

Disability Support Service

ESW Handbook

Student Services



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# Introduction

An ESW may give academic support to individual students on a one-to-one basis in designated subject areas, organisation, IT/AT skills or accessing texts, to identify problems experienced by the student and to assist the student to develop strategies to address these problems.

All ESWs on our panel are currently registered students of the university who have their own course work and research to complete. It is important that you do not take on a quantity of work that will have a detrimental effect on your own studies. Also, you should have a clear understanding of your role as an educational support worker. The various roles of an ESW are outlined below and described in additional detail in our training sessions. It is our expectation that the work that you do will be tasked based in one of the following areas, your discipline, learning support, IT, assistive technology and/or alternative format.

ESW’s may work with students on a one-to-one basis to provide the following academic support:

* Subject-specific
* Time Management strategies
* Advice on Learning styles
* Assistive Technology(AT)/IT
* Alternative Format/IT

At times the student/s that you are working with may experience stress or feel overwhelmed by the transition to third level or by the demands of their course work or by exams. It is likely that you can empathise with our students as you may have experienced this at times in your own studies. More often than not, you may be able to use your own experiences to help the student break their own work down into manageable tasks, which can be prioritised and worked through. However, if at any time you meet with a student who you feel is very distressed and you are very concerned, please do not hesitate to contact the Disability Support Service immediately or to bring the student to the Disability Support Service to see one of our staff or to make an appointment to see one at the earliest opportunity.

**Please Note:** Administrative Enquires regarding contracts, timesheets, payroll, Garda vetting should not be forwarded to your supervisor, but to [disabilityservice@nuigalway.ie](mailto:disabilityservice@nuigalway.ie) or to the appropriate service in the university i.e. Payroll and Expenses Office, HR.

# Outline of Training

All ESWs who complete Disability Awareness Training will be added to the panel to provide subject-specific support to students.

Depending on your educational background, experience and availability, the Disability Support Service may also request you to carry out work in the area of learning support and/or IT/Assistive Technology. You will be asked to carry out further training before you are assigned this work.

The following is a list of our training topics:

* Disability awareness
* Time management strategies
* Learning styles
* Digital dictionary & digital recorder training
* Text Help training
* Smart pen training
* Alternative format training

# Outline of ESW Roles

## Tutor – Subject Specific/Learning Support

Academic tutors instruct students on a one-to-one basis in order to further explain material covered in a specific class and subject. Academic tutors typically work with a student through the progression of a course and dedicate a few hours each week to meet with the student and explain any course material which the student is having difficulty with.

**Person Specification**

* A tutor should have knowledge of the module / subject including changes, assessment procedures and credit rating of assignments and other subject specific information.
* Previous experience in tutoring or teaching is helpful.
* Preference is given to individuals with a history of postgraduate study or currently in postgraduate study who have advanced knowledge in the subject for which tuition is provided.

## Assistive Technology (AT) /IT Assistant

An AT/IT assistant is a person who can cover some or all of the following:

* Assist students who have substantial difficulties setting up the student CASS account, logging onto and using Blackboard, downloading/uploading documents to and from the Web, accessing student email and attaching documents, file organisation, printing and photocopying, using Word to complete course work.
* Assist students who need training with specialist equipment such as digital dictionaries, digital recorders, Smartpens and/or TextHelp software.

## Alternative Format/IT Assistant

An AF or AT assistant is a person who can cover some or all of the following:

* Assist students who have substantial difficulties accessing or producing print material by assisting the student in obtaining relevant documents in the Library, from departments, tutors or from other sources, and helping the student to arrange for these materials to be converted into an appropriate format (Braille, enlarged print, machine-readable format).
* Assist students who need training with specialist equipment in order to access print or spoken material.
* Assist students who have substantial difficulties accessing spoken presentations (lectures, seminars, films and videos) by providing typed transcription of audio or video recordings

