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

**Exam Prompter**

**Role Purpose**

To assist students in an exam situation who have significant concentration difficulties or time management issues as a result of their disability by providing them with moral support, periodically reminding them to re-focus/concentrate on answering the exam questions and complete the paper within the prescribed time limits.

Occasionally, the role may be a combined one and the student’s Scribe and/or Reader will also be required to act as their Prompter.

**Main Duties**

* To meet with the student before the exam to identify how best to work together, agree the appropriate activity levels and identify the most effective prompting method.
* To have a practice session if required by the student.
* To monitor the student’s activity and attention levels during the exam.
* To prompt the student when their concentration wavers or their activity drops below the level agreed in advance between the student and the Prompter.
* If appropriate, to prompt when to move on to the next question.
* If appropriate, to advise the student on how much time has passed and how much remains for completing the exam.
* To work within examination conditions, following instruction from examination invigilators.
* To remain impartial and not assist the student with the content or structure of their examination answers.
* To make any necessary reasonable adjustments to ensure support is delivered in an accessible manner.
* 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.

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**Person Specification**

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| **Educational and Professional Qualifications** | Essential | Educated to degree level. |
| Desirable | Experience of supporting students in Further or Higher Education examination settings. |
| **Previous Experience / Training** | Essential | Experience of working with people with Autistic Spectrum Disorder / metal health issues. |
| Desirable | Previous experience of supporting students in examination situations.  Knowledge of the subject area. |
| **Job Related Achievements** | Essential | Good time management skills. |
| **Inter-personal Skills** | Essential | Excellent oral communication skills.  Good interpersonal skills.  Awareness of confidentiality. |
| **Special Factors** | Desirable | Flexibility over working hours. |