some overlap (e.g., time management, prioritisation, organisation), but Study Skills Support focuses more broadly on academic strategies such as essay structure, referencing and revision techniques.

Counselling - While mentors may use elements of coaching or structured support (e.g. task planning, stress-reduction strategies), Autism Mentoring is not therapeutic or diagnostic in nature:

The focus is always on practical academic-related strategies and the student's functioning in an educational context.

Mentors should signpost or refer to appropriate support services (e.g. counselling or wellbeing teams) where further emotional or therapeutic input is needed.

Autism Mentors are not responsible for providing solutions or 'fixing' problems for students.

Mentoring is a collaborative process in which the student is supported to take ownership of their development and actively engage with strategies that work for them.

Autism Mentoring is specialised one-to-one support which aims to:

- Help students on the autism spectrum manage and minimise the impact of their condition on their university or college experience
- Enable students to identify barriers to study and develop practical strategies to overcome these challenges
- Build students' confidence and encourage the development of routines and skills that enhance independent learning

Students may experience a wide range of challenges, including difficulties with:

- Time management and organisation
- Navigating social interactions or communication (e.g., group work, emails)
- Adapting to change, anxiety around transitions, or sensory sensitivities
- Maintaining focus or handling competing priorities

**Autism Mentoring is not:**

- Counselling or therapeutic intervention
- Study Skills support (although areas like organisation and planning may overlap)

- A substitute for subject-specific teaching

Mentors are not responsible for solving problems on behalf of the student. Instead, mentoring is a collaborative process where students are encouraged and supported to work towards solutions themselves.

#### **What we expect of Autism Mentors**

The focus of autism mentoring should be based upon assisting students in overcoming difficulties associated with autistic spectrum disorder and minimising the impact of this upon their studies.

Autism 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 is maintained until it is clear the support is enabling the student to settle into study more effectively.
- Sessions may focus specifically on: Motivation and goal setting, strategies for effective time management, organisational skills, study and exam preparation skills, stress or anxiety management, social interaction including e-mail communication etc.

#### **What we expect of students using an Autism 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.

## Mental Health Mentoring Information

**Job Purpose:** Working as part of Theorise external support team to deliver specialist mental health mentoring sessions and interventions for students within specific professional guidelines and internal policies, to promote independence and enable students to fully reach their potential and maximise their academic student experience.

Mentors will utilise a full understanding of the specialist mental health field in contributing to the work activities of Student Support Services for our client.

Mental Health Mentors will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. It is the responsibility of both the Tutor and student to liaise with one another to arrange appropriate times to carry out this support on an ongoing basis.

## Supporting students with Mental Health Mentoring

### 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 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 Teams (Counsellors, Wellbeing etc.), who may provide therapeutic support to students with more severe difficulties, or who are experiencing crisis situations. Mental Health Teams may also make referrals to other agencies when required.

### What we expect of Mental Health Mentors

The focus of Mental Health 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.

Mental Health 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 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

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concern and is believed to be a threat either to themselves or to others.

#### **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.

## Note-Taker Full Job Description

**Job Purpose:** Working as part of Theorise external support team to deliver specialist one-to-one note-taking support for a student who require assistance in lectures or seminars. Students may have difficulty taking notes for several reasons e.g. sight/hearing impairments, specific learning difficulties or if writing is difficult or painful.

University Note-Takers will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. These hours will cover all the students' note taking support for both lectures and seminars and may be used as the student deems necessary to be assisted.

### 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

### What is expected of Note-Takers?

The following are standard expectations of Note-Takers:

Notes should be:

- Typed or if no alternative handwritten and legible
- Clear and consistent
- On one side of a page
- Given to the student on the day of the lecture unless agreed otherwise with the student
- 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

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

- Prepare suggested toolkit: laptop / tablet, pens
- Ask for copies of the slides from the student in advance if they are available
- Familiarise themselves 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

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

- Where would they like 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 coding?

### **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

## Proof-Reader Full Job Description

**Job Purpose:** Working as part of Theorise external support team to deliver specialist proof reading assistance for students who require support in their academic writing. Students may have difficulty with accurately producing academic pieces of work due to their specific learning difficulties e.g. dyslexia and therefore require assistance to ensure their work is submitted free from grammatical or spelling errors and is logical and methodical in the way it answers the assignment.

