



The identification of and effective intervention for literacy difficulties in children and adults. Implications for the assessment of dyslexia.

CONSULTATION SURVEY RESULTS

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1

407

Total Responses

Date Created: Thursday, April 07, 2022

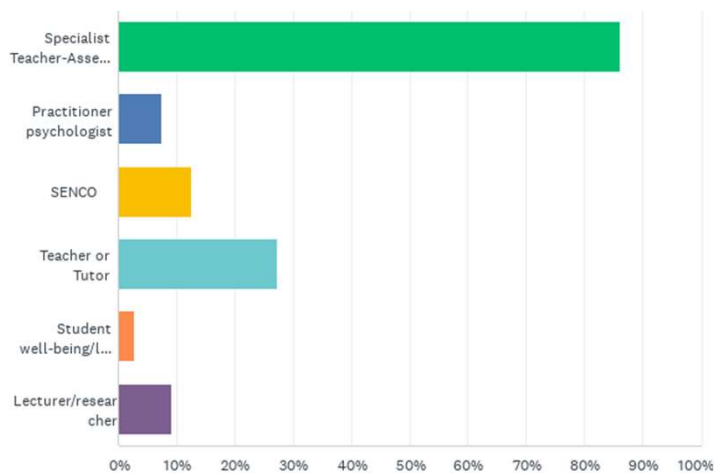
Complete Responses: 407

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2

Q1: Your role. Tick all that apply:

Answered: 397 Skipped: 10



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3

Q1: Your role. Tick all that apply:

Answered: 397 Skipped: 10

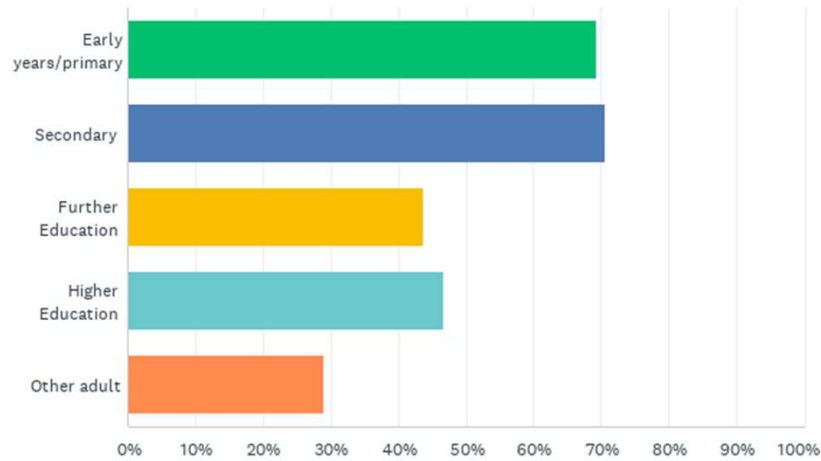
ANSWER CHOICES	RESPONSES	
Specialist Teacher-Assessor	86.15%	342
Practitioner psychologist	7.56%	30
SENCO	12.59%	50
Teacher or Tutor	27.20%	108
Student well-being/learning needs/disability support worker	2.77%	11
Lecturer/researcher	9.07%	36
Total Respondents: 397		

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Q2: If applicable, which age-ranges do you work with? Tick all that apply.

Answered: 398 Skipped: 9



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5

Q2: If applicable, which age-ranges do you work with? Tick all that apply.

