

Statistical Release

Access Arrangements for GCSE and A Level: 2015 to 2016 academic year

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This document is best viewed in colour so that the graphs are clear.

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Key points

This release provides information on access arrangements for GCSE and A level, in England, Wales and Northern Ireland, during the 2015/16 academic year. Access arrangements are approved by exam boards 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. Individual candidates can have multiple arrangements in place. The key findings for this release are:

- There were 410,800 approved access arrangements, up 8% on 2014/15. This continues the trend of rising numbers over the past 5 years. Most of the increase this year (62%) was in further education centres.
- 5,964 centres (89% of all centres) had approved access arrangements for one or more of their students.
- There were 230,400 approved requests for the most frequently granted access arrangement of 25% extra time (56% of all approved arrangements). This is a 13% increase compared with 2014/15.
- The number of approved requests for modified papers has also increased on 2014/15 – by 20%, from 36,150 to 43,200.
- The most common type of modified paper in 2016 was non-interactive electronic question papers (eg PDF) (with 14,750 approved requests). This is an increase of 45% on 2015.

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 2015/16 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, agreed before they take an assessment, to ensure that they can be validly assessed and are not unfairly disadvantaged due to a disability, temporary illness or injury, special educational needs, or if their first language is not English, Irish or Welsh. These should not be confused with post-examination adjustments to the marks of candidates who have not been able to demonstrate their ability in an assessment due to exceptional circumstances (known as special considerations). Access arrangements can be provided for any candidates taking exams, controlled assessments or coursework who meet the eligibility criteria.

We do not prescribe what arrangements exam boards provide. We require all exam boards to have clear, published details about who qualifies for these arrangements and what arrangements may be given. Exam boards choose to follow Joint Council for Qualifications (JCQ) guidelines in relation to the provision of these arrangements. JCQ is a membership organisation comprising the seven largest providers of qualifications in the UK.

If a student is disabled (as defined by the Equality Act 2010¹ – ie has a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities) they are entitled to apply for reasonable adjustments. Exam boards have a duty, under the Equality Act 2010², to make reasonable adjustments to assessments for disabled students who, because of their disability, would otherwise be at a substantial disadvantage when demonstrating their skills, knowledge and understanding in an assessment. The Equality Act sets out that exam boards are required to take ‘such steps as it is reasonable to have to take to avoid the disadvantage’ - such as providing modified question papers for candidates with visual impairments.

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

This release details the number of approved access arrangements.

The background notes given later in the document contain further information on access arrangements and modified question papers.

Data presentation

Ofqual has worked with JCQ on developing the data available from the Access Arrangements Online system. The ability to extract detailed statistical information was not part of the scope for the original system design, and so there were limitations in the data produced. Furthermore, there were concerns over the quality of the data, such as the system’s inability to detect duplicate requests for access arrangements.

For the first time last year, Ofqual published Access Arrangements data at centre type level³, using the new data JCQ had developed. We have continued to use this centre type level data this year and have been able to show data for previous years for comparison.

¹ The Disability Discrimination Act 1995 provides the definition of disability for Northern Ireland.

² The Equality Act 2010 does not apply to Northern Ireland. The equivalent act in Northern Ireland is the Special Educational Needs and Disability Order 2005 (SENDO 2005).

³https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488301/Access_arrangements_at_GCSE_and_A_level_2014-15_-_additional_report.pdf

Where the centre type for a centre is not known, an 'unknown centre type' category has been applied. Over the last 5 years, this was the case for 245 centres (4% of all centres with approved access arrangements).

It should be noted that the data in this report, collected by JCQ, is different from the data used in previous annual statistics reports published by Ofqual. It does not show the number of requests made, compared with the number of arrangements granted (data on requests is not recorded). In addition, arrangements are no longer broken down by GCSE and A level (data prior to 2016 was broken down by these qualifications). The separation of GCSE and A level presented issues, as we know there are a number of candidates that take exams in both qualifications, in the same academic year, leading to duplication of figures.

The new data is likely to be more useful when comparing the number and type of arrangements granted at a more granular level (eg different centre types).

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.

Note: Ofqual has changed the name of its Official Statistics publication Enquiries about Results for GCSE and A level to Reviews of Marking and Moderation for GCSE and A level. The next release of the publication is scheduled for 13 December 2016. The change of name was required to reflect recent changes in rules for reviewing candidate results which came into effect in August 2016. Ofqual made changes to the rules following two user consultations published in [May](#) and [July](#) 2016.

