

WITHDRAWN

Statistical Release



Access Arrangements for GCSE and A Level: 2013/14 Academic Year

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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 2013/14 academic year. The key findings for this release are:

- The number of requests for access arrangements is up 10 per cent on 2012/13 at 271,850. It is more in line with 2011/2012, when there were 276,650 requests.
- These requests are for 168,400 candidates, up 9 per cent on 2012/13.
- The number of requests approved is up by 9 per cent on 2012/13 at 248,950. However, this is down on 2011/12, when there were 257,450 approvals.
- There were 132,050 approved requests for the most frequently granted access arrangement, of up to 25 per cent extra time. This is an 11 per cent increase compared with 2012/13, but down 2 per cent on 2011/12.
- The number of approved requests for modified papers has also increased. There were 28,700 approved requests in summer 2014, compared with 18,400 in 2013, an increase of 56 per cent. This is partly explained by the increase in scripts, up by 18 per cent on last summer.
- The number of modified papers represents 0.18 per cent of the total scripts marked, up from 0.14 per cent last summer.

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 2013/14 academic year. From 2010/2011 to 2012/13, certain categories of access arrangements, for example a bilingual dictionary, no longer required approval. These categories have been removed from the data to aid comparisons over time. A full list of categories no longer included in this report can be found on page 12. This means there will be a number of access arrangements approved by schools and colleges that are not included in the figures in this report.

Five exam boards offer 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 offered GCSEs.

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 and who meet the eligibility criteria.

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, such as providing modified question papers for candidates with visual impairments.

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.

The background notes of this release (on page 10) contain further information on access arrangements and modified question papers.

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

GCSE and A level figures have been separated for the first time in this year's report. Figures are higher than in previous publications, because some access arrangement requests are for candidates taking both GCSE and A level qualifications in the same exam series. When figures were not separated, these candidates' requests and approvals would have only been counted once. Now that figures have been separated these cases are counted twice. Previous years' figures have been changed, to reflect this separation.

Note: 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.

These official statistics were withdrawn on 17 July 2025

In 2025, Ofqual analysed a more detailed access arrangements dataset that we had requested from exam boards. Our analysis highlighted that our previously published official statistics on access arrangements overstated the number of approved access arrangements in place for the exam cohort in each year. For more details, see <https://ofqual.blog.gov.uk/shedding-new-light-on-access-arrangements-data>

Using this new more detailed dataset, we are strengthening our methodologies for analysis and quality assurance and plan to publish revised figures in our 2025 release. We intend for this release to include the academic years between 2020 to 2021 and 2024 to 2025, for which we have the new data.

While we complete that work, we are withdrawing the previously published statistics because of the limitations we have identified through our analysis.

This issue does not affect the figures relating to modified papers, which are based on a different data source and which are now available at <https://www.gov.uk/government/publications/modified-papers-for-gcse-as-and-a-level-2014-to-2024>