Answered: 398 Skipped: 9

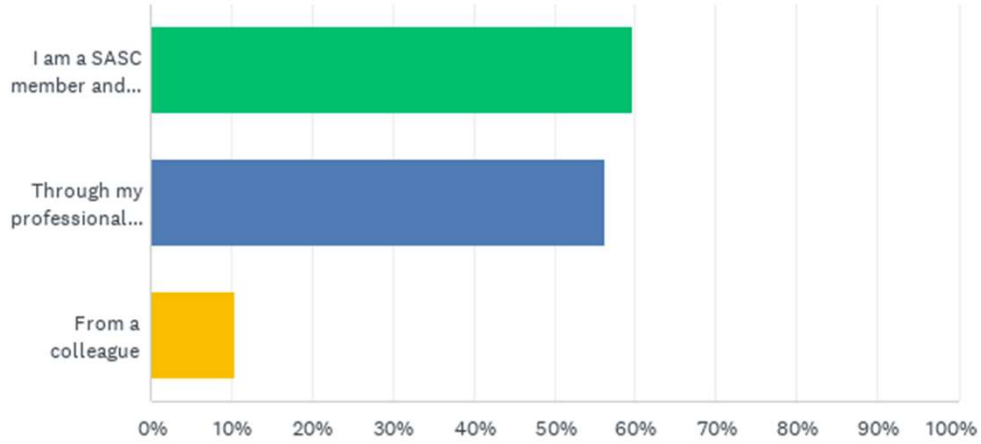
ANSWER CHOICES	RESPONSES	
Early years/primary	69.35%	276
Secondary	70.60%	281
Further Education	43.72%	174
Higher Education	46.73%	186
Other adult	28.89%	115
Total Respondents: 398		

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6

Q3: How did you hear about this online consultation? Tick all that apply.

Answered: 396 Skipped: 11



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7

Q3: How did you hear about this online consultation? Tick all that apply.

Answered: 396 Skipped: 11

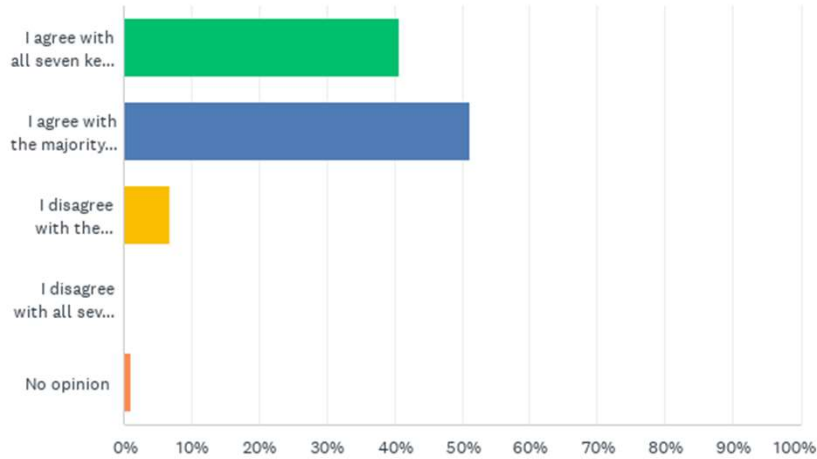
ANSWER CHOICES	RESPONSES	
I am a SASC member and received the notification and invitation to take part.	59.60%	236
Through my professional networks	56.31%	223
From a colleague	10.35%	41
Total Respondents: 396		

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Q4: In the INTRODUCTION to the FULL paper, seven key messages are outlined. Please tick the statement below that best applies:

Answered: 400 Skipped: 7



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9

Q4: In the INTRODUCTION to the FULL paper, seven key messages are outlined. Please tick the statement below that best applies:

Answered: 400 Skipped: 7

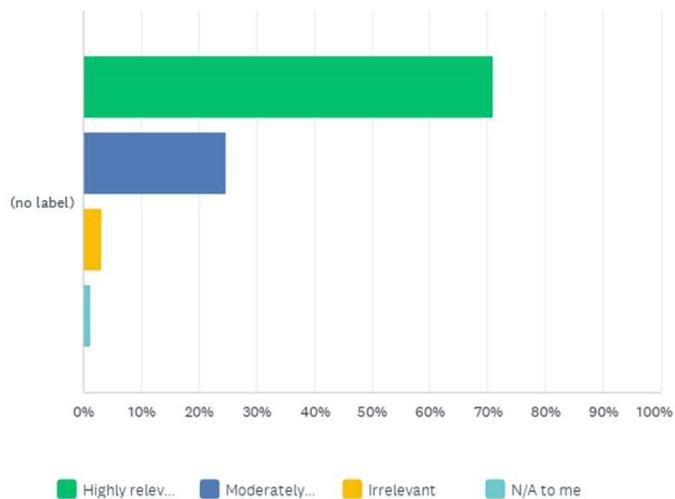
ANSWER CHOICES	RESPONSES	
I agree with all seven key messages	40.75%	163
I agree with the majority of the seven key messages	51.25%	205
I disagree with the majority of the seven key messages	6.75%	27
I disagree with all seven key messages	0.25%	1
No opinion	1.00%	4
TOTAL		400