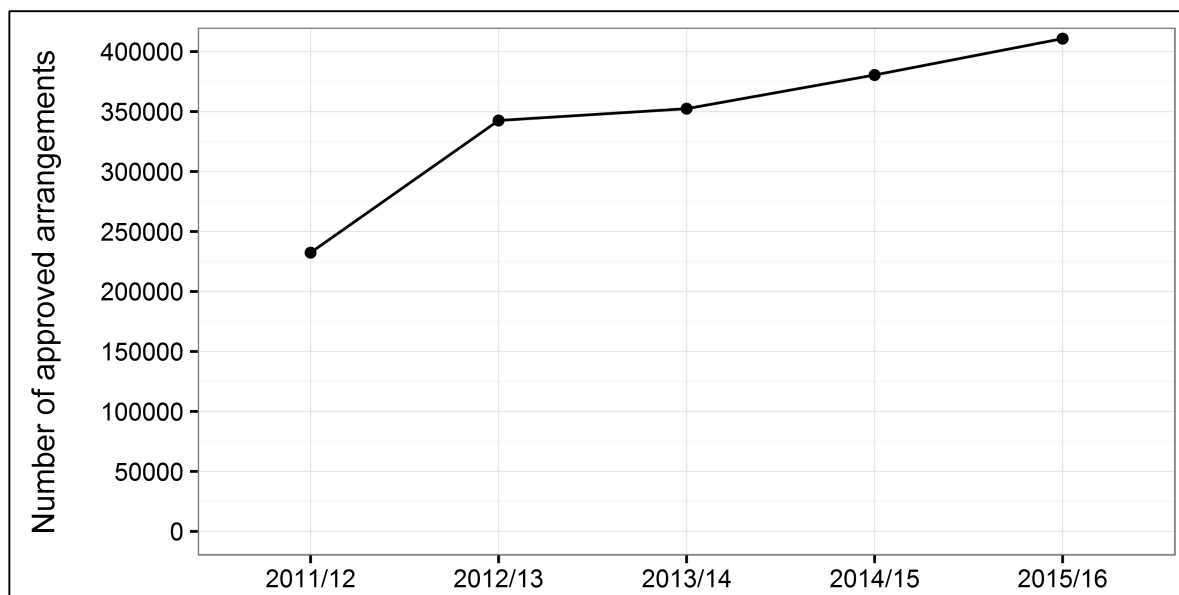
Key statistics

Number of approved access arrangements

During the 2015/16 academic year, 410,800 access arrangements were approved (table 1). This is an increase of 8% on 2014/15, when 380,450 access arrangements were approved, despite the fact that the total number of candidates taking exams in centres with approved access arrangements has decreased by 3% from 1,922,850 in 2014/15 to 1,856,850 in 2015/16. This continues the five-year trend of rising numbers, and suggests there may have been an increase in the number of arrangements being approved for individual candidates (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 – however, the nature of the data does not allow us to report how many arrangements have been approved per candidate). We do not have any data on the reasons for the increases in the total number of arrangements this year. However, most of the increase in the number of access arrangements this year (62%) was in further education centres.

Changes over time can be seen in figure 1. It is unclear why there was a relatively large rise in the number of access arrangements between 2011/12 and 2012/13. Care must be taken when comparing the numbers of access arrangements in 2013/14 to 2015/16 with those in previous years as there have been some significant changes to the exam system. For example, GCSEs in England were made linear in 2013/14, which meant 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 with effect from the academic year 2013/2014 in England and Northern Ireland.

Figure 1: Total number of approved access arrangements during academic year, 2011/12 to 2015/16



A total of 5,964 centres (89% of all centres – 6,725 centres⁴) had approved access arrangements in 2015/16 (table 1). Of these:

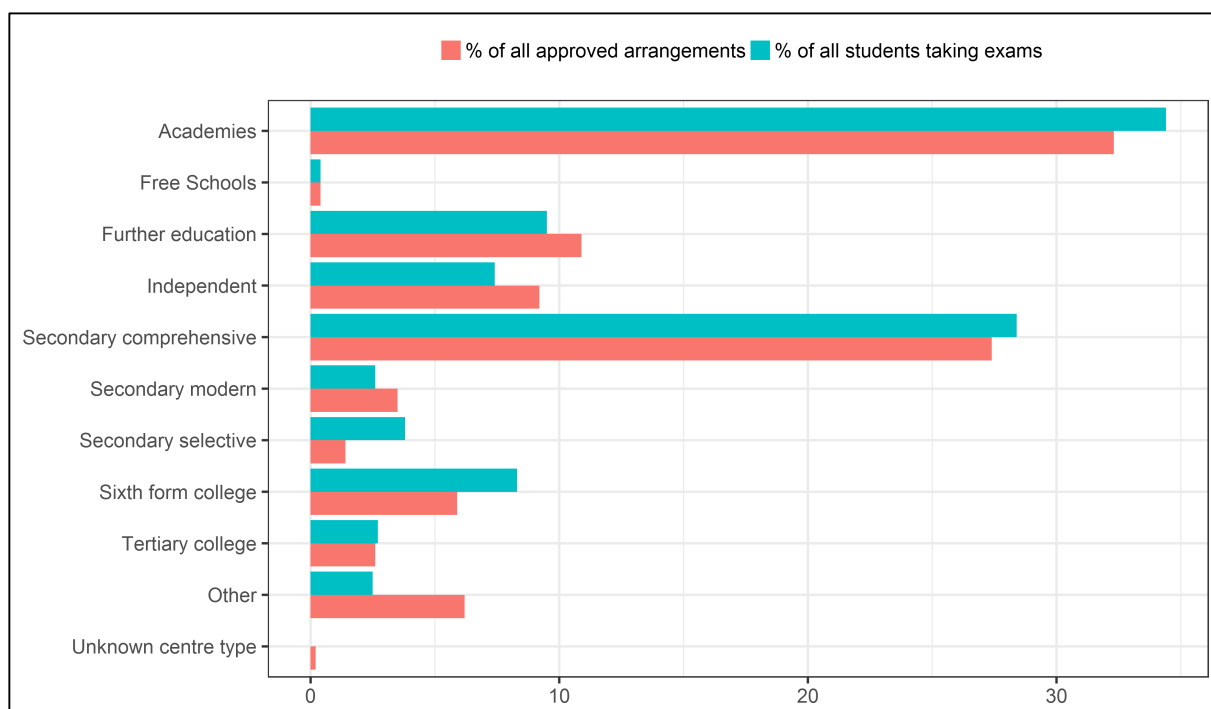
- 1,734 (29%) were academies
- 1,494 (25%) were secondary comprehensives
- 888 (15%) were in the 'other' category (for example, college of higher education, university department, tutorial college, language school, special school, pupil referral unit (PRU), HM Young Offender Institute (HMYOI), HM Prison, training centre)
- 831 (14%) were independent schools.