Proof-Readers will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. These hours will be used to cover the student's proofreading support and can be used as the student deems necessary to be assisted. The proof-reader can correct grammatical and spelling errors for students; however it is strictly prohibited for any Proof-Reader to fully edit, restructure or add in their own wording. Changes can be suggested for students to make their own amendments to these areas, but this cannot be done on behalf of the student.

### 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 proofreading 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.

### What we expect of our Proof-Readers

We'd ideally prefer 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 they do not hold a specialist dyslexia, disability-related or proof-reading qualifications, we expect them to be sufficiently knowledgeable about these particular difficulties and possess 'attention to detail' skills for proof reading purposes.

We expect them 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.

### Approaches to proofreading

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.

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 they make correspond with the intended meaning.
- Match the tone of the piece they are proof reading with the style of the writer:
  - the temptation is to make it their own style – but they remember that they are working on your work

- 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:
  - changes should be subtle
- Check phraseology:
  - stock phrases and repetition
  - query and give alternative suggestions
- Work with what they are given:
  - 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 Disability Adviser for further advice - workshops, individual sessions and specialist study skills books are available to support students with academic writing.

Working within the word count:

- Good proof reading does not change the context:
  - understand the voice of the student
  - elaborate the argument by suggesting they add in or take away words
  - flag up those extra, unnecessary words
- Making it all match up:
  - match the corrections in relation to the context they are working in
  - if they are unfamiliar with the subject area and doubtful about the use of specific terminology or phraseology, they will research any unknown terms to ensure the word(s) used is(are) correct within the context

## Study Skills Tutor Full Job Description

**Job Purpose:** Working as part of Theorise external support team to deliver specialist one-to-one study skills support to provide the student a vehicle to assist overcoming certain specific learning difficulties. Study Skills Support Tutors will work with students in most circumstances with Dyslexia or Dyspraxia and sessions will be focused usually on assignment structure, time management, organisation, revision techniques & strategies and any other areas either the student requests or Study Skills tutor identifies.

Study Support Tutors will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. It is the responsibility of both the Tutor and student to liaise with one another to arrange appropriate times to carry out this support on an ongoing basis.

### 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

### 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.

### 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 they do not hold a specialist qualification, we expect them to be sufficiently knowledgeable about these particular difficulties within the higher education context.

We expect them 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 Study Skills Tutors to -

- make contact with students within three working days of the initial allocation of their 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 their responsibilities clear to you and draw up a working agreement
- be aware of their 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 their 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 Disability Adviser and not to contact the student's College or University lecturers directly
- update and enhance their personal development by attending the CPD training workshops provided
- make the 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

### What we expect of students using study skills support

- meet Tutors at the arranged times
- give 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 Disability Adviser of any difficulties with their Tutor and the support provided
- inform their Disability Adviser of their need for a temporary Tutor, if their own Tutor is absent for any reason.

### Other useful information about Study Skills

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 they 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 Tutors, 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 them to make the respective contact in Theorise 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 Tutor can request a change at any time.

## Support Worker Full Job Description

**Job Purpose:** Working as part of Theorise external support team to deliver specialist one-to-one support work for students who require assistance with several aspects of university or college. Students may have a range of specific learning difficulties (ASD, ADD, ADHD, etc.) and the role of the Support Worker can take many roles and responsibilities such as assisting the student in classes to keep them focussed and on task, working as a personal assistant to help them access relevant research materials for assessments, note taking support. This is not an extensive list of duties that the support worker can be carried out and will vary on a student-by-student basis. However, this role is vital in assisting the student's academic progression.

University Support Workers will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. The Support Worker should liaise with the student at the earliest opportunities to work with the students' timetable and ensure availability.

### The role of a Support Worker

A student may require assistance in specific or all of their timetabled classes. Depending on the students own specific learning difficulties 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 they 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 Support Workers, 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 them 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 Support Worker can request a change of support at any time.