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10

Q5: Variation in diagnostic practice

Answered: 406 Skipped: 1



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11

Q5: Variation in diagnostic practice

Answered: 406 Skipped: 1

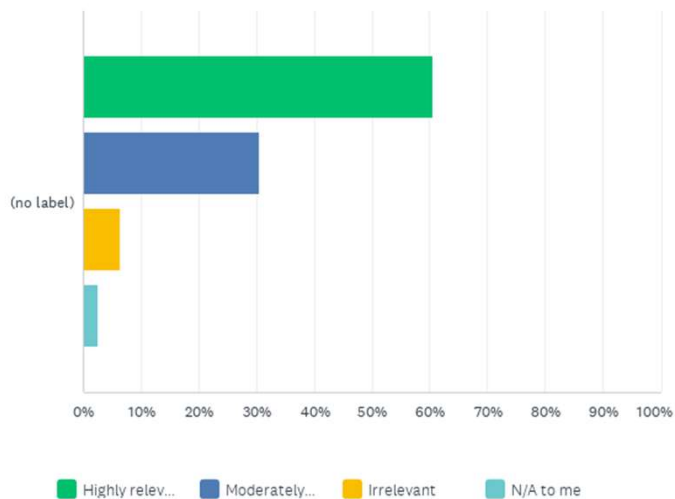
	HIGHLY RELEVANT	MODERATELY RELEVANT	IRRELEVANT	N/A TO ME	TOTAL	WEIGHTED AVERAGE
(no label)	70.94% 288	24.63% 100	3.20% 13	1.23% 5	406	1.35

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Q6: The role of assessors as gatekeepers in access to resources

Answered: 403 Skipped: 4



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Q6: The role of assessors as gatekeepers in access to resources

Answered: 403 Skipped: 4

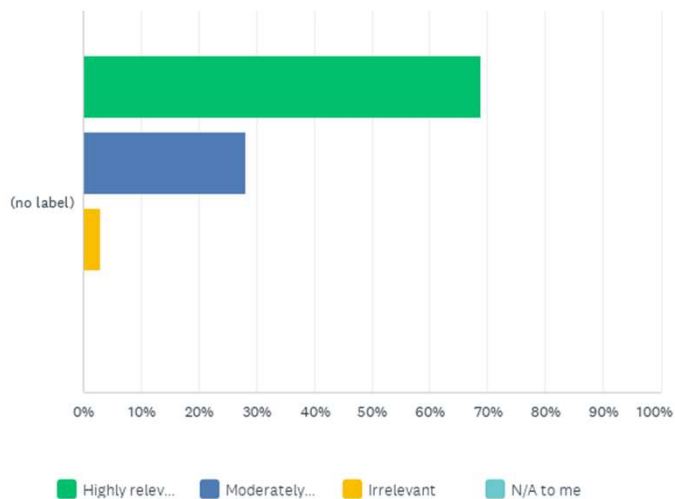
	HIGHLY RELEVANT	MODERATELY RELEVANT	IRRELEVANT	N/A TO ME	TOTAL	WEIGHTED AVERAGE
(no label)	60.55% 244	30.52% 123	6.45% 26	2.48% 10	403	1.51

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14

Q7: Issues of labelling

Answered: 402 Skipped: 5



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Q7: Issues of labelling

Answered: 402 Skipped: 5

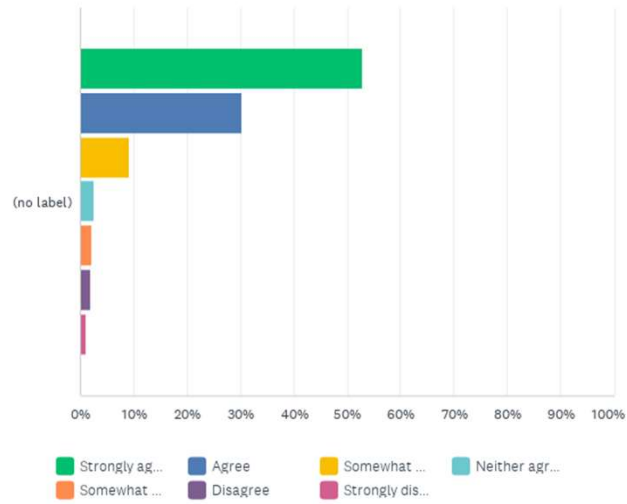
	HIGHLY RELEVANT	MODERATELY RELEVANT	IRRELEVANT	N/A TO ME	TOTAL	WEIGHTED AVERAGE
(no label)	68.91% 277	28.11% 113	2.99% 12	0.00% 0	402	1.34