The proportion of approved arrangements for most centre types is broadly similar to the proportion of students taking exams in centres with approved access arrangements (figure 2). The exception to this is the 'other' centre type category, which has a greater proportion of access arrangements than students taking exams. This is likely due to the types of centres that make up this category, such as special schools, referral units, and young offender institutions. We have compared proportions in this way rather than presenting the number of access arrangements as

⁴ England, Wales, Northern Ireland, and other UK regions

a percentage of all candidates taking exams because such a calculation would only give a meaningful result if there was only one access arrangement per candidate. Because multiple arrangements can be approved for individual candidates, these calculations would not be valid.

Figure 2: The percentage of access arrangements approved for each centre type and the percentage of students taking exams in centres with approved access arrangements, academic year 2015/16



Type of access arrangements

The most frequently granted type of access arrangement during the 2015/16 academic year was the allowance of 25% extra time⁵, for which 230,400 requests were approved (56% of all approved access arrangements) (figure 3, table 3). This represents a 13% increase on last year when there were 204,550 approvals. As before, we do not have any data on the reasons for this increase.

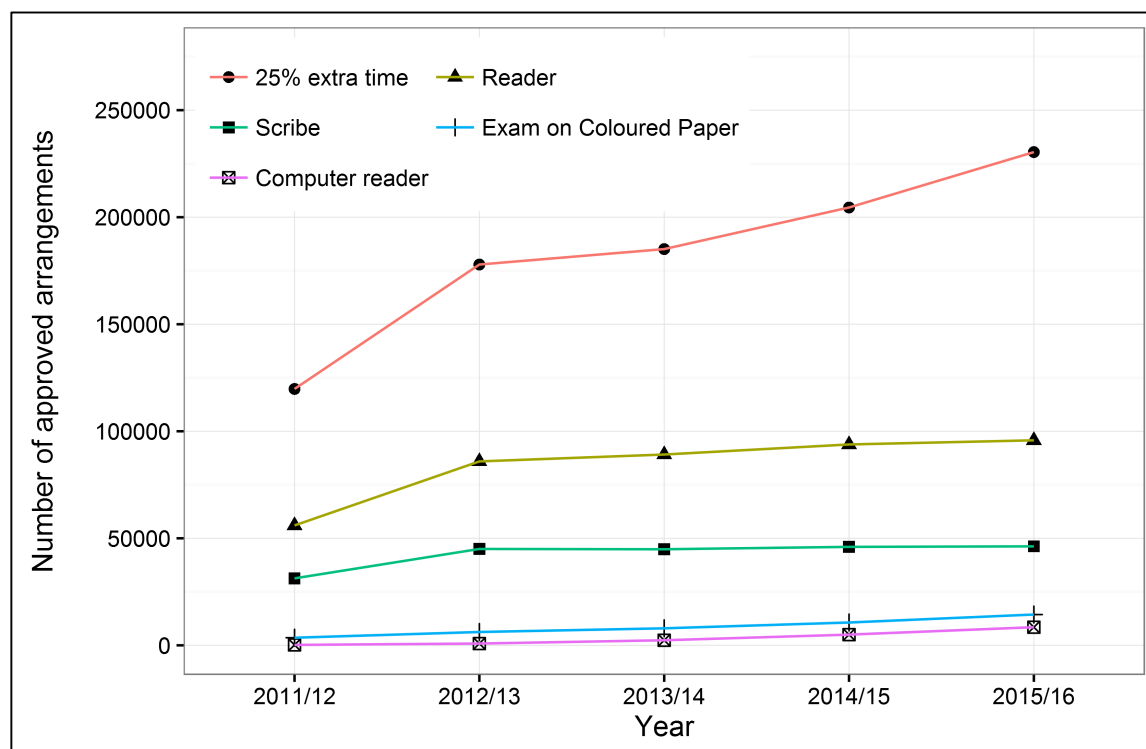
⁵ Candidates with a learning difficulty or candidates with other applicable medical, physical or psychological requirements can be given extra time if, because of their circumstances, they work significantly slower than their peers. JCQ changed the access arrangement of 'up to 25% extra time' to a flat '25% extra time' in the academic year 2014/15.

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 reading⁶. A reader is either a person who reads the questions to the candidate or computer software that reads out the questions. A total of 95,750 requests were approved (23% of all approved access arrangements) in the 2015/2016 academic year, an increase of 2% on 2014/15 (93,850 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 2015/16, 46,250 requests were approved (11% of all approved access arrangements), which is a 1% increase on 2014/15 (46,000 approved).

Taken together, the use of 25% extra time, a reader and a scribe accounted for nearly 91% of all approved access arrangements in 2015/16.

