Ofqual

Statistical Release

Access Arrangements for GCSE and A Level: 2014/15 Academic Year

Contents

Key points

This release provides information on access arrangements for GCSE and A level, in England, Wales and Northern Ireland, during the 2014/15 academic year. Access arrangements are approved in advance of an exam or assessment to allow skills, knowledge and understanding to be demonstrated by candidates with disabilities, temporary illnesses or injuries, or special educational needs. The key findings for this release are:

■   There were 284,300 requests for access arrangements, up 5 per cent on 2013/14.

■   These requests were for 173,850 candidates, up 3 per cent on 2013/14. The total number of candidates is stable between 2013/2014 and 2014/2015.

■   There were 255,850 requests approved, up 3 per cent on 2013/14.

■   There were 138,550 approved requests for the most frequently granted access arrangement of 25 per cent extra time. This is a 5 per cent increase compared with 2013/14, and more in line with 2011/12 when there were 135,200 approved requests.

■   The number of approved requests for modified papers has also increased on 2013/14 – by 26 per cent, from 28,750 to 36,150.

■   There were 10,150 approved requests for non-interactive electronic question papers (a type of modified paper

Introduction

This statistical release, published on behalf of the qualifications regulators for England, Wales and Northern Ireland, presents data on access arrangements approved for GCSE and A level exams during the 2014/15 academic year.

Five exam boards award GCSE and A level qualifications in England, Wales and Northern Ireland:

■   AQA

■   Council for the Curriculum, Examinations and Assessment (CCEA) (Northern Ireland)

■   Oxford Cambridge and RSA Examinations (OCR)

■   Pearson

■   WJEC.

From 2011 to 2013, International Curriculum & Assessment Agency (Examinations) ICAA(E) also awarded GCSEs.

Access arrangements are the provisions made for candidates to ensure that they can be validly assessed and are not unfairly disadvantaged due to a disability, temporary illness or injury, or special educational need. This release details the number of individual requests received for access arrangements, and the number approved. Access arrangements can apply to any candidates taking exams, controlled assessments or coursework who meet the eligibility criteria.

Candidates may require access arrangements for a number of reasons, including:

■   a disability

■   a medical condition

■   an illness, another indisposition or an unforeseen incident at the time of the assessment

■   their first language is not English, Irish or Welsh.

Exam boards must make reasonable adjustments for candidates with a disability, who are at a substantial disadvantage, to enable them to demonstrate their skills, knowledge and understanding in assessments. Reasonable adjustments include arrangements such as providing modified question papers for candidates with visual impairments.

The background notes of this release (on page 12) contain further information on access arrangements and modified question papers.

Data presentation

In this release, AS figures are included in the figures reported for A level, since AS is a subset of the A level qualification.

For the first time last year, this publication reported separate figures for GCSE and A level. This year's report continues to separate these figures. Some access arrangement requests are made for candidates taking both GCSE and A level qualifications in the same exam series. Before GCSE and A level figures were separated, these candidates' requests and approvals would have been counted once only. Now these cases are counted twice; once at each level. Figures reported in previous years' publications in this report have been changed in this release to reflect this separation of data.

Figures within the commentary and tables have been rounded to the nearest 50.

All tables referred to in the text are provided in the appendix.

Key statistics

Number of requests and approvals for access arrangements

During the 2014/15 academic year, 173,850 candidates (9 per cent of all candidates) had applications made for access arrangements by their school or college, and 92 per cent of applications were approved (see table 1). This number of requests is an increase of 3 per cent on 2013/14 when 168,400 candidates applied and 93 per cent of candidates making applications were approved. To put this in context, in the summer 2015 exam series more than 1.2 million candidates completed GCSEs (the same as 2013/14) and more than 845,000 candidates completed an AS or A level qualification (up by 0.4 per cent on 2013/14).

Schools or colleges may request more than one type of access arrangement for an individual candidate (for example, a candidate may require both a reader and a scribe), which means that the total number of requests is higher than the number of candidates making applications. In the 2014/15 academic year there were 284,300 requests (90 per cent approved), an increase of 5 per cent on 2013/14 when there were 271,850 requests (92 per cent approved) (see table 2 and figure 1). There has been a general decreasing trend of approval rate over the last five years (see table 2).

Figure 1: Number of requests for access arrangements received and approved during each academic year, 2010/11 to 2014/15
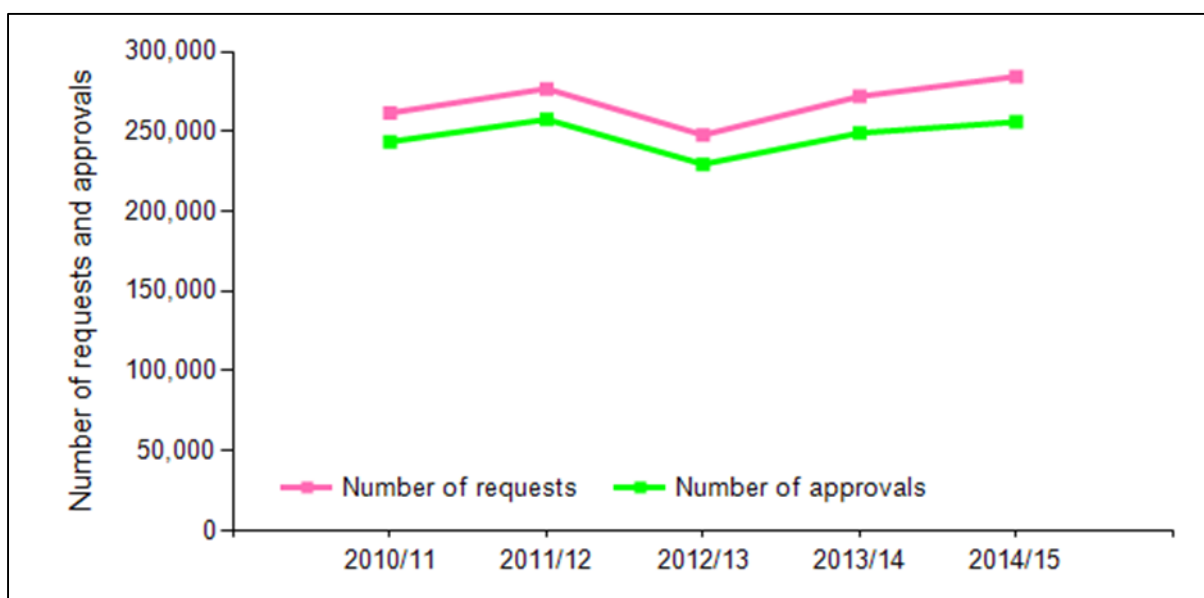
Care must be taken when comparing the numbers of access arrangements in 2013/14 and 2014/15 with those in previous years as there have been some significant changes to the exam system. GCSEs in England are now linear, which means that all exams must be taken at the end of the period of study. Previously, candidates could sit exams throughout their course. Also, the opportunity to sit A level exams in the January series was removed from 2014 in England and from 2015 in Northern Ireland.