**Person Specification**

* AF/AT facilitators, when sourced and managed through the Disability Service, are expected to work in accordance with the 'Terms of Registration for Educational Support Workers'.
* Ideally you must be able to demonstrate a clear understanding of mainstream packages and IT equipment and have experience of training others to use it.
* Scanning is generally used as the first step in the provision of material in alternative format. Training will be given in the use of this equipment.
* You should ideally have some understanding of specialist assistive technology packages (although training can and will be arranged).
* You must have an understanding of the format you are expected to work in (for example, Grade II English Braille) or be willing to develop an understanding. Access to appropriate equipment will usually be arranged through the Disability Support Service.
* You should be a competent typist and have access to appropriate equipment.

# Supervision

ESW’s who are assigned with carrying out Learning Support and/or AT support will have a supervisor within the Disability Support Service. The ESW can liaise with their supervisor in relation to advice about supporting students with a particular disability, advice about the content of their support sessions or any other queries in the relation to carrying out the role effectively.

# Assigning Work with a Student/s

The Disability Support Service will email your student email address with the name, student email and mobile number of a student with whom we would like you to work. In the email, we will specify the number of hours work to carry out with student and the nature of the work (i.e. whether it is subject-specific support, time management, IT skills etc.).

You should reply to this email to confirm that you have received it and that you will carry out the work.

# Arranging Work with Students

Arrangements regarding the day, date, time and venue for ESW should be agreed between you and the student/s.

There are 3 sound-proof booths in the Assistive Technology Service in the James Hardiman Library which can be booked for ESW support. The student/the ESW can book these by signing the student’s name on the booking sheet outside the booths.

There are also group study rooms in the Library which you or the student/s can book. Here is a link to further information on how to book group study rooms. <http://www.library.nuigalway.ie/usingthelibrary/studyspace/groupstudyrooms/>

# Recording ESW Sessions

You will need to retain a record of the work you complete with students.

## Subject-specific support, Time Management or Learning Styles

When you are working with a student on **Subject-specific support, Time Management or Learning Styles** you will need to complete a Session Planning Template (See Appendix One). You do not need to complete a new planning sheet for each session you complete with a student. Instead you should use the template to draft a brief plan for the duration of your sessions with a student. This should take 5-10 minutes at the start of your first session with a student. For example, if you are meeting a student for 3-4 sessions to assist them with subject support, you should include a brief outline of the topics you intend to focus on in each session. You may also include a reference to the lecture notes and/or exam papers you intend to review. You can include the dates and times as you confirm them between you.

When you have concluded your sessions with a student, you should both sign the session planning template and return it to the Disability Support Service with your monthly Payroll Payment Timesheet.

## Assistive Technology/IT Assistant

### One to One AT/IT Sessions

When you are working with a student in one-to-one session you will need to complete a One to One template (see appendix Four). You do not need to complete a new template for each session you complete with a student. Instead you should use the template to draft a brief list of AT/IT areas the student wishes to learn more about. This should take 5-10 minutes at the start of your first session with a student.

When you have concluded your sessions with a student, you should both sign the session planning template and return it to the Disability Support Service with your monthly Payroll Payment Timesheet.

### AT Group Training

When you are giving AT group training sessions you will need to take attendance for each session that you give (See Appendix Five).

You must submit all signed attendance sheets with your monthly Payroll Payment Timesheet.

### Drop in AT/IT Clinics

For all drop-in clinics you cover, you will need to take attendance for every query/topic covered (See Appendix Six).

You must submit all signed attendance sheets with your monthly Payroll Payment Timesheets.

# Cancelling ESW Sessions

As indicated in the Terms and Conditions, you are required to provide a minimum of 24 hours’ notice to the student and the Disability Support Service if unable to attend a session. Such absences should only be in exceptional circumstances.

Students must provide 24 hours to their ESW if unable to attend a session. All ESWs are paid for the full booking unless 24 hours cancellation notice is given. If a student fails to provide sufficient notice to cancel a session, you should email [disabilityservice@nuigalway.ie](mailto:disabilityservice@nuigalway.ie) to advise us as soon as possible.