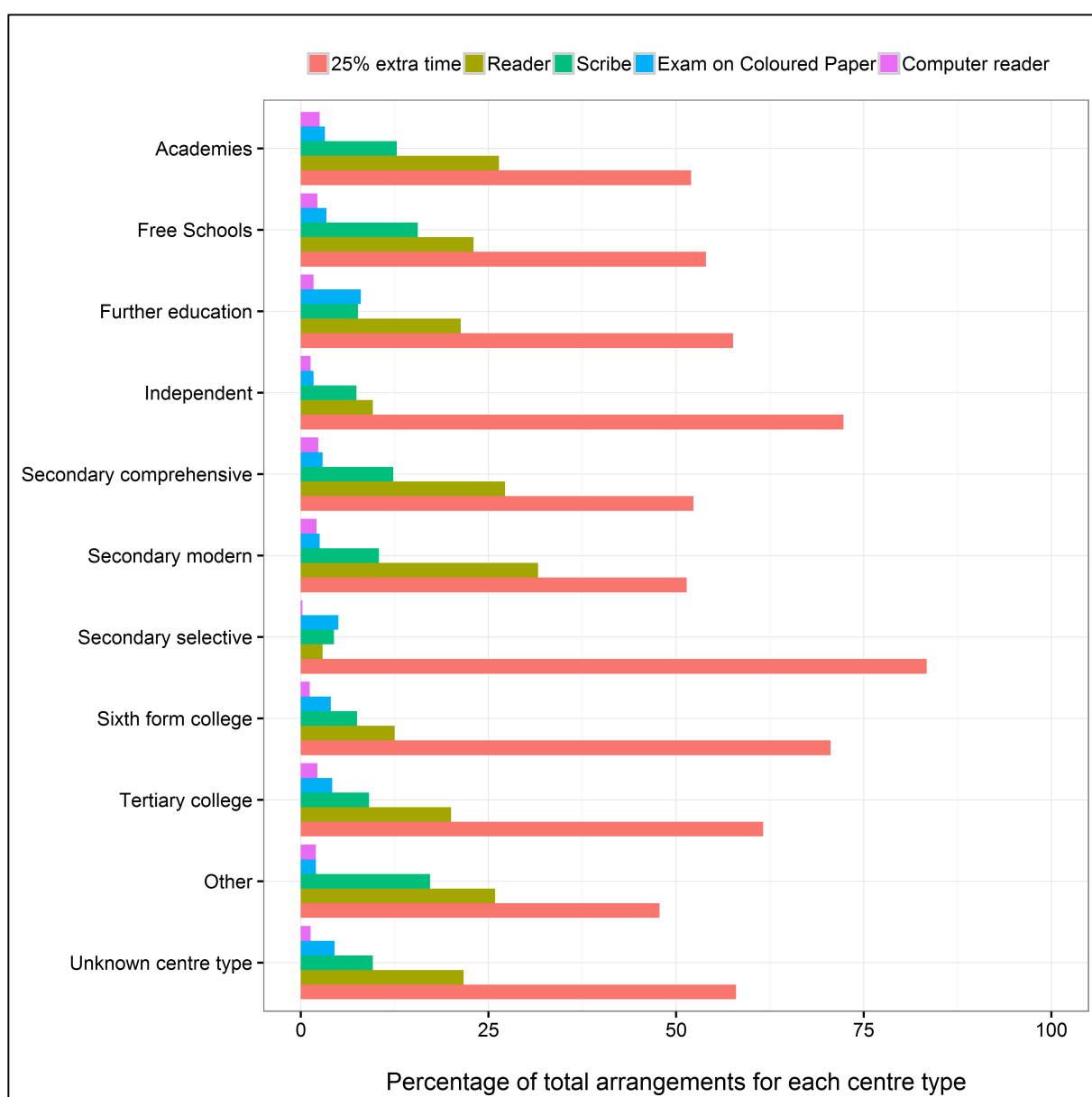
Figure 3: Approved access arrangements for the five most common types of arrangement, 2011/12 to 2015/16



⁶ 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 4 shows the five most common types of access arrangements, broken down by centre type (also see table 4). The most common arrangement for all centre types was 25% extra time (making up between 51% and 83% of all approved arrangements per centre type), followed by a reader in all but the secondary selective schools (making up between 3% and 32% of all approved arrangements per centre type). Scribes made up between 4% and 17% of all approved arrangements per centre type.

Figure 4: Five most common categories of access arrangements, as a percentage of total arrangements for each centre type, academic year 2015/16



Modified question papers produced for the summer 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 release⁷. For these reasons, data for modified papers is presented separately from the other access arrangements.