## Personal Assistant Full Job Description

**Job Purpose:** Working as part of Theorise external support team to provide assistance with the student's learning environment in a number of aspects of university or college life. The Personal Assistant may have a range of duties in order to assist the students learning from assisting them to access relevant research materials for assessments, assisting the student in day-to-day aspects of university i.e. printing, scanning, research, orientation support. This is not an extensive list of duties that the support worker can be carried out and will vary on a student-by-student basis. However, this role is vital in assisting the student's academic progression.

University PA's will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. The Support Worker should liaise with the student at the earliest opportunities to work with the students' timetable and ensure availability.

### 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.

#### **What we expect of Support Staff undertaking other roles**

- All Support Staff are expected to follow the key University/College protocols that are set out.
- Support Staff are expected to speak to the student's Adviser at an early point if any difficulties arise

#### **What we expect of students using Support Staff undertaking other roles**

- Have an initial meeting with their Support Staff 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 Staff 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



### Testimonials

We love what we do. Creating strong relationships with our Clients, Candidates & Students is what we strive to achieve and specialise in. Don't just take our word for it though...

#### Clients

"We have worked with Theorise for a number of years now, they continue to provide our students with an excellent standard of support. The team at Theorise are responsive to student needs and concerns and will do their utmost to ensure that each student is supported to their individualised needs. Equally, the team will endeavour to pair up students with an appropriate support worker and if and when a relationship between support worker and student requires a change (which is not the norm) Theorise are more than willing to facilitate that change.

I have no equivocation in recommending Theorise to other FE and HE institutions they are an excellent team that provide personalised/individualised support both to the institution and students to an exceptionally high standard!"

Perth College UHI.

"I would like to add how impressed I am with the efficiency and professionalism shown by Theorise. My request for support was responded to very swiftly and the communication throughout the whole process has been exemplary. Feedback from the student has also been extremely positive in relation to the support provided."

Inverness College UHI.

#### Candidates

"Working with Theorise Ltd in a Note-Taker role has been the perfect job for me over the last year. It has allowed me to utilise my skills and knowledge in an extremely rewarding way whilst also allowing me to develop transferable skills and gain new experiences within the education sector. The company are an absolute dream to work for. They are reliable, accommodating, excellent at communicating and also make you feel like a valued member of their team by sharing positive feedback and being completely flexible with your other commitments.

I am absolutely thrilled to be working with them again next year."

Claire Docherty, Note Taker, Edinburgh area.

"I have worked with different agencies and directly with clients over the years, and working with you at Theorise is definitely the best experience I have had – from the quality and robustness of the agency's professional and safeguarding standards, to the agency's excellent communication, streamlined processes, speedy payment and your swift responsiveness to any query or issue. I also very much enjoy working with you Dany and wanted to thank you for being a friendly and approachable soul, as learning support is a very human role at the end of the day. Theorise is not an ordinary agency – we are all making a difference in our own way. Thank you also for supporting me and trusting me to do a good job. I feel very lucky to do this work, which I enjoy very much."

Kathryn Pierce, Study Skills Tutor, Edinburgh area.

"I have worked with Theorise over the last academic year as a Study Skills Tutor, and have found the Theorise family to be approachable, supportive and professional throughout. They are extremely accurate and timely regarding payment; the work is interesting, and their communication is excellent – there has never been a time when they haven't responded promptly to a query. I look forward to continuing our working relationship into the foreseeable future."

Alison Spencer, Study Skills Tutor, Glasgow area.

### Students

"Now my support has finished I wanted to email you to thank you and to let you know how useful I've found your company's mentor provision over the last few months.

The last four months have seen me turn a corner and instead of giving up on my studies, the mentor you allocated to me, has guided me and encouraged me to continue and achieve really good grades.

I was seven assignments behind and now I'm all caught up and focusing on my dissertation! I have even managed to achieve a distinction and an outstanding distinction which I never thought I would manage as I was floundering so much with my health and concentration. Initially, when I was told that I would get help I was concerned that I would be designated a mentor who didn't appreciate masters level study. This has not been the case and I have been so relieved and delighted by the study engagement I have received.