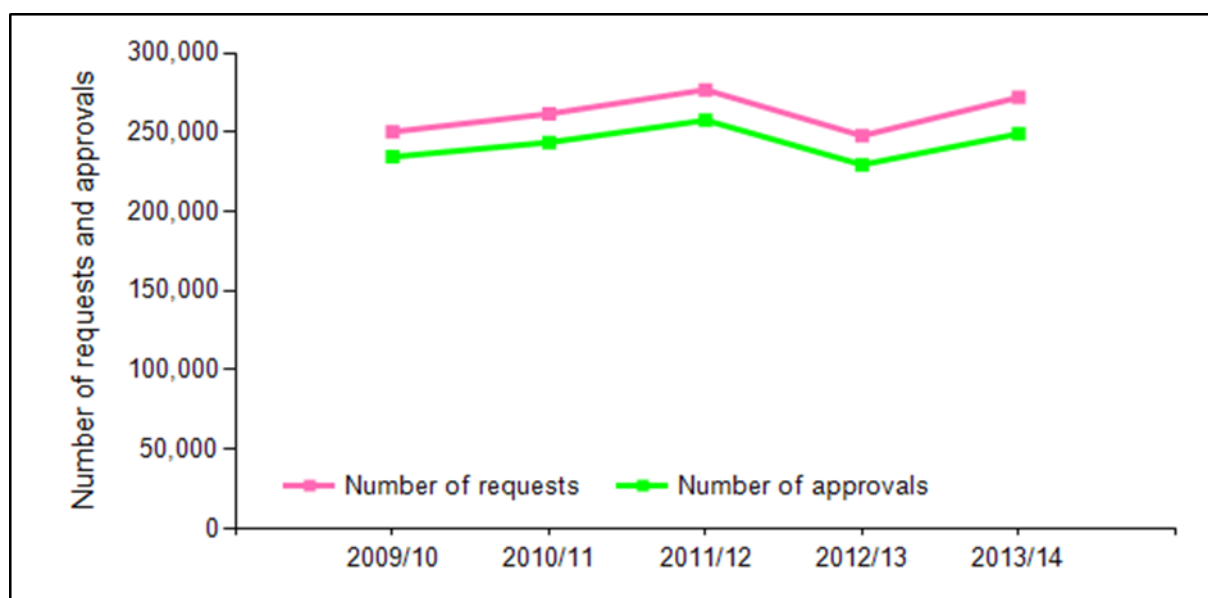
Key statistics

Number of requests and approvals for access arrangements

During the 2013/14 academic year, 168,400 candidates had applications made for access arrangements by their school or college, of which 93 per cent received approval (see table 1). This is an increase of 9 per cent on 2012/13, when there were 154,800 candidate applications for access arrangements. To put this in context; in the summer 2014 exam series more than 1.2 million candidates completed GCSEs, almost 700,000 completed an AS or A level qualification. These figures include candidates of all age groups.

Schools or colleges may request more than one type of access arrangement for a 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. In the 2013/14 academic year there were 271,850 requests, of which 92 per cent were approved (see table 2 and figure 1). This compares with 247,650 requests in 2012/13, of which 93 per cent were approved. There has been a general trend of decreases in the 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, 2009/10–2013/14



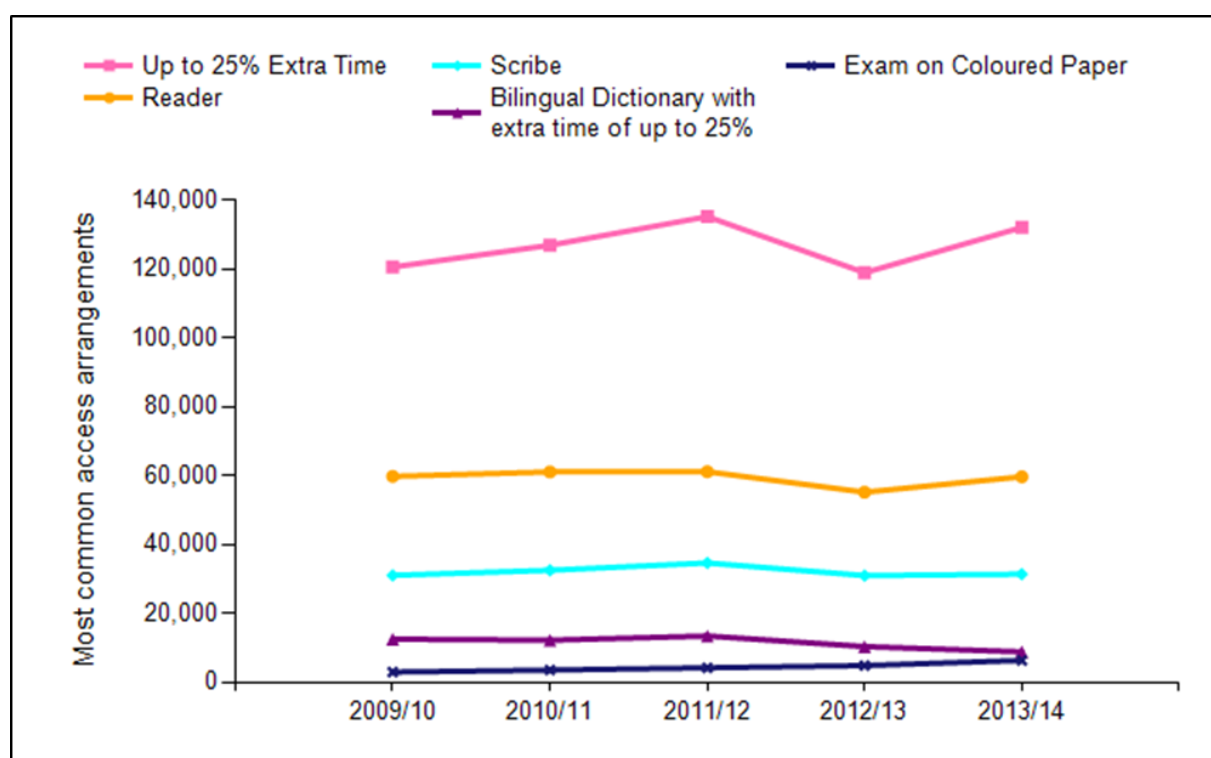
There are difficulties in making comparisons with the number of access arrangements in 2013/14 and previous years, as there have been some significant changes to the exam system. GCSEs in England are now linear, which means exams must be taken at the end of the period of study. In England, the opportunity to sit A level exams in the January series was also removed.

