Document Title	Word Processor in Examinations Policy 2026-27										
Document Type	**Policy**	x	**Code**		**Procedure**			**Strategy**			
Approved by	**PMG**	x	**SLT**	x	**Audit**		**Corporation**				
Date of final approval	September 2026		**Date for review**		September 2027						
Owner	Director of Safeguarding, Inclusion & Skills										

College Values

Students:	*as the focus for the work of everyone at the College*
Mutual Respect:	*caring for and valuing students, staff, governors and our community*
Integrity:	*honesty, hard work and personal and social responsibility*
Learning:	*a passion for learning and its capacity to change lives*
Excellence:	*high aspirations, high standards and high achievement*

This statement is reviewed annually to ensure compliance with current regulations.

Introduction

This statement on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications 'Access Arrangements and Reasonable Adjustments' and 'Instructions for Conducting Examinations'.

Purpose of the Policy

This policy details how the College administers the use of word processors in examinations and assessments.

Principles for Using a Word Processor

- Candidates with access to word processors are allowed to do so in order to ensure, where possible, that barriers to assessment are removed.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for those who otherwise would not reach their potential.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Candidates may not require the use of a word processor in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. Exam Access Arrangement (EAA) Co-ordinator must consider the need for the use of a word processor on a subject-by-subject basis.
- The use of a word processor is normally considered and agreed at the start of the course to establish a picture of need and normal way of working for a candidate. (However, as needs emerge this could occur during the year)

- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments.
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working'.
- The College will consider requests for access arrangements in accordance with the Equality Act 2010 and JCQ regulations.

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

The Use of a Word Processor

Luton Sixth Form College complies with AARA chapter 5 (5.8) Word Processor guidance.

https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-AARA-2025_FINAL.pdf

(AARA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

  (The above also extends to the use of electronic braillers and tablets)

(AARA 5.8.2)

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.

(AARA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet as the candidate avoids the difficulty of visually tracking between the question paper and computer screen.

(AARA 5.8.4)

- In all cases, ensures that a word processor cover sheet is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body).
- Does not simply grant the use of a word processor to a candidate because he/ she prefers to type rather than write or can work faster on a keyboard, or because he/ she uses a laptop at home.

Data Protection and Confidentiality

The College will process personal information relating to examination access arrangements in accordance with UK GDPR, the Data Protection Act 2018 and the College's Data Protection and Privacy Policies.

Information relating to a candidate's disability, medical condition, learning difficulty or examination access arrangements will only be accessed by staff who require the information to support the candidate or administer examinations. Records will be retained and disposed of in accordance with the College's records retention arrangements.

Granting of a Word Processor

The use of a word processor MUST reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

This list helps to identify candidates who would benefit from the use of a word processor, although it is not exhaustive;

- A specific learning difficulty/neurodiversity which has a substantial and long-term adverse effect on the ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisation problems when writing by hand
- Illegible handwriting
- Below average speed of handwriting which is compensated by using a word processor.
- Using a Computer Reader so the computer reader can read back what they have written, giving independence in the 'read-back' facility.

In the case of illegible handwriting the teachers will have stated that they have great difficulty deciphering their work.

In the case of slow and/or illegible handwriting a comparison between timed handwriting and timed word processing will be made to consider if using a word processor adequately compensates.

NB. If a below average writing speed is compensated by a Word Processor, then the slow writing speed cannot be used as one of the 2 scores for extra time, it must be two different cognitive processing scores for extra time.

In the case of a student who is granted a Computer Reader to access the examination paper, they are given the option of using a word processor to give them the facility to readback their own work which they would not have if they were to handwrite.

In all other cases the Exam Access Arrangement Co-ordinator will make a judgement having liaised with teachers, the students and any relevant professionals as necessary.

Date of Statement: updated September 2026

Written by the Exam Access Arrangement Co-ordinator

Checked by the Examination Manager

Signed by Member of Senior Management Team

Signature

Name Altaf Hussain

Date 30 September 2026