# ESW Work Commitment

As we advised at your interview, inclusion on the panel is not a guarantee of work. In particular, we cannot predict the subject areas in which students will need help from semester to semester. Work will depend on meeting the students’ needs. Also, it is important that you advise us of the amount of work to which you can commit. We accept that this will be subject to change and we are flexible about having you review your commitment.

Please all take note of the University’s guidelines on employment for students carrying out postgraduates by research. This is a guideline to which we would like you to conform.

**5.11 Employment during Studies within the University**

<http://www.nuigalway.ie/media/graduatestudies/files/university_guidelines_for_research_degree_programmes.pdf>

In addition to the 120 hours of teaching requirements, registered full-time students may undertake a maximum of 130 hours of paid work per year, either for their School or any other area of the University where work is available. Such work, where available, is to support you only for the period of your studies and such work will cease on completion of, or at the write-up stage, of the degree. You must be aware and acknowledge acceptance that any opportunity for work is available only for the period that you remain a registered student and actively pursuing your research degree. Students will sign an undertaking (see form GS 010 for full-time research students and GS 020 for part-time research students) which states that the work is related to their status as a registered research student whilst actively pursuing their research. Registered part-time, self-funded students can work up to 820 hours per year, under the same conditions as above for a full-time student. The total work load undertaken by the student will be monitored, and repeated offenses of exceeding the limits outlined will not be condoned. These regulations apply to you from the period you register as a research student until you complete your degree. You are required to comply with the HR policies on part-time employment.

# Garda Vetting

Before we can offer you work with students you need to compete Garda vetting. The Disability Support Service will forward your name and student email address to Fiona Kennedy in HR and she will contact you in relation to Garda vetting if you have not already been Garda vetted by NUI Galway.

# ESW Contract

You will be issued an *Educational Support Worker Contract of Employment* before commencing your work, which you will need to complete and return to the Disability Officer at disabilityservice@nuigalway.ie. You should not commence work on behalf of the Disability Support Service unless you have been issued a contract to do so. You should not exceed the hours of work stated on your contract.

You will be given a copy of your completed contract.

Your roles and responsibilities are clearly outlined in the Terms and Conditions in Appendix Three. You should read the Terms and Conditions to which you are agreeing to abide by when you sign your contract.

# Rate of Pay

The hourly rate for educational support work is €20.84 (this is the figure to be entered on your Payroll Payment Form), plus holiday entitlement of 8%. You will be paid for your attendance at one session in each training topic.

# University Payroll Number

Work as an ESW is treated as casual work within the university payroll structure. To allow the Disability Support Service process monthly payments you must have a university payroll number. Please note a Payroll Number is not the same as a Scholarship Payroll number.

If you do not know your university payroll number, you can go the **Payroll and Expenses Office** website and follow the instructions under the heading Payroll Number Query for Casual Employee to look it up. <http://www.nuigalway.ie/payroll/casualpayments/>

If you do not have a university payroll number because you have not worked in the university before, you must go to the Payroll and Expenses Office website and follow the instructions under the heading New Casual Employees <http://www.nuigalway.ie/payroll/casualpayments/>

If you do not already have a university payroll number, it is in your best interest to set one up as soon as possible.

# Monthly Pay Claim

ESW’s are casual workers who get paid monthly/ All Monthly Staff are paid on the 3rd last working day of the month.

To be paid in any given month, you must submit a *Payroll Payment Timesheet* to the Disability Support Service by the 5th of each month, except in December when you will need to submit it by November 30th. If you miss these deadlines, you will not get paid until the following month.

Download a *Payroll Payment Timesheet* from the **Payroll and Expenses Office** website under the heading ‘Casual Payments Forms’. <http://www.nuigalway.ie/payroll/payrollformsfoirmeachaparolla/>

In the section ‘Details of Work Undertaken’, please include the names of the students with whom you have worked with during the hours of the claim in the box labelled ‘Description of Work’.