Types of access arrangements

The most frequently granted access arrangement during the 2014/15 academic year was the allowance of 25 per cent extra time,[1] for which 138,550 requests were approved (54 per cent of all approved access arrangements) (see table 3, table 4 and figure 2). This represents a 5 per cent increase on last year when there were 132,050 approvals. In 2011/12, the Joint Council for Qualifications (JCQ) rules for access arrangements were tightened, with further clarification of guidance published in 2012/13. Following this, the number of approved extra time access arrangements dropped. Over the last two years, there has again been an increase, with numbers returning to a similar level as in 2011/12.

The second most frequently granted access arrangement was the use of readers for candidates with a learning difficulty or a visual impairment that affects their reading.[2] A reader is either a person who reads the questions to the candidate or computer software that reads out the questions. Some 58,950 requests were approved (23 per cent of all approved access arrangements) in the 2014/2015 academic year. This is a 1 per cent decrease on 2013/14 (59,600 approved).

The third most common access arrangement was the use of a scribe. A scribe is used for candidates with learning difficulties, a medical condition, a physical disability, a severe visual impairment, or a temporary injury that affects their ability to write independently. In 2014/15, 29,900 requests were approved (12 per cent of all approved access arrangements), which is a 5 per cent decrease on 2013/14 (31,350 approved).

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[1] Disabled candidates with a learning difficulty or candidates with other applicable medical, physical or psychological requirements can be given extra time if, because of their disability, they work significantly slower than their peers. This year, JCQ changed the access arrangement of 'Up to 25% extra time' to a flat '25% extra time'.

[2] Readers can also be requested for candidates with autism spectrum disorders; behavioural, emotional and social difficulties; hearing impairments; multisensory impairments; and speech, language and communication needs.

Figure 2: Approved access arrangements for the five most common types of arrangement, 2010/11 to 2014/15
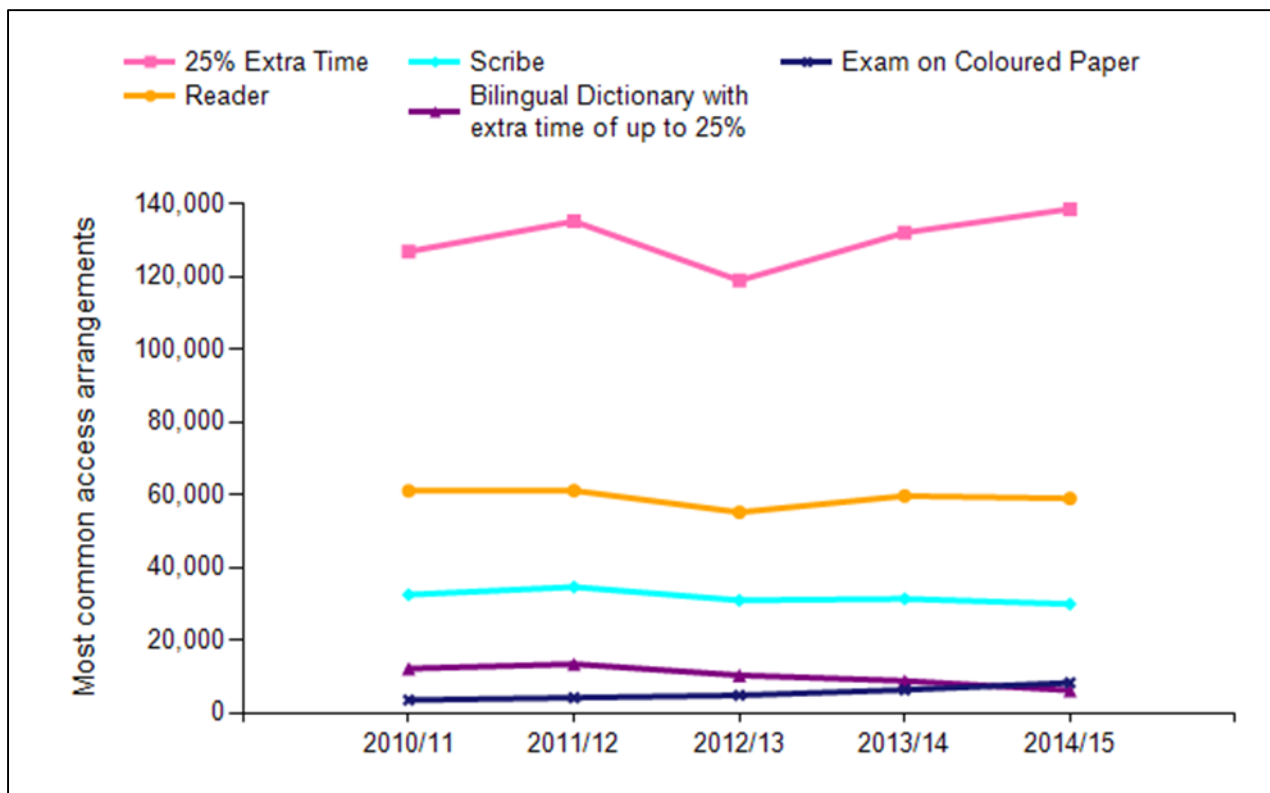
Taken together, the use of 25 per cent extra time, a reader and a scribe account for 89 per cent of all approved access arrangements.