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Q8: Supports public understanding

Answered: 405 Skipped: 2



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Q8: Supports public understanding

Answered: 405 Skipped: 2

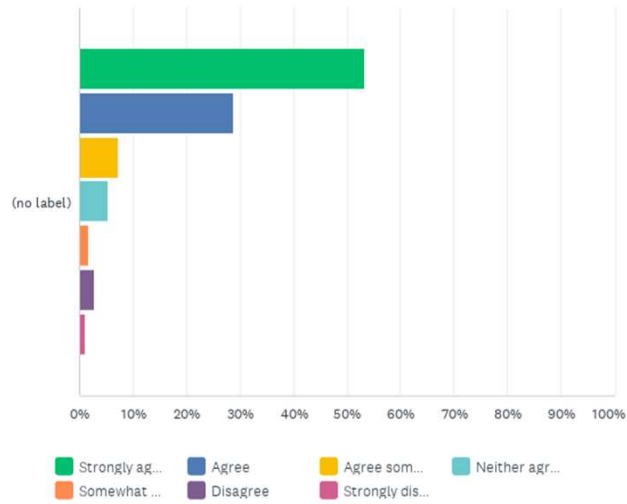
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	52.84% 214	30.37% 123	9.14% 37	2.47% 10	2.22% 9	1.98% 8	0.99% 4	405	1.63

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Q9: Improves assessor confidence

Answered: 401 Skipped: 6



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Q9: Improves assessor confidence

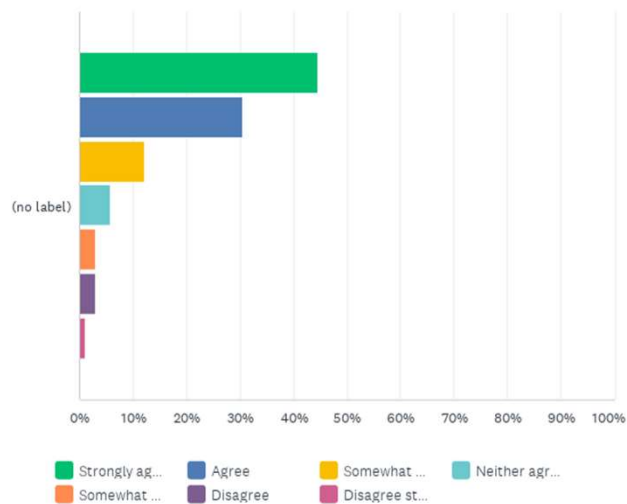
Answered: 401 Skipped: 6

	STRONGLY AGREE	AGREE	AGREE SOMEWHAT	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	53.37% 214	28.68% 115	7.23% 29	5.24% 21	1.75% 7	2.74% 11	1.00% 4	401	1.67

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Q10: Enables clearer policy-making

Answered: 402 Skipped: 5



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Q10: Enables clearer policy-making

Answered: 402 Skipped: 5

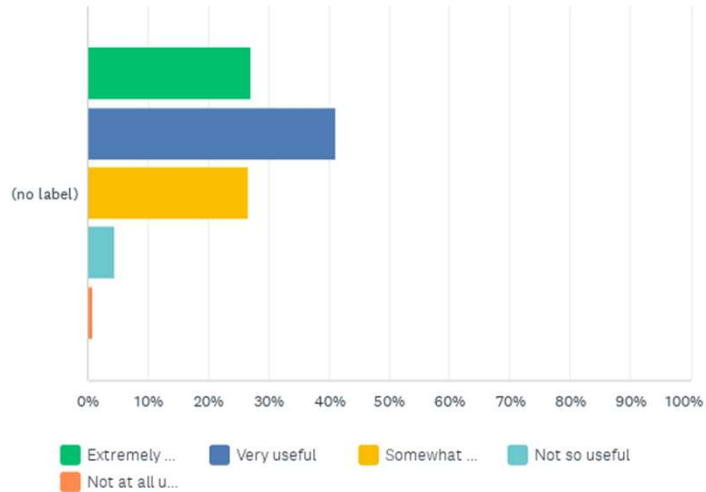
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	DISAGREE STRONGLY	TOTAL	WEIGHTED AVERAGE
(no label)	44.53% 179	30.60% 123	12.19% 49	5.72% 23	2.99% 12	2.99% 12	1.00% 4	402	1.79