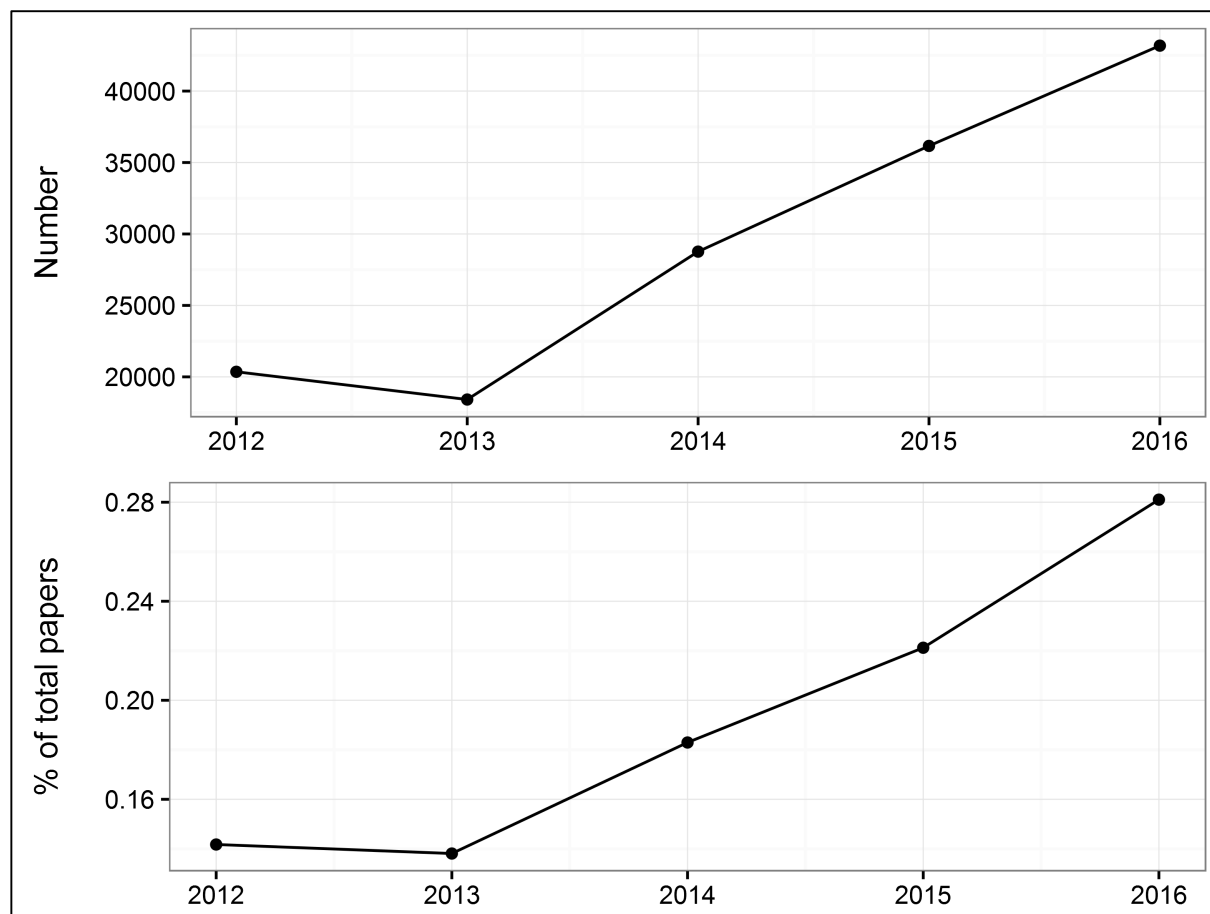
There were 43,200 modified question papers produced in the summer 2016 exam series, an increase of 20% compared with last year (from 36,150) (see the top panel of figure 5). As well as increasing in raw numbers, modified papers have also represented an increasingly greater proportion of the total number of papers produced in each series (the bottom panel of the figure 5). These increases may be because of the introduction of new types of modified papers in recent years (for example, the introduction of non-interactive electronic question papers⁸ in 2014), and better information being available to centres, parents, and candidates. The number of modified question papers issued for the summer 2016 exam series (43,200) accounted for small proportion (0.28%) of the 15.4 million papers marked for GCSE and A level exams, an increase on last year when the proportion was 0.22% (36,150 of 16.3 million papers).

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 number of individual exams (but not the number of qualifications) taken by students in summer 2014 was higher than in previous years. For context, in 2014 the total volume of scripts (for both GCSE and A levels combined) rose by 18% compared to 2013. In the summer of 2015, the increase was smaller at 4%. The relatively large change between 2013 and 2014 could therefore be partly explained by an increase in the number of students taking exams in the summer series.

⁷ Traditionally Ofqual has never collected data for modified question papers for other exam series

⁸ Non-interactive electronic question papers are in PDF format. They can be read on screen. There is no facility for typing answers.

Figure 5: The number of modified question papers, as a total and as a percentage of all papers produced for the summer exam series, 2012 to 2016