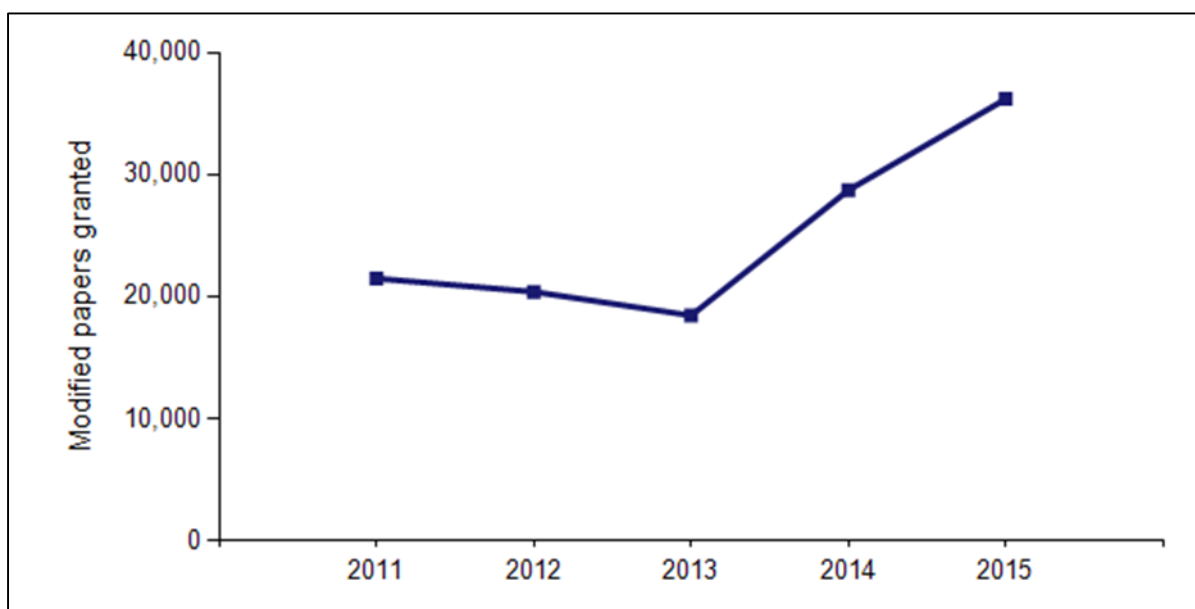## Modified question papers produced for the summer 2015 exam series

Requests for modified question papers are made by schools and colleges in advance of a specific exam series. Modified papers are individually prepared for candidates for whom other access arrangements are unsuitable. These papers allow candidates with a range of visual impairments and significant language comprehension disorders to demonstrate their skills, knowledge and understanding. A request for a modified paper is made for each individual exam paper, rather than one request for each candidate across all exams. It is important to note that the figures reported in this section are for the summer exam series only and not the whole academic year as for other data reported in this release.

In England, changes were made to the qualifications for the summer 2014 exam series – GCSEs became linear and the January exam series for AS and A level was removed. This meant that students in 2014 had to take all their exams in the summer. As a result, the numbers of individual exams (but not the number of qualifications) taken by students in summer 2014 were higher than in previous years. For context, in

2014 the total volume of scripts rose by 19 per cent for GCSEs and 15 per cent for A levels compared to 2013. In the summer of 2015, the increase was smaller – 3 per cent for A levels (4.8 million scripts marked) and 4 per cent for GCSEs (11.4 million scripts marked).

There were 36,150 requests received for modified question papers for the summer 2015 exam series, 99 per cent of which were approved by the exam boards. The number of requests is an increase of 26 per cent compared with last year when 28,750 requests for modified question papers were received, all of which were approved (see table 5 and figure 3). A small amount of this increase may be explained by the increase in the numbers of scripts marked in summer 2015 (see figure 4).

Figure 3: Total number of modified question papers produced for the summer exam series, 2011 to 2015

Figure 4: Total number of scripts marked for GCSE and A level for the summer exam series, 2011 to 2015
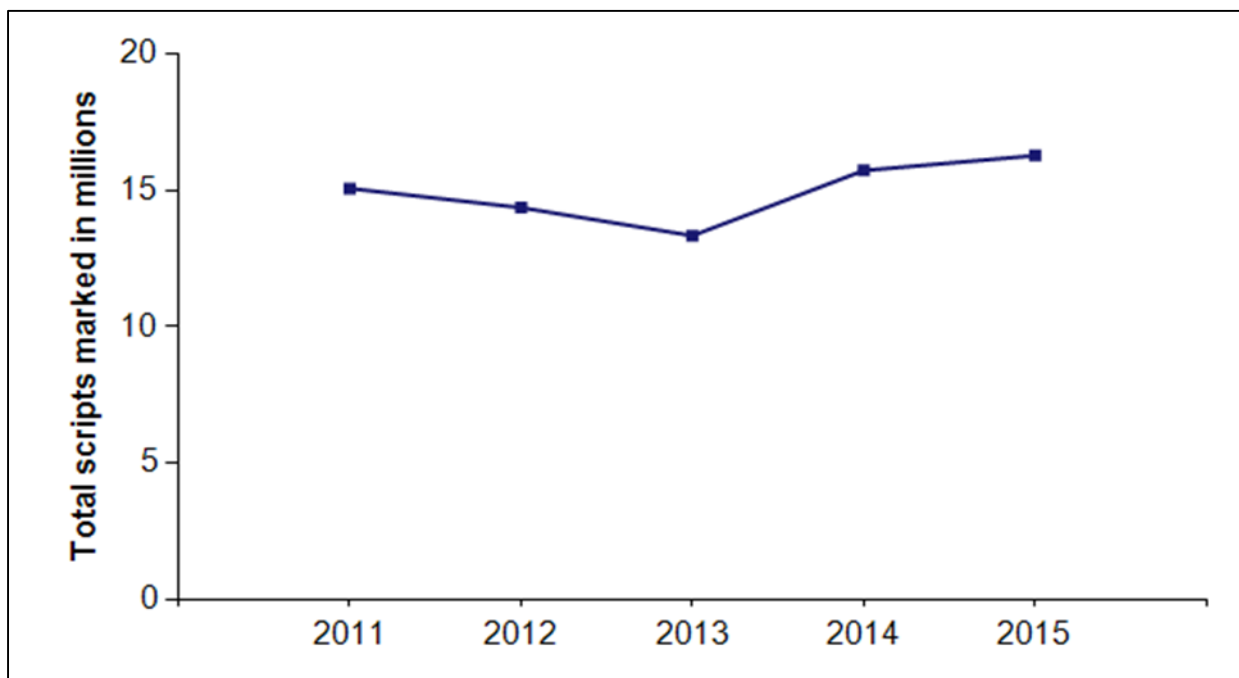
Another contributing factor to the increase in modified paper requests is that non-interactive electronic question papers (QPs)[3] were included for the first time in summer 2014. These have increased by 111 per cent in 2015 (from 4,800 to 10,150). This large increase is likely due to schools and colleges being increasingly aware of their availability and a greater use of technology in classrooms. Since September 2013, schools and colleges have been able to order non-interactive electronic question papers in a PDF format via Access Arrangements Online. The increase in this category alone accounts for 72 per cent of the overall increase in the number of modified paper requests in 2015.