Types of access arrangements

(See tables 3 and 4, and figure 2.)

The most frequently granted access arrangement during the 2013/14 academic year was the allowance of up to 25 per cent extra time,¹ for which 132,050 requests were approved (53 per cent of all approved access arrangements). This represents an 11 per cent increase on last year, when there were 118,900 approvals. In 2011/12 the Joint Council for Qualifications (JCQ) rules for access arrangements were tightened, with a further clarification of guidance made in 2012/13. Following this, the number of extra time access arrangements dropped. This year there has again been an increase, with numbers returning to a similar level as 2011/12.

Figure 2: Approved access arrangements for the academic year, 2009/10 to 2013/14, for the five most common types of arrangement



¹ Disabled candidates with a learning difficulty or candidates with other applicable medical, physical or psychological requirements can be given extra time.

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 59,600 requests were approved (24 per cent of all approved access arrangements). This is an 8 per cent increase on 2012/13 (55,150 approved).

The third most common access arrangement was the use of a scribe, for which 31,350 requests were approved (13 per cent of all approved access arrangements). 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 a candidate's ability to write independently.

The use of up to 25 per cent extra time, a reader, and a scribe, account for 90 per cent of all approved access arrangements.

Modified question papers – Summer 2014 exam series (only)

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. Modified question 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 an individual exam paper rather than applying across all exams for a candidate.

Changes were made to the qualifications for the summer 2014 exam series (GCSEs becoming linear and the removal of the January exam series for AS and A level in England). 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 each student was higher than in recent years, with the total volume of scripts rising from 2013 by 19 per cent for GCSEs (11 million scripts marked) and 15 per cent for A levels (more than 4.7 million scripts marked).

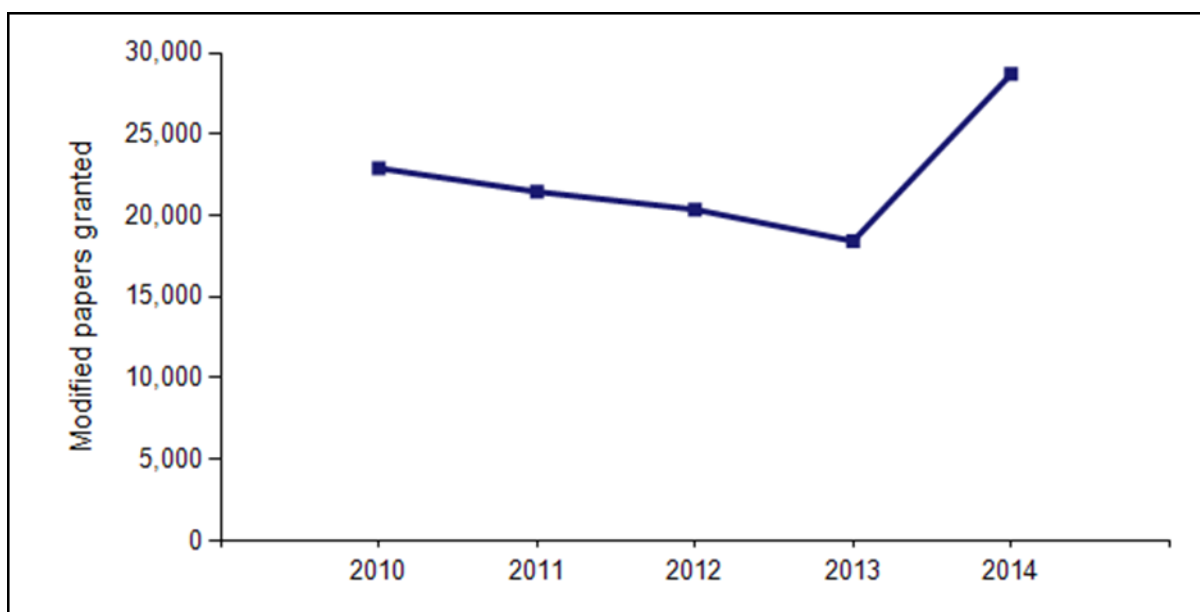
There were 28,700 requests received for modified question papers for the summer 2014 exam series, all of which were approved by the exam boards. This is an increase of 56 per cent compared with last year, when 18,400 requests for modified question papers received approval. This reverses the recent trend of decreases seen

² Readers can also be requested for candidates with autism spectrum disorders, behavioural, emotional and social difficulties, hearing impairments, multi-sensory impairments, and speech, language and communication needs.

over the previous four years, (see table 5 and figure 3) but is partly explained by the increase in the number of scripts marked in the summer 2014 exam series (see figure 4).