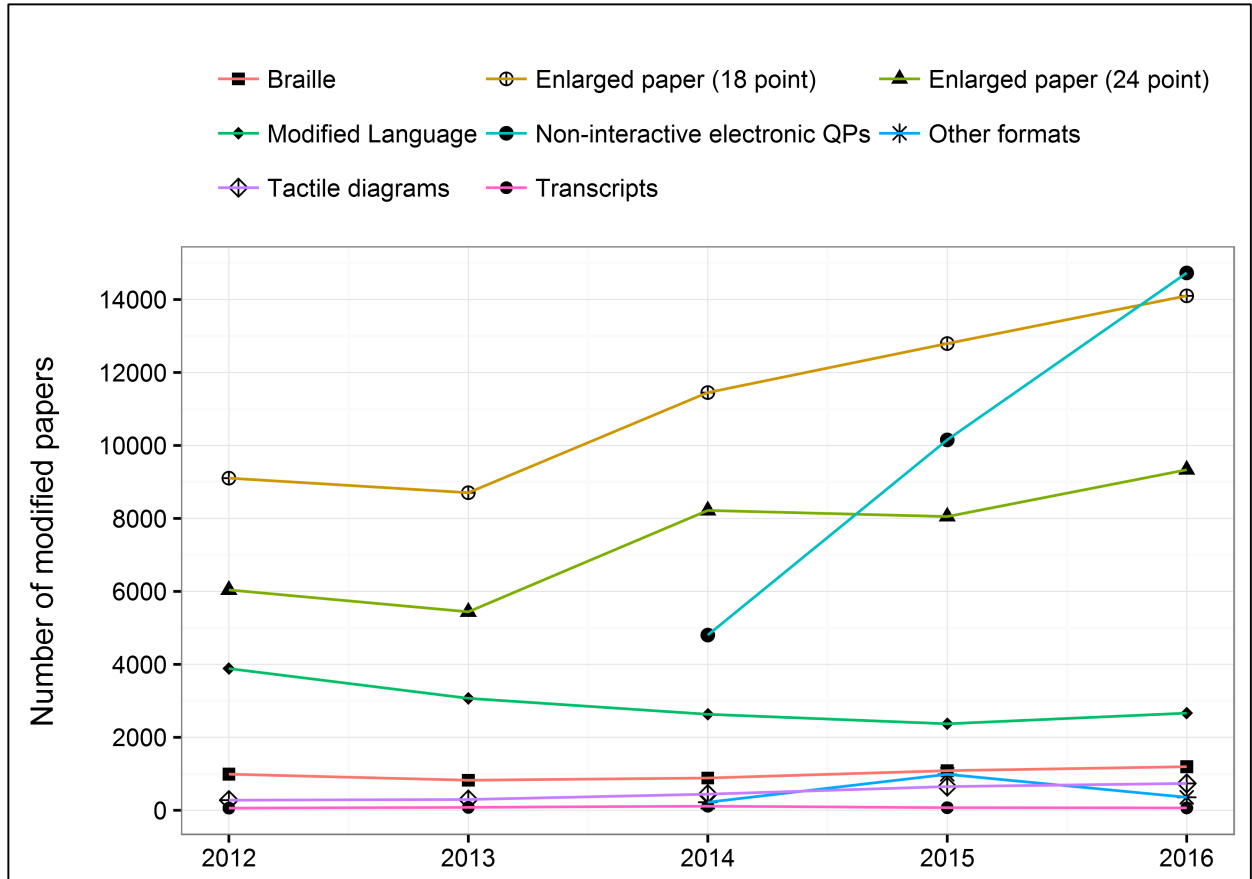


Another contributing factor to the increase in modified paper requests is that non-interactive electronic question papers (QPs) were included for the first time in summer 2014. These have increased by 45% between 2015 and 2016 (from 10,150 to 14,750). This large increase is likely due to schools and 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 (see the section on background notes later on in this report). The increase in this category alone accounts for 66% of the overall increase in the number of modified paper requests between 2015 and 2016, and non-interactive electronic question papers were the most common type of modified paper in 2016 (34% of all modified papers) (figure 6, table 5).

The second and third most common types of modified paper for the summer 2016 exam series were modified enlarged papers: 14,100 18-point bold papers were produced (33% of all modified papers) and 9,350 24-point bold papers were

produced (22% of all modified papers). This might be explained by a greater awareness of the availability of these types of modified papers.

Figure 6: Modified papers produced for the summer exam series, 2012 to 2016



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 injury, 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, the A level is an academic qualification offered by educational bodies in the UK to students completing secondary or pre-university education. At present, a combination of legacy and reformed A levels are available to students.

For legacy A levels, the qualification is generally studied for over 2 years and split into 2 parts, with one part studied in each year. The first part is known as the Advanced Subsidiary (AS) and was previously known as the Advanced Supplementary, with the same abbreviation. The second part is known as A2. The AS is a qualification in its own right, and the AS combined with the A2 forms the complete A level qualification.

The new A level and AS qualifications in England are separate⁹, meaning that AS results will no longer count towards the A level grade, as in previous qualifications. In 2015/16, 13 new AS qualifications were offered in England¹⁰. In future years, more reformed qualifications will be awarded.

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.

⁹ AS and A level qualifications provided by WJEC and CCEA have not been separated.

¹⁰ Art and design, biology, business, chemistry, computing, economics, English language, English language and literature, English literature, history, physics, psychology, sociology. For more information on the reform timetable see <https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-as-and-a-level-reform>.

GCSEs

General Certificates of Secondary Education are the main qualifications in England, Wales and Northern Ireland, generally sat by 16-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 candidates with disabilities to demonstrate their knowledge, skills and understanding so that the disability will not put the candidate at a substantial disadvantage in comparison with a candidate who is not disabled. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements¹¹, meaning that it might not be included in this data.

¹¹ <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Background notes

This document is prepared in line with the Ofqual Statistics Policies¹² and the Code of Practice for Official Statistics.¹³

About access arrangements

The qualifications covered by this release are regulated by Ofqual, Qualifications Wales and CCEA. Each qualifications regulator publishes conditions¹⁴ that set out the requirements that the exam boards it regulates have to meet.

These conditions state that “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.” This release publishes data on reasonable adjustments that are made for candidates who are disabled within the meaning of the Equality Act 2010¹⁵.

The Joint Council for Qualifications (JCQ), a membership organisation comprising the seven largest providers of qualifications in the UK, including those awarding GCSEs and A levels defines access arrangements as pre-examination adjustments for candidates based on evidence of need and normal way of working¹⁶.

Candidates may require access arrangements for a number of reasons, including a disability, a medical condition or illness, or if their first language is not English, Irish or Welsh.

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. Where a

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

¹³ www.statisticsauthority.gov.uk/assessment/code-of-practice/index.html

¹⁴ www.gov.uk/government/publications/general-conditions-of-recognition

http://ccea.org.uk/regulation/compliance/conditions_recognition

<http://qualificationswales.org/media/1358/qwrd0003-general-conditions-of-recognition-march-2015.pdf>

¹⁵ The Disability Discrimination Act 1995 provides the definition of disability for Northern Ireland.