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Q11: SECTION B starts with a short research update. How useful did you find this?

Answered: 365 Skipped: 42



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23

Q11: SECTION B starts with a short research update. How useful did you find this?

Answered: 365 Skipped: 42

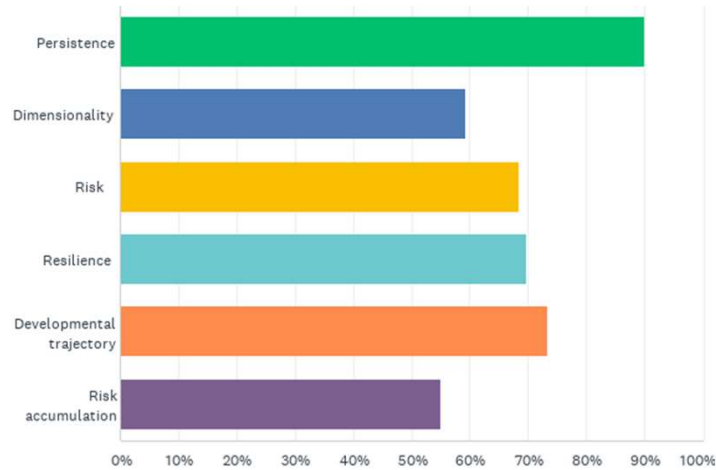
	EXTREMELY USEFUL	VERY USEFUL	SOMEWHAT USEFUL	NOT SO USEFUL	NOT AT ALL USEFUL	TOTAL	WEIGHTED AVERAGE
(no label)	27.12% 99	41.10% 150	26.58% 97	4.38% 16	0.82% 3	365	2.11

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Q12: In relation to dyslexia, SECTION B discusses the following concepts: persistence, co-occurrence, dimensionality, risk, resilience, developmental trajectory and risk accumulation. Which, if any, of these terms do you think are useful in understanding and explaining dyslexia? Tick all that apply

Answered: 386 Skipped: 21



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25

Q12: In relation to dyslexia, SECTION B discusses the following concepts: persistence, co-occurrence, dimensionality, risk, resilience, developmental trajectory and risk accumulation. Which, if any, of these terms do you think are useful in understanding and explaining dyslexia? Tick all that apply

Answered: 386 Skipped: 21

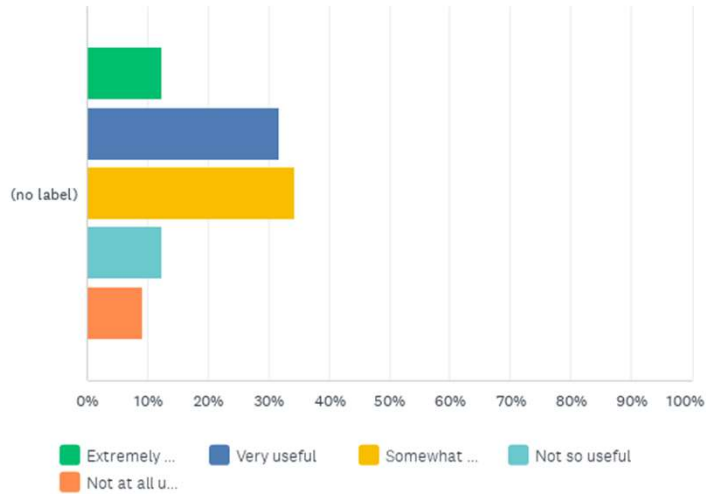
ANSWER CHOICES	RESPONSES	
Persistence	89.90%	347
Dimensionality	59.33%	229
Risk	68.39%	264
Resilience	69.69%	269
Developmental trajectory	73.32%	283
Risk accumulation	54.92%	212
Total Respondents: 386		

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Q13: In SECTION B how useful is the proposed definition of developmental dyslexia?