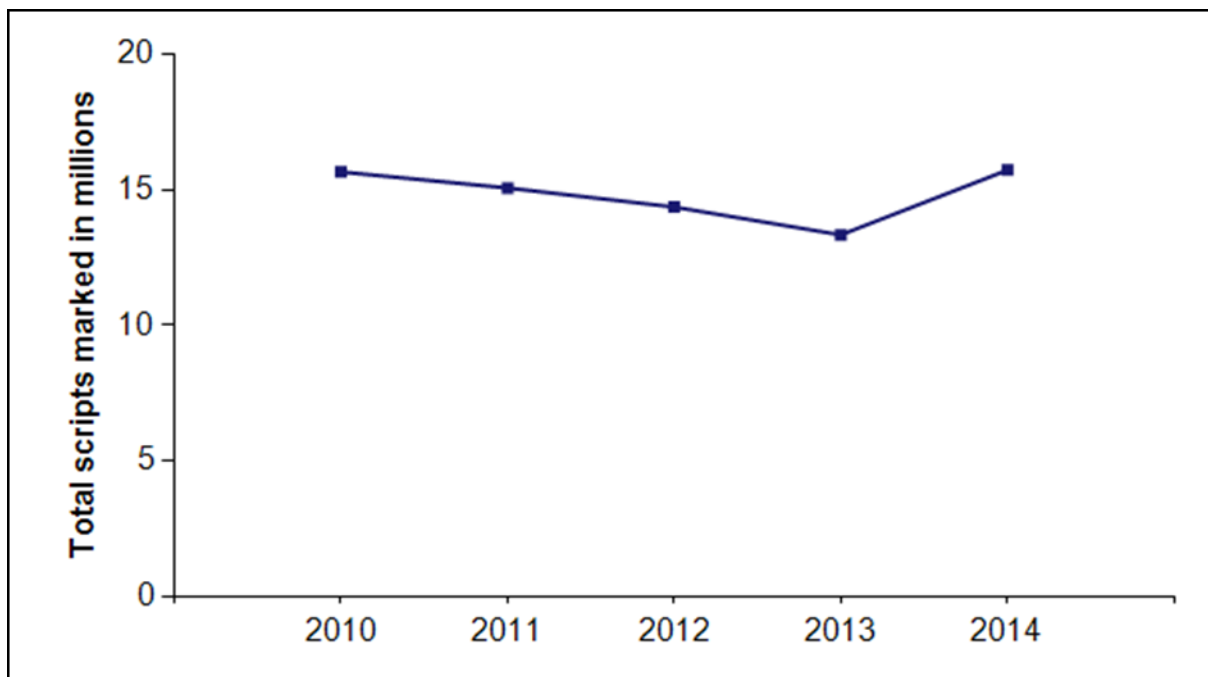
An additional contributing factor to this increase in modified paper requests is that non-interactive electronic question papers³ were included for the first time this year. This has contributed to the year-on-year increase in modified papers, with 4,800 requests approved for this category. Since September 2013, schools and colleges have been able to order non-interactive electronic question papers in a PDF format via Access Arrangements Online, reflecting that this is a relatively new arrangement that is becoming more common. Ofqual previously had no figures on the use of this arrangement. An additional category of other formats has also been included for the first time this year. This captures the small number of requests made that do not come under the main categories published by JCQ.

Figure 3: Total number of modified question papers produced for the summer exam series, 2010 to 2014



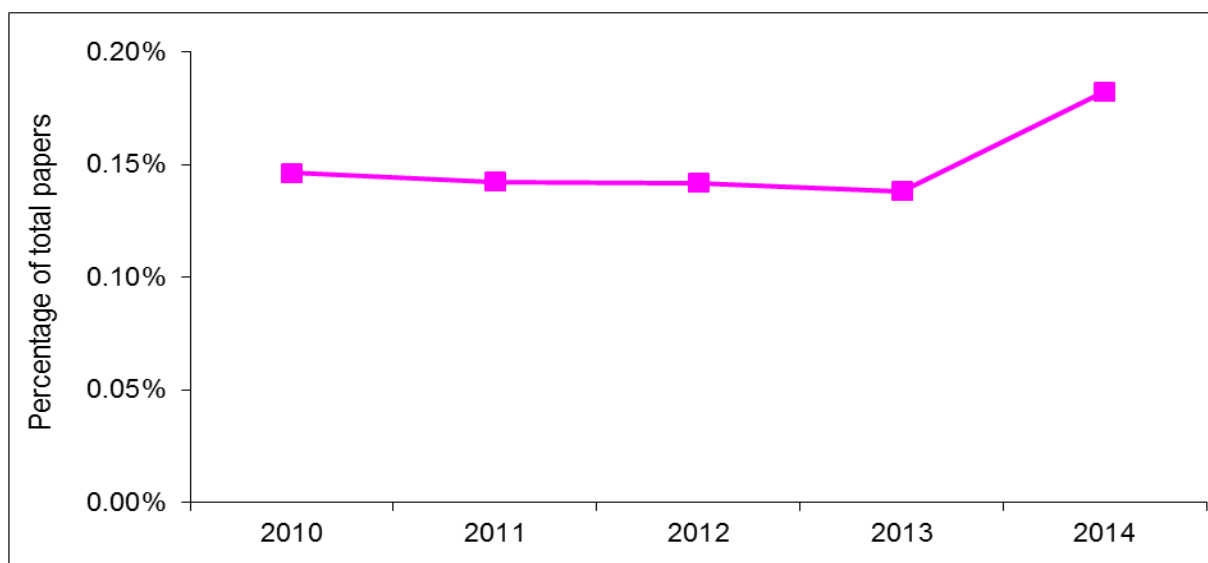
³ Non-interactive electronic question papers are in PDF format. They can be read on-screen. There is no facility for typing answers.