When you have completed your Payroll Payment Form, email it to [disabilityservice@nuigalway.ie](mailto:disabilityservice@nuigalway.ie). The Disability Support Service will complete the Authorisation Section at the bottom of the form and email it to timesheets bureau. Make sure you send you session planning template/s to correspond with the work you have claimed for in your timesheet.

See Appendix Two for an example of a completed *Payroll Payment Timesheet*.

# Basic Introduction to Tutoring Skills

Like any skill, successful tutoring requires the effective application of knowledge, skills and strategies that are acquired over time through study, practice and reflection. Success as a tutor can only be measured in relation to the learning of another. While, successful learning can take place without a person teaching, successful teaching does not take place without a person learning. Teaching, learning and assessment are the three primary elements of your role as a tutor.

The purpose of this training is to introduce a few fundamental aspects of teaching, learning and assessment that will assist you in being effective as an educational support worker providing academic support.

**Learning**

As a successful learner yourself, you are likely to have quite a few effective learning strategies and skills of your own.

Think about typical academic tasks, like note-taking, planning assignments, reading for assignments, writing assignments, preparing revision materials, revising for exams.

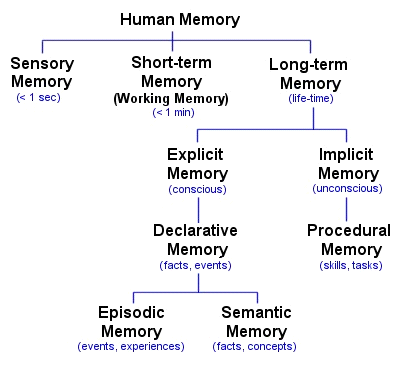
* How do you carry out these tasks?
* Are your approaches to these tasks effective?
* How could you improve them?

**Emotion**

Emotion is stronger than thinking. The dominance of emotion has implications for your practices as an educational support worker. Students will not learn as effectively when they are anxious, nervous or upset. As an educational support worker it is very important that you develop a good rapport with the student/s with whom you are working. It is essential that students can trust you to treat information about their disability strictly confidential. Also, in your work with students, you should be positive, enthusiastic and encouraging.

**Memory**

Memory can be thought of as storage, retention and retrieval. There are different types of memory.



**Working memory** is an important memory for learning. It involves storing information in the short-term and using it in some way. For example, students rely on working memory when taking notes in lectures and when making links between sentences in a paragraph they are reading. When you introduce a new concept or idea to a student, he/she will need to store it in their working memory in order to make links between it and their existing relevant knowledge. Be aware that, difficulties with working memory can be a feature of dyslexia and other specific learning difficulties. Avoid overloading students with too much information or too many instructions, keep it simple and be brief.

**Semantic memory** is the process of acquiring facts, meanings, concepts and knowledge about the external world and retaining these over time. Students preparing for end of term examinations need to store accurate, relevant information, to reinforce what they have learned to retain it over time and to recall the appropriate information correctly when it is needed.

How can you help a student preparing for end of term examinations to:

* identify relevant information,
* retain information and
* retrieve the information needed?

**Tutoring**

At all times, you should be conscious that your role is to enable the student. Assist the student in finding the best way they organise their work, to elicit their best responses, to explore how they can be a more effective student. Notice what students do well; encourage and support them to do more of it.

Use your knowledge to question, not to lecture or to correct. In your sessions, the student should be doing more talking than you do.

**Planning**

Lecture materials, core readings, assessments, lectures and tutorial are all planned by the academic staff who are experts in their discipline areas. Subject support is not a substitute for attendance and participation in core course work. However, when you are working with a student to recap on their course materials, you will need to plan what course content you are going to cover and how you are going to work together in your sessions. Use the session planning template in Appendix Three to plan and record your work with students. You should submit copies of your planning templates to the Disability Support Service with your Timesheet.