The number of modified question papers issued for the summer 2015 exam series accounted for 0.22 per cent of the 16.3 million papers marked for GCSE and A level exams. This is an increase on last year when the proportion was 0.18 per cent (see figure 5 and table 5).

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[3] Non-interactive electronic question papers are in PDF format. They can be read on screen. There is no facility for typing answers.

**Figure 5: Modified papers as a percentage of total papers for the summer exam series, 2011 to 2015**
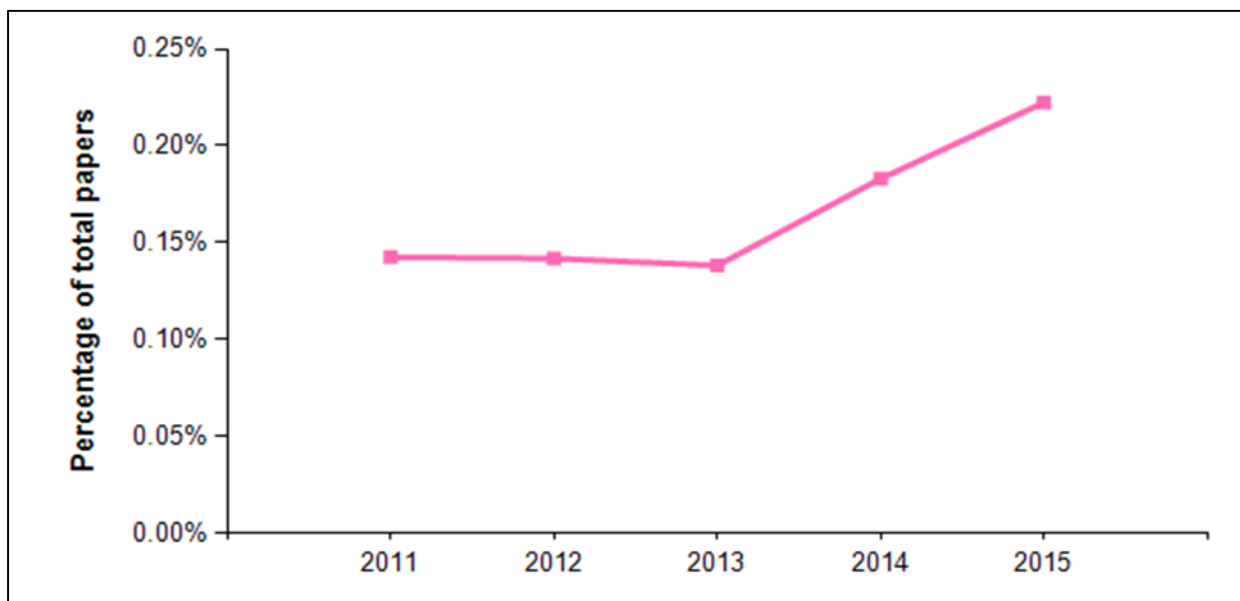
The most common type of modified paper for the summer 2015 exam series was a modified enlarged paper (18-point bold or 24-point bold), with a total of 20,850 papers produced, representing 58 per cent of all modified papers.

A non-interactive electronic question paper was the second most common type of modified paper for the summer 2015 exam series, with 10,150 papers produced, representing 28 per cent of all modified papers.

The third most common type of modified paper was for modified language, with 2,350 papers produced, representing 7 per cent of all modified papers (see table 6 and figure 6).

