

SA.20 READER WRITER SUPPORT FOR STUDENTS

APPROVED BY	STRATEGIC LEADERSHIP TEAM	VERSION	2016-v1
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	▪ CLICK HERE TO ENTER TEXT. TITLE	Next review	2019
PURPOSE	This policy ensures a fair, consistent and professional approach to the provision of reader/writers within the Institute.		

1 PURPOSE

This policy ensures a fair, consistent and professional approach to the provision of reader/writers within the Institute.

2 POLICY

1. Any student wishing to be considered for a reader and/or writer in a test setting should apply to the Learning Centre Coordinator at least two weeks prior to the exam or test. Any application must include a rationale and supporting documents, medical or otherwise, of relevance to the application.
2. The decision regarding eligibility for reader/writer assistance is made by a member of the Learning Support Team.
3. The Learning Centre Coordinator selects, trains and allocates reader/writers, having consideration for any prior relationship or conflict of interest.
4. The Learning Centre Coordinator gives all reader/writers the handout **Instructions for Reader/Writer**, which they sign before they assist any student, as their acknowledgement that they will abide completely within these guidelines. **Instructions for a Writer** are also available.
5. For each hour of examination time, students are allowed an extra ten minutes.
6. Transcripts will not note where students have been assisted by reader/writers.

3 Instructions for Reader/Writers

- Make sure you find out where you are meant to be and the name of the student you are working with prior to the exam or test day. If you are not sure where to go, contact Bethlehem Tertiary Institute reception or the Learning Centre Coordinator to find out.
- If you are working with a student for the first time, please arrive at least 15 minutes before the test begins – this will allow you to meet and find out the specific requirements of the student.
- It is important that the know the answers to the following questions before starting the test
 - Would they like you to read the questions as well as write the answers?
 - Would they like you to read the questions and write the answers themselves?
 - Would they like you to write the answers and to read the questions themselves?
 - Would they like questions read more than once?
 - Would they like their answers read back to them straightaway?
- Ask the student where they would like you to sit – on their right or left.
- Read ALL the instructions to the student:
 - Read out the time limit on the test, plus the extra time they are allowed.
 - Read out the number of questions there are, and how many they need to answer. Suggest that they may like to take this into account in regards to the time allocation for each question.
 - Read out the mark allocation for each question.
 - Read out whether the questions are multi-choice, short answer or essay type questions.
- It is important when reading that the EXACT wording on the test paper is used. Personal opinion, interpretation or advice is inappropriate.
- Watch your voice and facial expression, particularly when reading multiple-choice questions. This is to ensure that assistance is not accidentally given to the student in finding the right answer.
- When reading out questions, state which parts of a questions are written in bold, underlined or emphasised.
- The student may wish to make notes, or draw a mind map before answering the question.
- You must write down EXACTLY what the student says, even if you know it is wrong. DO NOT offer the student any advice on the layout, grammar or content, or change any wording. The input for the test MUST be solely the student's. Do not prompt the student with questions.
- The student may read over their work, or ask you to do this.
- The student may ask for something to be changed, scored out etc. This is quite appropriate – this is their exam.
- If you do not know how to spell a word, guess, or use phonetic spelling. If you have any time left, you may check the spelling with the student after the test is completed.
- Remember, you act as the hands and, at times, the eyes for the student. However, the student must do ALL the thinking.
- If you are a Learning Centre tutor, remember to fill out your time sheet.
- Thank you for your help. We appreciate it.

I have read, understood and agree to abide fully by the instructions above.

Name:

Date:.....

Signed:

4 Instructions for Writers

Firstly, thank you for your willingness to support one of our students in this way – we do appreciate it, as will they. Please read the notes below, and return a signed and dated copy to Learning Centre Coordinator (address at the end).

- You must write down or type EXACTLY what the student says, even if you know it's incorrect. Do not offer the student any advice on the layout, grammar or content, or change any wording. The input MUST be solely the student's. Do not prompt the student with questions.
- The student may ask for something to be changed. This is quite appropriate – it is their work.
- Remember, your sole role is to act as hands for the student. However, the student must do ALL the thinking. It must be their knowledge that comes through, not yours.
- Thanks again for your help. We very much appreciate it.

I have read, understood and agree to abide fully by the instructions above.

Name:

Date:.....

Signed:

Please mail or fax this to:

Learning Centre Coordinator
Bethlehem Tertiary Institute
Private Bag 12015
Tauranga 3143

Email: p.merton@bti.ac.nz