**The Register of Support Providers at Queen’s University**

**Reader**

**Role Purpose**

A Reader provides support to students whose disability makes reading or other forms of accessing text difficult or impossible.

Readers are normally accessed by blind / visually impaired students and those with underlying medical conditions, which may cause visual disturbances (e.g., MS).

The Reader is the medium through which a student will access their study materials, books, journals etc. As such, anyinterpretation or understanding of any aspect of the material being read out to the student must be their own.

**Main Duties**

* To read/re-read, as often as requested, a range of hard copy study materials a student is required to access for their programme of study such as library books, journals, research papers, etc.
* To this end, a clear reading voice is required, and possibly some knowledge of the subject area if it includes any technical jargon.
* To adhere to the Support Provider Guidelines as issued by the Register of Support Providers at Queen’s.
* To complete and return all relevant paperwork/timesheets for each support relationship in a timely and accurate manner.

**A Reader should:**

* Accurately read aloud the written information without explaining/clarifying any words/terms.
* Re-read the material as often as requested by the student.
* Read in a clear, articulate voice at a normal pace, i.e., not too fast/slow.
* Identify to the student any visual images used in conjunction with the reading materials such as photos, diagrams, etc.
* Read aloud any words associated with the visual images such as titles, labels, footnotes, etc.
* If requested, spell out unfamiliar words, names, new terminology, etc.
* Only read the material the student asks you to read.
* Only read when you are required to read by the student.

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**Exam Reader**

**Role Purpose**

Exam Readers are normally used by students with dyslexia or other specific learning difficulties, by students with visual impairments and by students with underlying medical conditions, like MS, which may cause visual disturbances. An Exam Reader is therefore the communication channel through which the student accesses their examination paper. **Any interpretation or understanding of any aspect of the paper is the responsibility of the student.**

**Main Duties**

* To read, as often as requested, the exam paper instructions, questions, any accompanying material and/or any part of the candidate’s written answers.
* To adhere to the Support Provider Guidelines as issued by the Register of Support Providers at Queen’s.
* To complete and return all relevant paperwork/timesheets for each support relationship in a timely and accurate manner.

**An Exam Reader should:**

* Agree in advance the most effective method of working together and have a practice session(s) if requested by the student.
* Read accurately, without explaining or clarifying any words or terms.
* Read in a clear, articulate voice and at a normal pace, i.e., not too fast/slow.
* Identify which visual materials relate to which questions and explain this to the student.
* Read the words on diagrams, maps, etc.
* On request, spell words in the questions but not in the answers produced by the student.
* Only read what the student asks you to read and only read when the student asks you to.
* Repeat the instructions given on the question paper only when specifically requested to do so by the student.
* Be prepared for periods of inactivity during the examination.
* Be familiar with the subject and terminology where the exams involve foreign languages or scientific/mathematical/technical subjects.

**Exam Readers working with students with visual impairments should:**

* Read, as often as requested, the questions and the answers already recorded.
* If asked, give information regarding the amount of time elapsed and time remaining.
* Help a student using tactile maps, diagrams, graphs and tables to obtain information readily available to sighted students.
* Give the spelling of a word only if requested.

**An Exam Reader should not:**

* Elaborate or explain any words, terminology or other aspects of the questions.
* Interpret or discuss the questions or the student’s answers.
* Act as a proof reader.
* Offer any factual assistance or suggestions.
* Advise the student about which questions to attempt, when to move on to the next question or the order in which questions should be completed.
* Make any comments about the questions or use any intonation to emphasise any parts of the questions.
* Read any section of the paper if not requested to do so.
* Discuss anything with the student unless it relates to re-reading parts of the exam paper.
* Refuse to read anything over again if asked.

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**Reader / Exam Reader**

**Person Specification**

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| **Educational and Professional Qualifications** | Essential | Educated to A-Level standard or equivalent, e.g., BTech, HND, Irish Leaving Certificates, Scottish Highers, Foundation Certificate. |
| Desirable | Degree in subject related to student. |
| **Previous Experience / Training** | Essential | Knowledge of the technical language of the subject. |
| Desirable | Experience of public speaking *or* experience of tutoring / demonstrating / lecturing to groups *or* training experience.  Experience of working with disabled people. |
| **Job Related Achievements** | Essential | Good reading voice, pace and clarity.  Knowledge of correct English grammar and spelling. |
| **Inter-personal Skills** | Essential | Excellent verbal communication skills.  Awareness of confidentiality.  Good interpersonal skills. |
| **Special Factors** | Desirable | Flexibility over working hours. |