Figure 6: Modified papers produced for the summer exam series, 2011 to 2015
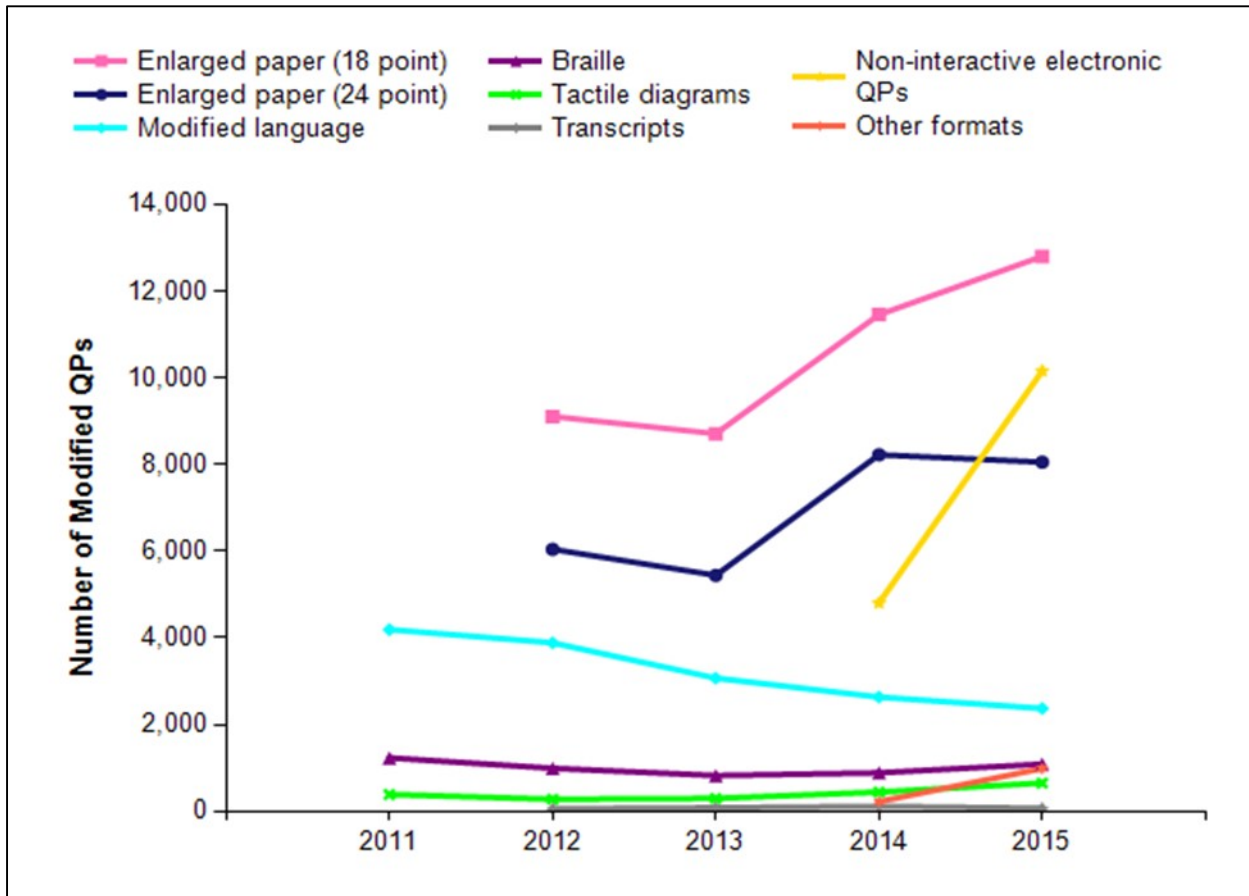
Glossary of terms

Access arrangements

Arrangements that are approved in advance of an exam or assessment to allow skills, knowledge and understanding to be demonstrated by candidates with a permanent or long-term disability or learning difficulty, or temporary disability, illness, indisposition or medical condition, or a special educational need, including where the candidate's first language is not English, Welsh or Irish.

A levels

Also known as General Certificates of Education – currently available as advanced level qualifications (A levels) and advanced subsidiary (AS) qualifications. They are the qualifications that the majority of students use to gain entry to university. They are generally sat by 17 to 18 year olds in schools and colleges but are open to anyone who wants to gain a qualification.

Awarding organisation

An organisation recognised by the qualifications regulators in England, Wales and Northern Ireland to develop, deliver and award qualifications. Also referred to as an exam board in the context of GCSEs and A levels.

GCSEs

General Certificates of Secondary Education are the main school-leaving qualification in England, Wales and Northern Ireland. They are available in a range of subjects and can be studied alongside other qualifications. They are generally sat by 15 to 18 year olds in schools and colleges but are open to anyone who wants to gain a qualification.

Modified question papers

Modified question papers are applied for in advance of a specific exam series and are individually prepared for candidates for whom other access arrangements are unsuitable. Modified question papers allow candidates with a range of visual impairments or significant language comprehension disorders to demonstrate their skills, knowledge and understanding.

Reasonable adjustments

Adjustments made to an exam or assessment so as to enable disabled candidates to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that qualification. Reasonable adjustments are a form of access arrangement.

Background notes

This document is prepared in line with the Ofqual Statistics Policies[4] and the Code of Practice for Official Statistics.[5]

About access arrangements

The qualifications covered by this release are regulated by Ofqual, Qualifications Wales and CCEA. Each qualifications regulator publishes conditions[6] that set out the requirements that the exam boards it regulates have to meet. These conditions state: "An awarding organisation must, in accordance with Equalities Law, have in place clear arrangements for making reasonable adjustments in relation to qualifications which it makes available." Some access arrangements are reasonable adjustments that are made for candidates who are disabled within the meaning of the Equality Act 2010.

In addition, the regulators' *GCSE, GCE, Principal Learning and Project Code of Practice* (2011)[7] promotes quality, consistency, accuracy and fairness in assessment and awarding. Section 7 of the Code of Practice requires exam boards to ensure that candidates with particular requirements can demonstrate their skills, knowledge and understanding, for example by providing modified question papers for candidates with visual impairments. The Code of Practice makes it clear that arrangements must be based on the needs of individual candidates, and must not give them an unfair advantage or undermine the integrity of a qualification.

Schools and colleges should consider the particular requirements of individual candidates and then follow the guidelines and arrangements of the exam boards. The evidence required to support an application will vary, depending on the reasons for the particular requirement and the types of arrangement requested.

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[4] www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

[5] www.statisticsauthority.gov.uk/assessment/code-of-practice/index.html

[6] www.gov.uk/government/publications/general-conditions-of-recognition

www.rewardinglearning.org.uk/docs/accreditation/general_conditions_of_recognition_september_2014.pdf

www.wales.gov.uk/docs/dcells/publications/120329generalconditionsen.pdf

[7] www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice

JCQ is a membership organisation comprising the seven largest providers of qualifications in the UK, including those awarding GCSEs and A levels. JCQ publishes an annual document[8] setting out the standard access arrangements that exam centres can request of boards and the relevant eligibility and evidential criteria. Other arrangements can also be requested.

Any candidates taking GCSE or A level exams, controlled assessment or coursework who meet the eligibility criteria can receive approval for access arrangements. Individual candidates may require more than one access arrangement. Once granted, an arrangement will apply for up to 26 months, although applications based on temporary conditions will last for one exam series only.

Access Arrangements Online

Access Arrangements Online is the centralised system that schools and colleges use to request access arrangements. It enables schools and colleges to make one central application for each candidate rather than applying to each exam board separately. The ability to extract detailed statistical information was not part of the scope for the original system design. As a result, there are limitations in the data produced. For example, figures are for the number of requests and approvals in a given academic year but arrangements can last for 26 months, and there will be some candidates who require more than one access arrangement. In addition, the online system is not currently able to detect duplicate requests.