¹⁶ <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

request is made for a candidate to have 25% extra time because of a learning difficulty, JCQ requires that the impact of the candidate's difficulty is evidenced using standardised tests of their speed of reading, reading comprehension, writing and/or using cognitive processing measures.

JCQ also publishes an annual document¹⁷ setting out the standard 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 or non-exam assessments, who meet the eligibility criteria for an access arrangement can receive approval for it. 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 JCQ's centralised system used by schools and colleges 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 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 exam boards require to support an application for an access arrangement varies according to the arrangement requested and the candidate's particular requirements. Applications for particular categories of arrangements, such as practical assistants and more than 25% extra time, are referred to the relevant exam boards as a school or college would need to supply detailed information to support the request.

The approval of some arrangements is delegated to schools or colleges where exam boards judge there is no advantage to candidates in relation to the knowledge, skills and understanding being tested (for example, the use of a word processor).

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

¹⁷ <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2016-2017>

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 2015/16, 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 5).

The categories used in this release align with the categories used by JCQ guidance in *Access Arrangements and Reasonable Adjustments 2016-2017*¹⁸.

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

¹⁸ <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2016-2017>

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.

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 with the data. 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*¹⁹ 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 England, Wales and Northern Ireland, but this release includes GCSEs and A levels taken everywhere, including outside the UK.

¹⁹ www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

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.²⁰

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.²¹

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.²²

Users of these statistics

These statistics are of particular interest to the regulators (Ofqual, CCEA, and Qualifications Wales), 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.

²⁰ www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

²¹ www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

²² www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures

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, 2014 to 2015*²³ (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): 2014/15*²⁴ (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 Release: Special Consideration in GCSE and A Level: Summer 2016 Exam Series.*²⁵

Useful information

A glossary of terms is available in this report to help you interpret this release.

You can find the publication schedule for the next releases on the Ofqual website.²⁶

The Register gives information on regulated qualifications and recognised awarding organisations in England, Wales and Northern Ireland.²⁷

²³ <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015>

²⁴ <https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-revised>

²⁵ <https://www.gov.uk/government/statistics/special-consideration-in-gcse-and-a-level-summer-2016-exam-series>

²⁶

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

²⁷ <http://register.ofqual.gov.uk>

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's a short survey and 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.

Appendix

Table 1	Total number of approved access arrangements by centre type, for the academic year 2015/16
Table 2	Total number of approved access arrangements by centre type, for the academic years 2011/12 to 2015/16
Table 3	Total number of approved access arrangements by category, for the academic years 2011/12 to 2015/16
Table 4	Total number of access arrangements, by centre type and category, for the academic year 2015/16
Table 5	Types of modified papers produced for the summer examinations series, 2012 to 2016

Table 1: Total number of approved access arrangements by centre type, for the academic year 2015/16

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

Centre Type	Number of schools with approved access arrangements		Number of approved access arrangements		Number of students taking exams	
	Number	% of total	Number	% of total	Number	% of total
Academies	1,734	29.1	132,650	32.3	637,850	34.4
Free Schools	84	1.4	1,700	0.4	6,650	0.4
Further education	368	6.2	44,850	10.9	176,750	9.5
Independent	831	13.9	37,850	9.2	137,850	7.4
Secondary comprehensive	1,494	25.1	112,500	27.4	527,800	28.4
Secondary modern	177	3.0	14,200	3.5	47,600	2.6
Secondary selective	146	2.4	5,900	1.4	71,000	3.8
Sixth form college	140	2.3	24,350	5.9	153,450	8.3
Tertiary college	47	0.8	10,550	2.6	50,900	2.7
Other	888	14.9	25,400	6.2	46,900	2.5
Unknown centre type	55	0.9	900	0.2	150	0.0
Total	5,964	100	410,800	100	1,856,850	100

Notes:

1. Data collected through Access Arrangements Online
2. 'Other' includes colleges of higher education, university departments, tutorial colleges, language schools, special schools, pupil referral units (PRU), HM Young Offender Institutes (HMYOI), HM Prisons, and training centres.
3. Rounding: Some columns have been rounded to the nearest 50. Values have been rounded independently and so may not sum to the total.

Table 2: Total number of approved access arrangements by centre type, for the academic years 2011/12 to 2015/16

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

Centre Type	2011/12	2012/13	2013/14	2014/15	2015/16
Academies	85,300	123,050	122,550	129,750	132,650
Free Schools	150	300	500	850	1,700
Further education	9,050	13,450	18,000	25,950	44,850
Independent	24,550	36,400	36,500	38,250	37,850
Secondary comprehensive	71,000	104,500	107,850	111,500	112,500
Secondary modern	8,300	12,900	12,700	13,250	14,200
Secondary selective	3,100	4,500	4,850	5,350	5,900
Sixth form college	12,550	21,200	22,450	24,150	24,350
Tertiary college	3,700	5,950	6,950	8,950	10,550
Other	10,700	15,950	17,150	20,550	25,400
Unknown centre type	3,900	4,350	2,800	2,000	900
Total	232,350	342,550	352,350	380,450	410,800

Notes:

1. Data collected through Access Arrangements Online
2. 'Other' includes colleges of higher education, university departments, tutorial colleges, language schools, special schools, pupil referral units (PRU), HM Young Offender Institutes (HMYOI), HM Prisons, and training centres.
3. Rounding: Values have been rounded to the nearest 50. Values have been rounded independently and so may not sum to the total.