Figure 4: Total number of scripts marked for GCSE and A level for the summer exam series, 2010 to 2014



The number of modified question papers issued for the summer 2014 exam series accounted for 0.18 per cent of the 15.7 million scripts marked for A level and GCSE exams. This is up on the previous year, when the proportion was 0.14 per cent (see figure 5 and table 5).

Figure 5: Modified papers as a percentage of total papers, summer exam series, 2010 to 2014

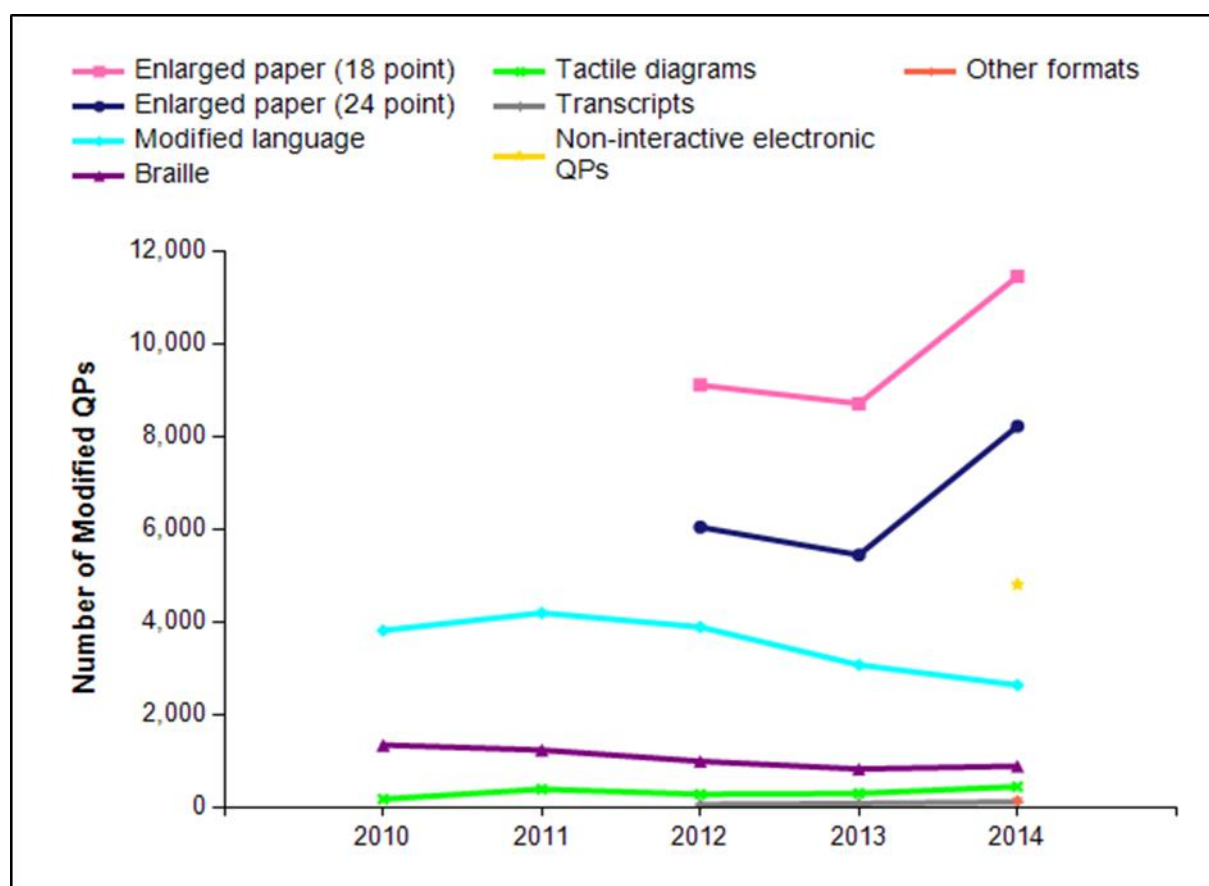


The most common type of modified paper for the summer 2014 exam series was an enlarged version of the paper, in 18-point bold or 24-point bold, with a total of 19,650 papers, representing 69 per cent of all modified papers.