The evidence required to support an application for access arrangements varies according to the arrangement requested and the candidate's particular requirements. Applications for particular categories of arrangements, such as practical assistants and extra time of more than 50 per cent, are referred to the relevant exam boards as a school or college would need to supply detailed information to support the request. The Access Arrangements Online system approves or rejects most requests, but in 2014/15 there was a 74 per cent increase in referrals to exam boards compared to last year (from 7,000 to 12,200). This is because applications for extra time between 26 per cent and 50 per cent that used to be processed automatically online must now be referred to the exam board.

There are regular reviews of the access arrangements available and those that require approval from the exam boards (rather than from the school or college). The approval of arrangements is delegated to schools or colleges where exam boards judge there is no advantage to candidates in relation to the assessment objectives

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[8] www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2015-2016

being tested. Therefore, the range of arrangements that schools or colleges must register with exam boards has varied over time.

Modified question papers

Schools and colleges make requests for modified question papers in advance of a specific exam series. Modified papers are individually prepared for candidates for whom other access arrangements are unsuitable. These papers allow candidates with a range of visual impairments or significant language comprehension disorders to demonstrate their skills, knowledge and understanding.

In 2014/15, the types of modified papers that could be requested were:

- modified 18-point bold

- modified 24-point bold

- Braille papers and tactile diagrams with Braille labels

- modified language

- non-interactive electronic question papers

- tactile diagrams with print labels

- a transcript of a listening test or video.

There are also a small number of requests made that do not come under the main categories published by JCQ. These are captured under other formats in the data and tables in this report (see table 6).

The categories used in this release align with the categories used by JCQ guidance in *Access Arrangements and Reasonable Adjustments 2014/15*.

Requests for modified papers are processed, and the papers produced, by the exam boards. There are other categories of modified papers – for example, A3 unmodified enlarged papers, which schools and colleges produce, with permission from the exam board, by opening the standard paper one hour before the exam start time to copy and enlarge it.

Data source

JCQ sends Ofqual data on access arrangements from Access Arrangements Online. In addition, the exam boards submit data to Ofqual in relation to the number of access arrangements that are referred directly to them for approval. They also submit information in relation to the number of modified papers requested and approved.

Figures for 2014/15 are based on applications made to the online system during the period 1st September 2014 to 26th June 2015. Any applications made outside of these dates for the 2014/15 academic year will not have been captured in the data. Equivalent dates apply to previous years.

Limitations of data

There is potential for error in the information provided by exam boards and JCQ. Ofqual compares the data over time and checks for systematic issues. Summary data are sent back to exam boards for checking and confirmation.

Quality assurance procedures are carried out as explained in the *Quality Assurance Framework for Statistical Publication* and the *Data Audit Framework*[9] to ensure the accuracy of the data and to challenge or question it where necessary. Ofqual continuously manages this process by:

- ensuring that data providers are clear about what is required of them – a process helped by ensuring that providers are fully consulted during the initial design and any subsequent change phases;

- reminding all providers (if appropriate) that, as a condition of them being regulated, all data must be completely accurate;

- being alert to unexpected changes in the data submitted, by comparing individual returns from the same provider over time;

- actively challenging any unexpected results with the data providers;

- having a proportionate data auditing framework in place, which allows for the auditing of providers' information collection, collation and delivery processes, as necessary, using a wide range of tools from questionnaires to on-site process audits.

The publication may be deferred if the statistics are not considered fit for purpose.

Comparisons in this release are made with data from the previous five years.

Geographical coverage

In this release, Ofqual presents data on requests for access arrangements and modified papers for all GCSEs and A levels. Most GCSEs and A levels are taken in

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[9] www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

England, Wales and Northern Ireland, but this release includes GCSEs and A levels taken everywhere, including outside the UK.

Revisions

Once published, data on the number of requests are not usually subject to revision, although subsequent releases may be revised to insert late data or to correct an error.

In some cases, data may be amended to reflect the new categorisation.[10]

Figures for GCSE and A level have been reported separately as of last year. Some access arrangement requests are for candidates taking both GCSE and A level qualifications in the same exam series. Before GCSE and A level figures were separated, these candidates' requests and approvals would have been counted once only. Now these cases are counted twice and the figures are therefore higher than in publications prior to 2013/14. Figures in this report for previous years have been changed to reflect this separation.

There was an error in the 2013/14 release of this publication in the number of candidates completing an AS or A level qualification during that academic year. The number reported was 700,000, but the correct figure was 842,150.

Completeness of the data

JCQ and the exam boards send data to Ofqual annually. Any provider that does not return a complete set of data within the collection period is contacted to make sure the data are as complete as possible. For this release, Ofqual received data from all the exam boards that were in a position to award these qualifications.

Confidentiality

To ensure confidentiality of the published accompanying data, the figures have been rounded to the nearest 50. If the value is less than 25, it is represented as 0~ and 0 represents zero access arrangements or modified papers. The *Statement on Confidentiality* can be found on the Ofqual website.[11]

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[10] www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

[11] www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

Rounding

Figures in the commentary and tables are rounded to the nearest 50 for ease of use. As a result of rounded figures, the percentages shown in tables may not necessarily add up to 100. The *Rounding Policy* can be found on the Ofqual website.[12]

Users of these statistics

These statistics are of particular interest to Ofqual, recognised exam boards and the Department for Education. Other users include disability groups, government policy officials, academics, researchers, the public, government departments in Northern Ireland and Wales, and other interested parties. Ofqual uses these statistics to ensure that GCSEs and A levels are fit for purpose and are meeting expected standards. Central government officials use the statistics for policy implementation and ministerial briefings.

Related statistics and publications

A number of other statistical releases and publications relate to this one:

- *Statistical First Release: Revised GCSE and equivalent results in England, 2013 to 2014*[13] (published by the Department for Education) – covers students' achievements in GCSEs and equivalent regulated qualifications in schools at the end of Key Stage 4.