Table 3: Total number of approved access arrangements by category, for the academic years 2011/12 to 2015/16

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

Access Arrangement	2011/12	2012/13	2013/14	2014/15	2015/16
25% extra time	119,750	177,900	185,100	204,550	230,400
Alternative accommodation	2,000	2,400	2,450	2,800	500
Bilingual Dictionary	550	50	0	0	0
Bilingual dictionary with extra time	11,150	15,550	12,450	9,150	5,700
Computer reader	200	800	2,350	5,000	8,450
Enlarged / Coloured Paper	100	50	0	0	0
Exam on Coloured Paper	3,550	6,200	7,950	10,650	14,350
Extra Time > 25%	2,050	3,500	4,050	4,550	5,750
Live Speaker	50	0~	0	0	0
Oral Language Modifier	1,300	2,250	2,050	1,800	800
Other	300	350	300	400	950
Practical Assistant for practical paper	500	700	650	800	850
Practical Assistant for written paper	700	950	750	900	1,000
Reader	56,000	85,900	89,150	93,850	95,750
Scribe	31,300	45,000	44,900	46,000	46,250
Sign Language Interpreter	350	550	250	0~	0
Supervised Rest Breaks	1,100	100	0	0	0
Transcript	550	100	0	0	0
Up to 25% Extra Time + Supervised Rest Breaks	850	100	0	0	0
Total	232,350	342,550	352,350	380,450	410,800

Notes:

1. Data collected 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.
4. Rounding: Values have been rounded to the nearest 50, values less than 25 will appear as 0~. Zero represents no approved arrangements. Values have been rounded independently and so may not sum to the total.

Table 4: Total number of access arrangements, by centre type and category, for the academic year 2015/16

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

Centre Type	25% extra time	Alternative accommodation	Bilingual dictionary with extra time	Computer reader	Exam on Coloured Paper	Extra Time > 25%	Oral Language Modifier	Other	Practical Assistant for practical paper	Practical Assistant for written paper	Reader	Scribe	Total
Academies	69,000	150	1,550	3,300	4200	1,100	350	250	350	350	35,050	17,000	132,650
Free Schools	900	0	0~	50	50	0~	0~	0~	0~	0~	400	250	1,700
Further education	25,850	0~	150	750	3550	1,350	0	100	0~	100	9,550	3,400	44,850
Independent	27,350	0~	1,950	500	650	750	50	50	50	50	3,650	2,800	37,850
Secondary comprehensive	58,800	150	1,550	2,550	3250	850	300	200	250	250	30,550	13,800	112,500
Secondary modern	7,300	0~	150	300	350	50	50	0~	0~	0~	4,500	1,500	14,200
Secondary selective	4,900	0~	50	0~	300	150	0	0~	0~	0~	150	250	5,900
Sixth form college	17,200	0~	150	300	1000	700	0~	50	50	50	3,050	1,850	24,350
Tertiary college	6,500	0~	0~	250	450	250	0~	50	0~	0~	2,100	950	10,550
Other	12,150	150	150	500	500	500	100	150	100	150	6,600	4,350	25,400
Unknown centre type	550	0~	0~	0~	50	50	0~	0~	0	0~	200	100	900
Total	230,400	500	5,700	8,450	14,350	5,750	800	950	850	1,000	95,750	46,250	410,800

Notes:

1. Data collected 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.

4. 'Other' includes colleges of higher education, university departments, tutorial colleges, language schools, special schools, pupil referral units (PRU), HM Young Offender Institutes (HMYOI), HM Prisons, and training centres.

5. Rounding: Values have been rounded to the nearest 50, values less than 25 will appear as 0~. Zero represents no approved arrangements. Values have been rounded independently and so may not sum to the total.

Table 5: Types of modified papers produced for the summer examinations series, 2012 to 2016

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

	Year	Number of modified papers produced						Total
		AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	
Braille papers and tactile diagrams with Braille labels	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
	2016	550	350	250	50	0~		1,200
18-point bold papers	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
	2016	5,150	4,250	2,400	1,850	450		14,100
24-point bold papers	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
	2016	3,400	3,000	1,500	1,300	100		9,350
Modified language	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
	2016	0	300	0	1,900	450		2,650
Tactile diagrams with print labels	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
	2016	200	400	100	50	0		750
Transcript of listening test/video	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
	2016	0	0	0~	50	0~		50
Non-interactive electronic QPs	2012							
	2013							
	2014	2,250	1,500	200	850	0~		4,800
	2015	3,550	2,900	2,300	1,400	0~		10,150
	2016	4,250	5,600	2,900	2,000	0~		14,750
Other formats	2012							
	2013							
	2014	100	0	100	50	0~		200
	2015	200	650	100	50	0		1,000
	2016	150	150	0~	50	0		350
Totals per year	2012	6,900	4,800	5,150	3,000	500	0	20,400
	2013	5,950	4,500	3,850	3,500	650	0	18,400
	2014	10,850	8,200	3,950	5,050	800	0	28,750
	2015	13,300	9,450	6,450	6,100	950	0	36,150
	2016	13,700	14,050	7,150	7,250	1,000	0	43,200

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 5 as this category has been delegated to centres. This accounts for some of the differences in figures between tables 4 and 5 for 2011.
6. Non-interactive electronic QPs and other formats were included for the first time in 2014.
7. Rounding: Values have been rounded to the nearest 50, values less than 25 will appear as 0~. Zero represents no approved arrangements. Values have been rounded independently and so may not sum to the total.

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