

<b>SA.20</b>		<b>READER WRITER SUPPORT FOR STUDENTS</b>	
APPROVED BY	<b>EXECUTIVE LEADERSHIP TEAM</b>	VERSION	2019
REVIEW STAKEHOLDERS	▪ TE TAIURUNGI	Last reviewed	2016
	▪ HEADS OF SCHOOL	Published	2019
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	▪ ACADEMIC LEARNING SUPPORT	Next review	2022
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## PURPOSE

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## POLICY

- 1 Any student wishing to be considered for a reader and/or writer should apply to the Academic Support Team at the time of their enrolment. 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 Academic Support Team.
- 3 A member of the Academic Support Team selects, trains and allocates reader/writers, having consideration for any prior relationship or conflict of interest.
- 4 BTI does not accept financial responsibility for the reimbursement of reader/writers.
- 5 Any student wishing to be considered for a reader and or writer in a test setting should apply to the Academic Support Team 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.
- 6 For each hour of examination time, students are allowed an extra ten minutes.
- 7 Transcripts will **not** note where students have been assisted by reader/writers.
- 8 A member of the Academic Support Team 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 Reader/Writers for tests

- 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 Academic Support Team 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 you 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 students. 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.

Thank you for your help. We appreciate it.

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

**Name:** .....

**Date:** .....

**Signed:** .....