A non-interactive electronic question paper was the second most common type of modified paper for the summer 2014 exam series, with 4,800 papers produced, representing 17 per cent of all modified papers.

The third most common type of modified paper was for modified language, with 2,650 papers produced, representing 9 per cent of modified papers (see table 6 and figure 6).

Figure 6: Modified papers produced for the summer exam series, 2010 to 2014



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 level

Available as advanced level (A level) 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 17–18 year olds in schools and colleges but are open to anyone who wants to gain a qualification.

Awarding organisation

An organisation recognised to develop, deliver and award descriptions of qualifications. Also referred to as an exam board.

GCSE

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 15–18 year olds in schools and colleges but are open to anyone who wants to gain a qualification.

Modified 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.

Background notes

This document is prepared in line with the Ofqual Statistics Policies:

www.ofqual.gov.uk/ofdoc_categories/statistics/policies-statistics and the Code of Practice for Official Statistics: www.statisticsauthority.gov.uk.

About access arrangements

The qualifications covered by this release are regulated by Ofqual, the Welsh Government and the CCEA. Each qualifications regulator publishes conditions⁴ 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.' Some access arrangements are reasonable adjustments.

In addition, the regulators' *GCSE, GCE, Principal Learning and Project Code of Practice* (2011)⁵ 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.

The Joint Council for Qualifications (JCQ) is the umbrella body for exam boards offering GCSEs and A Levels. The JCQ publishes an annual document setting out the standard access arrangements that exam centres can request of boards and the relevant eligibility and evidential criteria.

⁴ www.ofqual.gov.uk/documents/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

⁵ www.ofqual.gov.uk/downloads/category/93-codes-of-practice?download=680%3Agcse-gce-principal-learning-and-project-code-of-practice-2011

The 2014/15 publication is entitled [Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments](#).⁶

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 schools and colleges use to request access arrangements. It enables one application to be made for each candidate, rather than with each exam board. 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. However, 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 particular requirements of the candidate. 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 during the 2013/14 academic year there were 7,000 referrals to exam boards.

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

The list below contains the arrangements no longer represented in this release. To improve comparisons over time they have been removed from the previous year's data.

⁶ www.jcq.org.uk/Download/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2014-2015-interactive-version

The categories of access arrangements for which exam board approval is no longer required are:

- amplification equipment
- a bilingual dictionary
- a braille machine
- CCTV
- colour naming
- a coloured overlay
- a live speaker⁷
- low vision aid
- a prompter
- read aloud⁸
- a scanner
- separate invigilation
- a supervised rest break
- a transcript⁹
- a word processor.

⁷ For aural tests, clear amplification may be necessary to improve the candidate's ability to hear. The live speaker will speak or read aloud the contents of the CD or tape in a listening exam.

⁸ A candidate may work more effectively if they can hear themselves read.

⁹ A transcript may be permitted by the school or college where a candidate's handwriting is illegible (and the use of a word processor is not the normal way of working) or spelling is so difficult to decipher that it would be beneficial for an examiner to be able to refer to a transcript of the candidate's work for clarification.

Modified question papers

Schools and colleges make requests for modified question papers in advance of a specific exam series. Requests 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.

In 2013/14, 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 have been amended from those in last year's, so they align with the categories used by JCQ guidance in *Access Arrangements and Reasonable Adjustments 2013/14*.

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 that schools and colleges produce, with permission from the exam board, by opening the paper one hour before the exam start time, to copy and enlarge the standard paper.

Data source

The Joint Council for Qualifications (JCQ) sends Ofqual data on access arrangements from the Access Arrangements Online system that schools and colleges use to submit access arrangement requests to the exam boards. 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.

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:

www.ofqual.gov.uk/ofdoc_categories/statistics/policies-statistics, to ensure the accuracy of the data and 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 over time from the same provider;
- actively challenging any unexpected results with the data providers;
- having a proportionate data-auditing framework in place, allowing 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; however this release does include 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 correct an error.

In some cases, data may be amended to reflect the new categorisation:

www.ofqual.gov.uk/ofdoc_categories/statistics/policies-statistics.

GCSE and A level figures have been separated for the first time in this year's report. Figures are higher than in previous publications, because some access arrangement requests are for candidates taking both GCSE and A level qualifications in the same exam series. When figures were not separated, these candidates' requests and approvals would have only been counted once. Now that figures have been separated these cases are counted twice. Previous years' figures have been changed, to reflect this separation.