Planning should be collaborative when you are working as an educational support worker. The student you are working with should be able to direct you in terms of the course work that you need to cover together. You should also agree in advance what the purpose of each session will be so that you are both prepared to work together.

How could structure of organise the sessions so that the student recaps on course work, is prepared for assessments, and has a plan of action to follow up on after the session?

**Hooks**

Activating prior learning is a really important part of facilitating effective learning. Firstly, existing knowledge acts like a hook to which new information can attach itself. Secondly, by finding out what a learner already knows about a topic you will be able to identify any inaccuracies or misconceptions in their understanding.

Choose a topic within your discipline which you are familiar to recap on with a student. Brainstorm different ways to find out what a student already knows about the topic. As a learner how do you maximise the use of hooks or prior learning to come to terms with new information?

**Chunking**

Chunking is breaking down content into meaning pieces to improve memory performance. Students will benefit if you can chunk the information you are going to cover in a session into meaning sections. Review each section before continuing to the next and make links between sections as you proceed.

This is a very useful slideshow on chunking created by Fareeza Marican, Senior Learning Designer at the International medical University in Malaysia.

<http://www.slideshare.net/FareezaM/basics-of-chunking>

**Memory Techniques/Mnemonics**

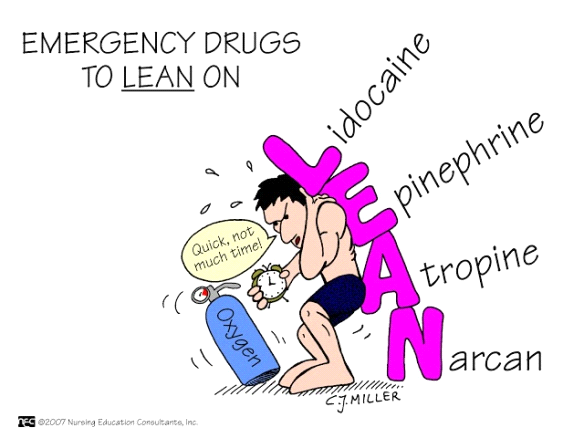
‘Mnemonics are systems such as a pattern of letters, ideas, or associations which assists individuals in remembering something.’

(Oxford Dictionaries On-line)

Here is a list of mnemonic techniques that you could use with students to help them retain information.

**Repetition** is a technique in which you read, write and recite information.

**Mind Picture** is a technique in which you form one or more pictures in your mind. The mental image serves as a place to collect and hold together facts to be remembered.



**Grouping** is a technique in which you lace information to be remembered into categories.

**Rhyme** is a technique in which you create lines of verse.

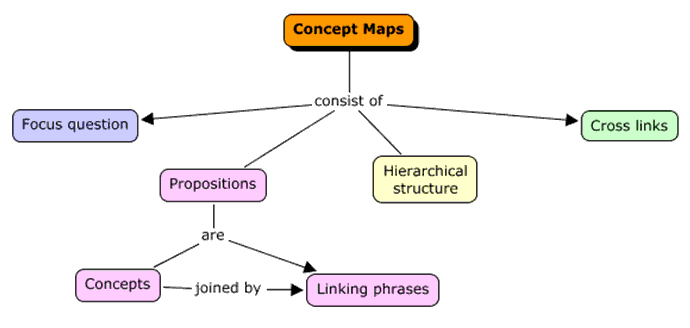
**Acronym** is a technique in which you use the first letter of words to form a new word. The letters are arranged to form a pronounceable word.