I particularly found that touching base each week and looking at different techniques for study, very useful especially when used alongside the debates that my mentor and I have had on my chosen topics. It has helped me to set a pace for my study and to really think about what I write and how I wrote it.

I am very grateful that I have been taught the tools to be able to take hold of my studies and future through this help and my disability no longer seems such a barrier to success."

Moray College UHI PG Student

"Working with a Theorise tutor has greatly improved my self-esteem, confidence and ability to manage my anxieties. With my Theorise tutor's support I feel better able to express my ideas and plan my work. I have noticed an immediate improvement in my academic work and have achieved distinction marks I previously thought were out of reach."

Queen Margaret University MSc Student

# Student Privacy Notice

## Company Contact Details

Theorise Ltd's Data Protection Lead is Dany Brunton, who is contactable on 07725 986185 or by e-mailing [dany@theorise ltd.com](mailto:dany@theorise ltd.com), if you have any queries relating to anything outlined in this document please contact Dany.

Theorise acts a third party providing external support to colleges and universities in the way of individuals to assist students. 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 or University's standards, strategy and values which incorporate being 'inclusive'. Effective support to students is, therefore, extremely important to all the Colleges & Universities we work with and we provide our services to fulfil the performance of a contract with all the Colleges & Universities we work with.

The Company must therefore process personal data (including sensitive personal data) so that it can provide these services – in doing so, the Company acts as a data controller.

You may give your personal details to the Company directly, such as through a college or university provided information form or directly via e-mail, or alternatively we may collect them directly from your college or university providing you have consented to doing so.

The Company must have a legal basis for processing your personal data. For the purposes of providing you external support services we will only use your personal data in accordance with the terms of the following statement.

## 1. Collection and use of personal data

### a. Purpose of processing and legal basis

The Company will collect your personal data (which may include sensitive personal data) and will process your personal data for the purposes of fulfilling a contract with your college or university to provide support to their students. The legal bases we rely upon to offer these services to you are:

- Consent
- Contractual obligation
- Statutory requirements

### b. Contractual obligation

Where the Company has relied on a contractual obligation to process your personal data our legitimate interests is/are as follows:

Theorise acts a third party providing external support to colleges and universities in the way of individuals to assist students.

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 or University's standards, strategy and values which incorporate being 'inclusive'. Effective support to students is, therefore, extremely important to all the Colleges & Universities and we provide our services to fulfil the performance of a contract with all the Colleges & Universities we work with.

**c. Recipient/s of data**

The Company will process your personal data and/or sensitive personal data with the following recipients:

- OpenCRM – Which is our secure CRM system to track the hours you have worked with one of our external support workers, as well as logging any communication between you and Theorise directly.
- SAAS/SFE/SFW/SFNI/Any other relevant funding body – Theorise will have to pass on basic information relating to your Funding Authority reference number to ensure we can pay our external support workers for providing you support.
- Your College or University – In some instances we may have to contact your College or University directly to discuss any issues or problems in terms of your support or assisting in organising your support.
- Theorise Support Worker(s) – Theorise will pass your information to the employed individual or individuals for who will provide the type of support specified in your Award Letter, this person will then contact you directly in order to arrange support.

**d. Statutory requirement**

Your personal data is required by law and/or a contractual requirement (e.g. required by Theorise to fulfil HMRC tax and auditing purposes), and/or a requirement necessary to enter into a contract. You are obliged to provide the personal data and if you do not the consequences of failure to provide the data are:

- On initial contact, Theorise would be unable to assist you in sourcing an external support worker through our agency.
- Following the assignment of a support worker and actively beginning working with this support worker from Theorise, your personal data will be required by law for the purposes of payroll, HMRC & DWP.

**2. Overseas Transfers**

The Company may transfer only the information you provide to us to countries outside the European Economic Area ('EEA') for the purposes of providing you with work-finding services. We will take steps to ensure adequate protections are in place to ensure the security of your information. The EEA comprises the EU member states plus Norway, Iceland and Liechtenstein.

**3. Data retention**

The Company will retain your personal data only for as long as is necessary. Different laws require us to keep different data for different periods of time.