Completeness of the data

JCQ and the exam boards send Ofqual data 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 of confidentiality policy can be found on the ofqual website.¹⁰

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.¹¹

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 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, including:

¹⁰ www.ofqual.gov.uk/ofdoc_categories/statistics/policies-statistics

¹¹ www.ofqual.gov.uk/ofdoc_categories/statistics/policies-statistics

- The *Statistical First Release: GCSE and Equivalent Results in England 2012/13*,¹² published by the Department for Education. This covers students' achievements in GCSEs and equivalent regulated qualifications in schools at the end of Key Stage 4.
- The *Statistical First Release: A Level and Other Level 3 Results in England, Academic Year 2012/2013 (Revised)*.¹³ This covers achievements for 16- to 18-year-old students at schools and colleges in all Level 3 qualifications.
- *GCSE and equivalent attainment by pupil characteristics in Schools in England 2013/14*¹⁴ is published by the Department for Education.
- The *Statistical Release: Special Consideration in GCSE and A Level: Summer 2014 Exam Series*.¹⁵

¹² Department for Education (2014) Statistical First Release: GCSE and Equivalent Results in England 2012/13 (Revised). Available at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/274497/SFR01_2014_FINAL.pdf

¹³ Department for Education (2014) Statistical First Release: A Level and Other Level 3 Results in England, Academic Year 2012 to 2013 (Revised). Available at:

[www.gov.uk/government/uploads/system/uploads/attachment_data/file/285082/SFR02_January 2014_FINAL_REVISED.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/285082/SFR02_January_2014_FINAL_REVISED.pdf)

¹⁴ www.gov.uk/government/statistics/gcse-and-equivalent-attainment-by-pupil-characteristics-2012-to-2013

¹⁵ www.ofqual.gov.uk/standards/statistics/special-consideration

Useful information

A glossary of terms is available on page 9 to help you interpret this release.

You can find the publication schedule for the next releases on the Ofqual website.¹⁶

Ofqual's Statistical Publications Glossary is available on the Ofqual website.¹⁷

The Ofqual 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 survey¹⁹ for this release. 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 us at: www.statistics@ofqual.gov.uk

¹⁶ www.ofqual.gov.uk/standards/statistics

¹⁷ www.ofqual.gov.uk/files/2010-11-26-statistics-glossary.pdf

¹⁸ <http://register.ofqual.gov.uk/>

¹⁹ www.ofqual.gov.uk/standards/statistics/access-arrangements

Appendix

Table 1	The number of candidates making requests for access arrangements and the number approved 2009/10 to 2013/14
Table 2	The number of access arrangement requests during the academic years 2009/10 to 2013/14
Table 3	Access arrangement requests and approvals for the academic years 2012/13 to 2013/14
Table 4	Five access arrangement types with the largest numbers of approved requests for the academic years 2009/10 to 2013/14
Table 5	Modified papers approved for the summer exam series 2010 to 2014
Table 6	Types of modified papers produced for the summer exam series, 2010-2014

Table 1: The number of candidates making requests for access arrangements and the number approved 2009/10 to 2013/14

England, Wales & Northern Ireland		
	Year	Total candidate requests
Number of candidates making an application for access arrangements	2009/10	177,700
	2010/11	181,750
	2011/12	172,800
	2012/13	154,800
	2013/14	168,400
Number of candidates approved	2009/10	169,500
	2010/11	172,350
	2011/12	163,450
	2012/13	145,450
	2013/14	156,550
Percentage of candidates approved	2009/10	95.4%
	2010/11	94.9%
	2011/12	94.6%
	2012/13	94.0%
	2013/14	93.0%

Source: Access Arrangements Online

Table 2: The number of access arrangement requests during the academic years 2009/10 to 2013/14

England, Wales & Northern Ireland				
	Year	GCSE	A level	Total
Number of requests for access arrangements	2009/10	198,950	51,250	250,150
	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
Number of requests approved	2009/10	186,100	48,250	234,350
	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
Percentage of requests approved	2009/10	93.5%	94.2%	93.7%
	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%

Notes:

1. Data are supplied by exam boards.
2. Figures will differ from those published in last year's report, as categories removed in 2013/14 have been removed from previous years to aid comparisons.
3. GCSE and A level figures have been separated for the first time. This has resulted in a change to the totals previously published, as some requests are for one access arrangement, but both qualifications. This results in some requests/approvals being counted twice, whereas previously they would only be counted once.