**Abbreviation** is a technique in which you use the first letter of works to form an abbreviation.

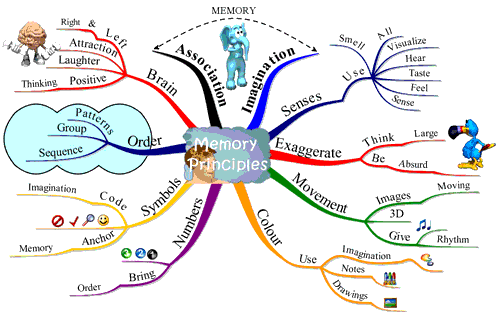
**Acronymic Sentence** is a technique in which you use the first letter of works to create a sentence

**Graphic Organiser** is a technique in which you visually show how fats are related or organised.

**Mind Mapping** and **Concept Mapping** are types of graphic organiser.



**Source:** <http://sumed.sun.ac.za/Articles/ConceptMapsWhatAndHow.aspx>



**Source:** <http://www.dirktietjen.com/improve-your-memory-with-tony-buzans-mind-mapping.html>

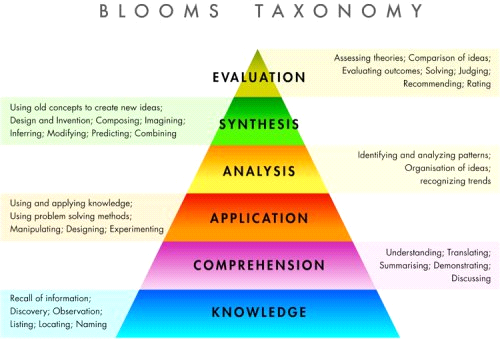
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| --- |
| **Tip:** on **Blackboard** has a module on *Exam Skills: Revision* that provides information on using memory techniques to ‘Train your Brain’.  Tony Buzan has written numerous books about using your memory and memory devises effectively many of which are available in the James Hardiman Library.  If you are interested *Moonwalking with Einstein* by Joshua Foer is a very readable book about the potential of human memory, mnemonics and their limitations. It is about an ordinary journalist who spends a year preparing to compete for the first time in the U.S. Memory Championship. |



**Questioning**

In your role as a tutor, you will not be setting any graded assessments for students. How you will need to assess their current understanding of a given topic and whether they have properly understood an aspect of the course content you have be working on with them. It is highly likely that most of your assessment may be carried out through discussion and questioning.

With his colleagues, psychologist, Bloom developed a classification of levels of intellectual behaviour important in learning in the 1950s.



**Source:** <http://juliaec.wordpress.com/2011/03/23/blooms-taxonomy-encouraging-higher-cognitive-thinking-in-primary-school-classrooms/>

This hierarchy of questions types is reflective of Bloom’s Taxonomy:

* **Literal questions** involve recall. This may include the ability to give a definition of a subject-specific term or vocabulary in a foreign language.
* **Application questions** assess whether the information learned can be applied or transferred to a different context. For example, application questions will help you to determine if the student has made relevant links between different theories and concepts in their discipline.
* **Analytical Questions** prompt students tobuild on existing knowledge for example, bymaking inferences and deductions
* **Questions requiring Synthesis** ask students to take an idea from one context and reapply it in another. It differs from application questions because this kind of linking requires a transformation of some kind.
* **Evaluation Questions** require the student to make judgements about what they have analysed and to make a case to support their conclusion. Evaluation involves critical thinking, argumentation and the selection of reliable, valid and valued evidence to support a position.

When you are working with students, it may be helpful to bear this hierarchy in mind so that you begin questioning the student at the base of the triangle and work upwards.

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| **Tip**: This is a link to a university webpage with an updated Taxonomy and a list of questions words that prompt responses in each category: <http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm> |

**References:**

Gillespie. P and Lerner, N. (2000) ‘The Tutoring Process’ in *The Allyn and Bacon*

*Guide to Peer Tutoring,* Boston: Pearson Education Company*.*

*The chapter offers advice on the tutoring process applied to academic writing. However, the techniques can be applied to tutoring process in general. For example, tutors are encouraged to use their expertise to ask the right questions on a student. The example of opening a tutoring session demonstrates how a tutor establishes his/her responsibilities early in the intervention. Also, tutors are encouraged to focus on higher order concerns before sentence level analysis.*

Appendix One: **ESW Session Planning Template**



You must complete a ESW Session Planning Template for the sessions you are working together. It is a plan for the content areas, strategies and/or skills the student wishes to learn more about.