To comply with certain regulations and for auditing purposes, Theorise will be required to keep your Funding Authority information for a minimum of five years per Award Letter, your contact information will be erased on completion of your academic year.

Where the Company has obtained your consent to process your personal and sensitive personal data, we will do so in line with our Retention Policy a copy of which is attached. Upon expiry of that period the Company will seek further consent from you. Where consent is not granted the Company will cease to process your personal data and sensitive personal data unless otherwise

authorised to do so.

#### 4. Your Rights

Please be aware that you have the following data protection rights:

- The right to be informed about the personal data the Company processes on you;
- The right of access to the personal data the Company processes on you;
- The right to rectification of your personal data;
- The right to erasure of your personal data in certain circumstances;
- The right to restrict processing of your personal data;
- The right to data portability in certain circumstances;
- The right to object to the processing of your personal data that was based on a public or legitimate interest;
- The right not to be subjected to automated decision making and profiling; and
- The right to withdraw consent at any time.

Where you have consented to the Company processing your personal data and sensitive personal data you have the right to withdraw that consent at any time by contacting Dany Brunton ([dany@theorise ltd.com](mailto:dany@theorise ltd.com)).

#### 5. Complaints or queries

If you wish to complain about this privacy notice or any of the procedures set out, please contact: Dany Brunton ([dany@theorise ltd.com](mailto:dany@theorise ltd.com)),

You also have the right to raise concerns with Information Commissioner's Office on 0303 123 1113 or at <https://ico.org.uk/concerns/>, or any other relevant supervisory authority should your personal data be processed outside of the UK, if you believe that your data protection rights have not been adhered to.

#### Annex A

**a) The lawfulness of *processing* conditions for *personal data* are:**

1. *Consent* of the individual for one or more specific purposes.
2. *Processing* is necessary for the performance of a contract with the individual or in order to take steps at the request of the individual to enter into a contract.
3. *Processing* is necessary for compliance with a legal obligation that the controller is subject to.
4. *Processing* is necessary to protect the vital interests of the individual or another person.
5. *Processing* is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the *data controller*.
6. *Processing* is necessary for the purposes of legitimate interests pursued by the controller or a third party, except where such interests are overridden by the interests or fundamental rights or freedoms of the individual which require protection of *personal data*, in particular where the individual is a child.

**b) The lawfulness of *processing* conditions for *sensitive personal data* are:**

1. Explicit *consent* of the individual for one or more specified purposes, unless reliance on *consent* is prohibited by EU or Member State law.
2. *Processing* is necessary for carrying out data controller's obligations under employment, social security or social protection law, or a collective agreement, providing for appropriate safeguards for the fundamental rights and interests of the individual.
3. *Processing* is necessary to protect the vital interests of the individual or another individual where the individual is physically or legally incapable of giving *consent*.
4. In the course of its legitimate activities, *processing* is carried out with appropriate safeguards by a foundation, association or any other not-for-profit body, with a political, philosophical, religious or trade union aim and on condition that the *processing* relates only to members or former members (or those who have regular contact with it in connection with those purposes) and provided there is no disclosure to a third party without the *consent* of the individual.
5. *Processing* relates to *personal data* which are manifestly made public by the individual.
6. *Processing* is necessary for the establishment, exercise or defence of legal claims or whenever courts are acting in their judicial capacity.
7. *Processing* is necessary for reasons of substantial public interest on the basis of EU or Member State law which shall be proportionate to the aim pursued, respects the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and interests of the individual.
8. *Processing* is necessary for the purposes of preventative or occupational medicine, for assessing the working capacity of the employee, medical diagnosis, the provision of health or social care or treatment or the management of health or social care systems and services on the basis of EU or Member State law or a contract with a health professional and subject to the necessary conditions and safeguards.
9. *Processing* is necessary for reasons of public interest in the area of public health, such as protecting against serious cross-border threats to health or ensuring high standards of quality and safety of healthcare and of medicinal products or medical devices, on the basis of EU or Member State law which provides for suitable and specific measures to safeguard the rights and freedoms of the individual, in particular professional secrecy.
10. *Processing* is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes, which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard fundamental rights and interests of the individual