**Word Processor Policy (Exams)**

2020/21

Word Processor policy (exams) template

**Delete this text box when the information contained below is understood**

**The contents of this template have not really changed since the previous (2017/18) version. However, the order of the contents and headings have been significantly changed to make the policy flow in a more logical manner. Changes to this template from the previous (2018/19) version are highlighted for easy identification.**

This template is provided as an example **only** and is designed to provide you with a starting point/framework on which to build a word processor policy for your centre.

A table to record centre staff (job role and name) is included at the beginning of the template. You may choose to delete this or use it as good practice by inserting names against roles identified in the policy (some example roles have been provided).

This template purely reflects JCQ regulations, instructions and advice in [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) and [ICE](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations). If customising this template for use in your centre you should carefully check that all points listed reflect ways of working in your centre and amend/delete/add centre specific information as appropriate.

This template has been provided to support centres in meeting the following requirements ([AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) 5.8):

**A centre must have a policy on the use of word processors. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.**

**The use of a word processor must reflect the candidate’s normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.**

**The centre may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with**…

…**A member of the centre’s senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.**

Table of contents

**Delete this text box when the information contained below is understood**

The contents page has been produced by inserting a table of contents. The (**blue** and **orange**) bold headings in the template have been formatted in ‘heading style’ so that they appear in the automated contents page. If you make changes to any of these headings, delete them, add extra pages to the document or remove pages, your table of contents should be updated.

To do this, go to the beginning of the contents page and click on the word **Contents**– the tab below appears and should be selected.

 

If you wish to remove the automated table of contents – in the Reference menu, click on the drop down and select *Remove Table of Contents. You can then create your own contents page.*

This policy is reviewed annually to ensure compliance with current regulations

|  |  |
| --- | --- |
| Approved/reviewed by | |
|  | |
| Date of next review |  |

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2020-2021](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) and [Instructions for Conducting Examinations 2020-2021](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations) publications.

Introduction

The use of a word processor in exams and assessments is an available access arrangement. (AA 4.2.1)

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.2)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.3)

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ASL Lead/SENCos must consider the need for access arrangements on a subject-by-subject basis.

The ASL Lead/SENCo must ensure that the proposed access arrangement does not disadvantage or advantage a candidate.

The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination.

Purpose of the policy

This policy details how Ormiston Rivers Academy complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor and ICE (sections 14.20-25) when awarding and allocating a candidate the use of word processor in their exams.

The term ‘word processor’ is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

The centre will

* allocate the use of a word processor with the spelling and grammar check/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre (AA 5.8.1)
* award the use of a word processor to a candidate if it is appropriate to their needs

Needs may include

* + a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
  + a medical condition
  + a physical disability
  + a sensory impairment
  + planning and organisational problems when writing by hand
  + poor handwriting (AA 5.8.4)
* only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
* not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
* consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
* consider the needs of the candidate at the start of the candidate’s course leading to a qualification based on evidence gathered that firmly establishes the candidate’s needs and ’normal way of working’ in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
* provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not

* simply grant the use of a word processor to a candidate because they prefers to type rather than write or can work faster on a keyboard, or because they uses a laptop at home (AA 5.8.4)

**Exceptions**

The only exceptions to the above where the use of a word processor would be considered for a candidate would be

* in the event of 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 (AA 4.2.4)
* where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor may be accommodated in the main exam room or in a separate room in line with general exam arrangements.

In compliance with the regulations the centre

* provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body’s specification says otherwise (ICE 14.20)
* (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate’s exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
* ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.

* ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
* ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up ‘autosave’ on each laptop/tablet)
* instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners.(ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor

* is only used in a way that ensures a candidate’s script is produced under secure conditions
* is not used to perform skills which are being assessed
* is not connected to an intranet or any other means of communication
* is in good working order at the time of the exam
* is accommodated in such a way that other candidates are not disturbed and cannot read the screen
* is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
* is cleared of any previously stored data
* does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
* does not include graphic packages or computer aided design software unless permission has been given to use these
* does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body’s specification permits the use of automatic spell checking
* does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
* is not used on the candidate’s behalf by a third party unless the candidate has permission to use a scribe

**Printing the script after the exam is over**

The centre will ensure

* the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
* the candidate is present to verify that the work printed is their own
* a word processed script is attached to any answer booklet which contains some of the answers
* where an awarding body requires a cover sheet to be completed this is included with the candidate’s typed script (according to the relevant awarding body’s instructions)

Appendix 1

The criteria Ormiston Rivers Academy uses to award and allocate word processors for examinations

|  |
| --- |
| The ‘normal way of working’ for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.  **The use of word processors**  There may be exceptions where a candidate may be awarded/allocated the use of a word processor in exams where they have a firmly established need, it reflects the candidate’s normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.  Needs might include where a candidate has, for example:   * a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly * a medical condition * a physical disability * a sensory impairment * planning and organisational problems when writing by hand * poor handwriting   The only exception to the above where the use of a word processor may be considered for a candidate would be   * on a temporary basis as a consequence of a temporary injury at the time of the assessment * where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates   **Arrangements for the use of word processors at the time of the assessment**  Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENCo and the exams officer. |

Statement produced by: R Costello, SENCoStatement date: September 2019