Table 3: Access arrangement requests and approvals for the academic years 2012/13 to 2013/14

England, Wales & Northern Ireland

	Year	Requests and approvals for access arrangements					
		GCSE			A level		
		Number of requests	Number of approvals	Approval rate	Number of requests	Number of approvals	Approval rate
Alternative accommodation	2012/13	2,150	2,000	94%	300	300	92%
	2013/14	2,500	2,050	82%	350	250	77%
Bilingual Dictionary with extra time of up to 25%	2012/13	5,550	5,200	94%	5,300	5,100	96%
	2013/14	5,400	4,900	91%	4,250	3,850	91%
Computer reader	2012/13	850	750	91%	100	50	80%
	2013/14	2,200	2,050	92%	400	350	90%
Exam on Coloured Paper	2012/13	3,700	3,500	94%	1,400	1,300	94%
	2013/14	4,900	4,650	95%	1,700	1,650	96%
Extra Time > 25%	2012/13	3,150	2,050	65%	1,550	1,050	69%
	2013/14	3,400	2,250	67%	1,800	1,300	74%
Oral Language Modifier	2012/13	1,600	1,400	87%	150	150	88%
	2013/14	1,500	1,150	78%	150	100	69%
Other	2012/13	1,050	200	20%	400	100	24%
	2013/14	1,100	300	25%	350	100	24%
Practical Assistant for practical paper	2012/13	550	300	54%	300	200	66%
	2013/14	500	300	55%	300	200	70%
Practical Assistant for written paper	2012/13	750	550	75%	250	200	82%
	2013/14	700	350	49%	250	150	54%
Reader	2012/13	51,500	48,300	94%	7,450	6,850	92%
	2013/14	55,650	51,750	93%	8,550	7,900	92%
Scribe	2012/13	28,850	26,250	91%	5,200	4,650	89%
	2013/14	29,550	26,250	89%	5,800	5,100	88%
Up to 25% Extra Time	2012/13	86,900	81,900	94%	38,700	37,000	96%
	2013/14	98,800	92,300	93%	41,800	39,750	95%

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).

Table 4: Five access arrangement types with the largest numbers of approved requests for the academic years 2009/10 to 2013/14

England, Wales & Northern Ireland

Approved requests for access arrangements						
	Year	Up to 25% Extra Time	Reader	Scribe	Bilingual Dictionary with extra time of up to 25%	Exam on Coloured Paper
GCSE	2009/10	90,550	54,150	26,800	6,500	2,100
	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
A level	2009/10	30,000	5,600	4,200	5,950	800
	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
Total	2009/10	120,550	59,750	31,000	12,450	2,900
	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

Notes:

1. Data are collated through Access Arrangements Online.

Table 5: Modified papers approved for the summer exam series, 2010 to 2014

England, Wales & Northern Ireland								
	Year	Number of modified papers						Total
		AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	
Number of requests approved	2010	8,600	4,850	6,250	2,550	650		22,900
	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	3,850	5,000	800		28,700
Percentage of total papers that were modified	2010	0.13%	0.13%	0.17%	0.18%	0.12%		0.146%
	2011	0.12%	0.14%	0.15%	0.17%	0.16%	0.21%	0.142%
	2012	0.12%	0.13%	0.14%	0.19%	0.10%	0.00%	0.142%
	2013	0.11%	0.13%	0.11%	0.23%	0.16%	0.00%	0.138%
	2014	0.17%	0.20%	0.09%	0.30%	0.18%		0.182%

Source: EPG exams monitoring data

Notes:

1. Data are supplied by exam boards.
2. ICAA(E) awarded GCSEs for the first time in 2011. Final awards were in 2013. ICAA(E) do not currently offer any GCSEs, so have a blank for 2014.
3. Total figures in this table do not equate to the breakdown in table 6, as there were a number of A3 unmodified papers produced between 2010 and 2011. This category has since been delegated to schools/colleges.

Table 6: Types of modified papers produced for the summer exam series, 2010-2014

England, Wales & Northern Ireland

	Year	Number of modified papers produced						Total
		AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	
Braille papers and tactile diagrams with Braille labels	2010	650	250	350	100	0~		1,350
	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
18-point bold papers	2010							
	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
24-point bold papers	2010							
	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
Modified language	2010	400	350	2,200	650	200		3,800
	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
Tactile diagrams with print labels	2010	100	50	50	0~	0		150
	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
Transcript of listening test/video	2010							
	2011							
	2012	0	0	0~	50	0~	0	50
	2013	0	0	50	50	0~	0	100
	2014	0	0	50	50	0~		100
Non-interactive electronic QPs	2010							
	2011							
	2012							
	2013							
	2014	2,250	1,500	200	850	0~		4,800
Other formats	2010							
	2011							
	2012							
	2013							
	2014	100	0	0	50	0~		150

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 first time in 2011. Final awards were in 2013. ICAA(E) do not currently offer any GCSEs, so have a blank for 2014.
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 2010-11.
6. Non-interactive electronic QPs and other formats were included for the first time in 2014.

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