- *Statistical First Release: A level and other level 3 results (Revised): 2013/14*[14] (published by the Department for Education) – covers achievements for 16 to 18 year olds at schools and colleges in all Level 3 qualifications in England.

- *Statistical First Release: GCSE and equivalent attainment by pupil characteristics, 2013 to 2014 (Revised)*[15] (published by the Department for Education) – covers schools in England.

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[12] www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

[13] www.gov.uk/government/uploads/system/uploads/attachment_data/file/406314/SFR_02_2015-revised_GCSE_and_equivalents.pdf

[14]
www.gov.uk/government/uploads/system/uploads/attachment_data/file/398719/SFR03_2015_revised__A_level_and_level_3_SFR.pdf

[15]
www.gov.uk/government/uploads/system/uploads/attachment_data/file/399005/SFR06_2015_Text.pdf

- *Statistical Release: Special Consideration in GCSE and A Level: Summer 2015 Exam Series.*[16]

Useful information

A glossary of terms is available on page 10 to help you interpret this release.

You can find the publication schedule for the next releases on the Ofqual website.[17]

The Register gives information on regulated qualifications and recognised awarding organisations in England, Wales and Northern Ireland.[18]

User feedback

Ofqual is running a rolling series of online surveys to make sure its statistical releases meet your needs.

Ofqual would like to invite you to take part in the online survey for this release.

http://surveys.ofqual.gov.uk/s3/access-arrangements-for-gcse-and-a-level

It will take about 10 minutes to complete. Your responses will remain entirely confidential in any reports published about the survey.

If you would like to take part in the survey, have any questions or would prefer a paper or large-type copy, please contact Ofqual at: statistics@ofqual.gov.uk.

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[16] www.gov.uk/government/statistics/special-consideration-in-gcse-and-a-level-summer-2015-exam-series

[17]

www.gov.uk/government/statistics/announcements?utf8=%E2%9C%93&organisations%5B%5D=ofqual

[18] http://register.ofqual.gov.uk

Appendix

Table 1: Number of candidates making requests for access arrangements and the number approved, 2010/11 to 2014/15

England, Wales & Northern Ireland

	Year	Candidate requests
Number of candidates making an application for access arrangements	2010/11	181,750
	2011/12	172,800
	2012/13	154,800
	2013/14	168,400
	2014/15	173,850
Number of candidates approved	2010/11	172,350
	2011/12	163,450
	2012/13	145,450
	2013/14	156,550
	2014/15	159,900
Percentage of candidates approved	2010/11	94.9%
	2011/12	94.6%
	2012/13	94.0%
	2013/14	93.0%
	2014/15	92.0%

Source: Access Arrangements Online

Table 2: Number of access arrangement requests, for the academic years 2010/11 to 2014/15

England, Wales & Northern Ireland

	Year	GCSE	A level	**Total**
Number of requests for access arrangements	2010/11	206,350	55,200	**261,500**
	2011/12	214,150	62,500	**276,650**
	2012/13	186,550	61,100	**247,650**
	2013/14	206,200	65,650	**271,850**
	2014/15	215,800	68,550	**284,300**
Number of requests approved	2010/11	191,850	51,650	**243,500**
	2011/12	198,750	58,700	**257,450**
	2012/13	172,450	56,950	**229,400**
	2013/14	188,250	60,650	**248,950**
	2014/15	193,150	62,700	**255,850**
Percentage of requests approved	2010/11	93.0%	93.6%	**93.1%**
	2011/12	92.8%	93.9%	**93.0%**
	2012/13	92.4%	93.2%	**92.6%**
	2013/14	91.3%	92.4%	**91.6%**
	2014/15	89.5%	91.5%	**90.0%**

Notes:

1. Data are supplied by exam boards.

Table 3: Access arrangement requests and approvals, for the academic years 2010/11 to 2014/15

England, Wales, Northern Ireland, other UK regions and overseas

		Requests and approvals for access arrangements					
		GCSE			A level		
	Year	Number of requests	Number of approvals	Approval rate	Number of requests	Number of approvals	Approval rate
25% Extra Time	2013/14	98,800	92,300	93%	41,800	39,750	95%
	2014/15	104,700	96,800	92%	44,100	41,750	95%
Alternative accommodation	2013/14	2,500	2,050	82%	350	250	77%
	2014/15	2,700	2,250	83%	400	300	80%
Bilingual Dictionary with extra time of up to 25%	2013/14	5,400	4,900	91%	4,250	3,850	91%
	2014/15	4,100	3,700	90%	2,700	2,450	90%
Computer reader	2013/14	2,200	2,050	92%	400	350	90%
	2014/15	3,850	3,550	91%	700	650	90%
Exam on Coloured Paper	2013/14	4,900	4,650	95%	1,700	1,650	96%
	2014/15	6,650	6,150	93%	2,200	2,100	94%
Extra Time > 25%	2013/14	3,400	2,250	67%	1,800	1,300	74%
	2014/15	4,150	2,800	67%	2,000	1,450	74%
Oral Language Modifier	2013/14	1,500	1,150	78%	150	100	69%
	2014/15	1,300	1,050	78%	200	150	83%
Other	2013/14	1,100	300	25%	350	100	24%
	2014/15	1,300	350	29%	350	100	28%
Practical Assistant for practical paper	2013/14	500	300	55%	300	200	70%
	2014/15	650	400	64%	350	200	66%
Practical Assistant for written paper	2013/14	700	350	49%	250	150	54%
	2014/15	850	550	66%	250	200	69%
Reader	2013/14	55,650	51,750	93%	8,550	7,900	92%
	2014/15	55,600	50,550	91%	9,250	8,400	91%
Scribe	2013/14	29,550	26,250	89%	5,800	5,100	88%
	2014/15	29,900	24,950	83%	6,000	4,950	83%

Notes:
1. Data collated through Access Arrangements Online.
2. An Oral Language Modifier is a responsible adult who may clarify the carrier language used in the examination paper. The Oral Language Modifier must not explain technical terms or subject-specific terms. It is only allowed if a candidate has a below average standardised score relating to reading comprehension (84 or less).
3. The access arrangement of 'Up to 25% extra time' was changed in 2014/15 by JCQ, to a flat '25% extra time' and has been relabelled accordingly.