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| --- | --- | --- | --- |
| **Tutor Name** |  | **Student Name** |  |
| **Semester** |  | **Date** |  |
| **Module** |  | **Session** (1 of 3, 2 of 4) |  |

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| **Summary of Student’s learning goals over course of sessions** |
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| --- | --- | --- |
| **Date** | **Description** | **No. of hours** |
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**Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ESW’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The ESW must submit the signed session planning template with their timesheet to the Disability Support Service before payment will be processed.**

Appendix Two: **Sample Payroll Payment Timesheet**

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## Appendix Three:



**ESW Terms of Registration**

Educational Support Workers for students with disabilities must:

* Be eligible to undertake paid employment in the European Union.
* Be able to demonstrate an understanding of the needs of students with disabilities in higher education.
* Accept that employment is dependent upon Garda Vetting.
* Accept that a position on this register does not guarantee employment.
* Accept that hours approved are subject to change and may be increased or reduced at short notice.
* If a research student, abide by the *University Guidelines for Research Degree Programmes* in relation to employment (regulation *5.11)*.
* Arrive promptly at the agreed location for sessions with the student, having adequately prepared for the session in your own time.
* Be reliable and conscientious and provide the hours approved by the Disability Support Service only.
* Provide a minimum of 24 hours’ notice to the student and the Disability Support Service if unable to attend a session. In the case of absence, the Disability Support Service may allocate your hours to another ESW who will be paid for the work. Such absences should only be in exceptional circumstances.
* Students must provide 24 hours to their ESW if unable to attend a session or if there is a change or cancellation to lectures or tutorials. All ESWs are paid for the full booking unless 24 hours cancellation notice is given.
* Respect professional boundaries and maintain a professional relationship with the student while undertaking work.
* Do not divulge any confidential information about the student to anyone outside the Disability Support Service without the agreement of the student, except in cases where there is justifiable concern regarding the personal safety of the student or others. Even then, only consult with appropriate professional agencies.
* Maintain accurate signed records of the nature and amount of support provided to the student and provide these records to the Disability Support Service or relevant funding authority when requested.
* The Disability Support Service will provide advice and guidance to the registered Educational Support Worker on meeting the above criteria during induction and throughout the delivery of support.
* If an Educational Support Worker has any issues or queries, their first point of contact should be the Disability Support Service.
* Provide reasonable notice to the Disability Office if you wish to cease employment as an ESW
* The Disability Support Service will advise registered support workers on meeting the above criteria. Failure to meet any of the above criteria may result in loss of registration with NUI Galway as an Educational Support Worker.

## Appendix Four

**ESW One to One/ AT template**



You must complete a Session Planning Template for the sessions you are working together. It is a plan for the areas of AT/IT the student wishes to learn more about.

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| --- | --- | --- | --- |
| **Tutor Name** |  | **Student Name** |  |
| **Semester** |  | **Date** |  |
| **Module** |  | **Session** (1 of 3, 2 of 4) |  |

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| **Summary of Student’s learning goals over course of sessions** |
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| --- | --- | --- |
| **Date** |  |  |
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**Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ESW’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The ESW must submit the signed session planning template with their timesheet to the Disability Support Service before payment will be processed.**

## Appendix Five:



**AT Training Attendance Sheet**

**Training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Print Name** | **Student ID Number** | **Signature** |
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**ESW Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The ESW must submit the attendance with their timesheet to the Disability Support Service before payment will be processed.**

## Appendix Six:



**Drop in AT/IT Clinic Attendance Sheet**

**Training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Print Name** | **Student ID Number** | **Signature** |
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**ESW Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The ESW must submit the attendance with their timesheet to the Disability Support Service before payment will be processed.**