Table 4: The five access arrangement types with the largest numbers of approved requests, for the academic years 2010/11 to 2014/15

England, Wales, Northern Ireland, other UK regions and overseas

		Approved requests for access arrangements				
	Year	25% Extra Time	Reader	Scribe	Bilingual Dictionary with extra time of up to 25%	Exam on Coloured Paper
GCSE	2010/11	93,250	55,450	28,200	6,650	2,550
	2011/12	97,300	54,350	29,700	7,350	3,000
	2012/13	81,900	48,300	26,250	5,200	3,500
	2013/14	92,300	51,750	26,250	4,900	4,650
	2014/15	96,800	50,550	24,950	3,700	6,150
A level	2010/11	33,650	5,600	4,250	5,500	950
	2011/12	37,900	6,750	4,900	6,050	1,150
	2012/13	37,000	6,850	4,650	5,100	1,300
	2013/14	39,750	7,900	5,100	3,850	1,650
	2014/15	41,750	8,400	4,950	2,450	2,100
Total	**2010/11**	**126,900**	**61,050**	**32,500**	**12,150**	**3,500**
	2011/12	**135,200**	**61,100**	**34,600**	**13,400**	**4,150**
	2012/13	**118,900**	**55,150**	**30,900**	**10,300**	**4,800**
	2013/14	**132,050**	**59,600**	**31,350**	**8,750**	**6,300**
	2014/15	**138,550**	**58,950**	**29,900**	**6,150**	**8,250**

Notes:
1. Data are collated through Access Arrangements Online.

Table 5: Modified papers approved for the summer exam series, 2011 to 2015

England, Wales, Northern Ireland, other UK regions and overseas

| | Year | Number of modified papers | | | | | | |
		AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	Total
Number of requests approved	2011	7,500	5,050	5,450	2,750	700	50	**21,450**
	2012	6,950	4,850	5,150	3,000	450	0	**20,350**
	2013	5,950	4,500	3,850	3,500	650	0	**18,400**
	2014	10,850	8,200	3,950	5,000	800		**28,750**
	2015	13,300	9,450	6,350	6,050	950		**36,150**
Percentage of total papers that were modified	2011	0.12%	0.14%	0.17%	0.17%	0.16%	0.21%	**0.142%**
	2012	0.12%	0.13%	0.17%	0.19%	0.10%	0.00%	**0.142%**
	2013	0.11%	0.13%	0.15%	0.23%	0.16%	0.00%	**0.138%**
	2014	0.17%	0.20%	0.13%	0.30%	0.18%		**0.183%**
	2015	0.20%	0.21%	0.21%	0.36%	0.25%		**0.222%**

Source: EPG exams monitoring data

Notes:

1. Data are supplied by exam boards.

2. Requests for modified papers are often approved as this is not considered to confer an advantage on a candidate.

3. ICAA(E) made its final awards in 2013.

4. Total figures in this table do not equate to the breakdown in table 6, for the year 2011, as there were a number of A3 unmodified papers produced in 2011. This category has since been delegated to schools/colleges.

Table 6: Types of modified papers produced for the summer exam series, 2011 to 2015

England, Wales, Northern Ireland, other UK regions and overseas

| | Year | Number of modified papers produced | | | | | | |
		AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	Total
Braille papers and tactile diagrams with Braille labels	2011	550	250	300	150	0	0	**1,250**
	2012	450	200	200	150	0	0	**1,000**
	2013	350	150	200	150	0	0	**800**
	2014	400	200	200	100	0		**900**
	2015	550	250	250	50	0		**1,100**
18-point bold papers	2011							
	2012	3,850	2,200	1,850	1,000	250	0	**9,100**
	2013	3,500	2,150	1,500	1,200	300	0	**8,700**
	2014	4,800	3,000	1,750	1,550	350		**11,450**
	2015	5,300	3,150	2,150	1,750	450		**12,800**
24-point bold papers	2011							
	2012	2,550	1,500	1,150	700	100	0	**6,050**
	2013	2,000	1,550	850	900	150	0	**5,450**
	2014	3,150	2,600	1,350	1,000	150		**8,200**
	2015	3,550	1,900	1,450	1,050	100		**8,050**
Modified language	2011	50	850	2,250	750	300	50	**4,200**
	2012	0	800	1,900	1,050	150	0	**3,900**
	2013	0	500	1,200	1,200	200	0	**3,050**
	2014	0	650	250	1,450	300		**2,650**
	2015	0	250	0	1,750	400		**2,350**
Tactile diagrams with print labels	2011	50	250	50	0	0	0	**400**
	2012	50	100	50	50	0	0	**300**
	2013	100	150	50	0	0	0	**300**
	2014	150	250	50	0	0		**450**
	2015	150	350	150	0	0		**650**
Transcript of listening test/video	2011							
	2012	0	0	0	50	0	0	**50**
	2013	0	0	50	50	0	0	**100**
	2014	0	0	50	50	0		**100**
	2015	0	0	50	50	0		**50**
Non-interactive electronic QPs	2011							
	2012							
	2013							
	2014	2,250	1,500	200	850	0		**4,800**
	2015	3,550	2,900	2,300	1,400	0		**10,150**
Other formats	2011							
	2012							
	2013							
	2014	100	0	100	50	0		**200**
	2015	200	650	100	50	0		**1,000**

Source: EPG exams monitoring data

Notes:

1. Data are supplied by exam boards.

2. In 2012, data on modified papers was collected for categories that align with JCQ guidance. This is a change from previous years and has resulted in some gaps in the table for previous years.

3. ICAA(E) awarded GCSEs for the final time in 2013. ICAA(E) do not currently offer any GCSEs, so have a blank from 2014 onwards.

4. AQA ensures that all standard exam papers are checked for accessible language according to the guidelines published by the British Association of Teachers of the Deaf. Therefore, it does not produce separate language modified exam papers.

5. A3 unmodified papers is not included in table 6 as this category has been delegated to centres. This accounts for some of the differences in figures between tables 5 and 6 for 2011.

6. Non-interactive electronic QPs and other formats were included for the first time in 2014.

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