Answered: 399 Skipped: 8



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27

Q13: In SECTION B how useful is the proposed definition of developmental dyslexia?

Answered: 399 Skipped: 8

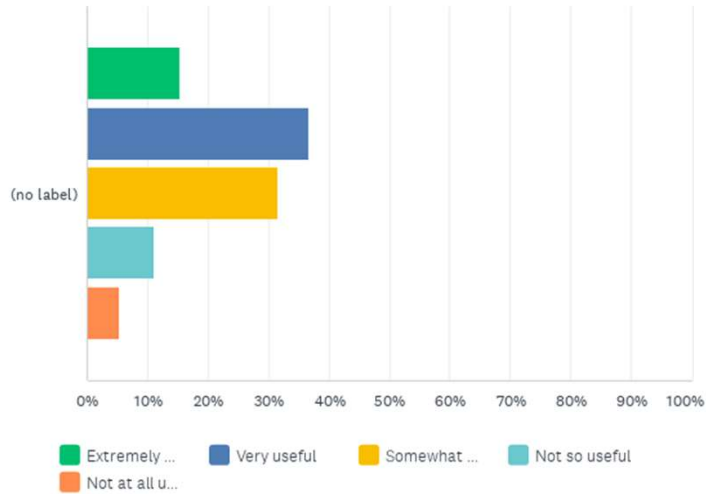
	EXTREMELY USEFUL	VERY USEFUL	SOMEWHAT USEFUL	NOT SO USEFUL	NOT AT ALL USEFUL	TOTAL	WEIGHTED AVERAGE
(no label)	12.28% 49	31.83% 127	34.34% 137	12.28% 49	9.27% 37	399	2.74

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Q14: In SECTION B how useful are the suggested criteria for the identification of developmental dyslexia?

Answered: 398 Skipped: 9



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Q14: In SECTION B how useful are the suggested criteria for the identification of developmental dyslexia?

Answered: 398 Skipped: 9

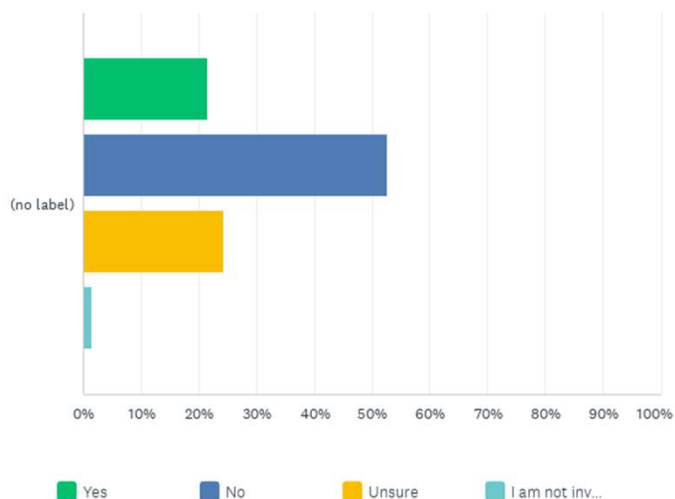
	EXTREMELY USEFUL	VERY USEFUL	SOMEWHAT USEFUL	NOT SO USEFUL	NOT AT ALL USEFUL	TOTAL	WEIGHTED AVERAGE
(no label)	15.33% 61	36.68% 146	31.66% 126	11.06% 44	5.28% 21	398	2.54

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Q15: In the suggested criteria for the identification of dyslexia listed in SECTION B , the only recommended standard score 'cut-off' point is for 1 Standard Deviation (SD) below the mean in one or more standardised tests of reading accuracy, reading fluency and spelling. Do you agree with this?

Answered: 400 Skipped: 7



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Q15: In the suggested criteria for the identification of dyslexia listed in SECTION B , the only recommended standard score 'cut-off' point is for 1 Standard Deviation (SD) below the mean in one or more standardised tests of reading accuracy, reading fluency and spelling. Do you agree with this?

Answered: 400 Skipped: 7

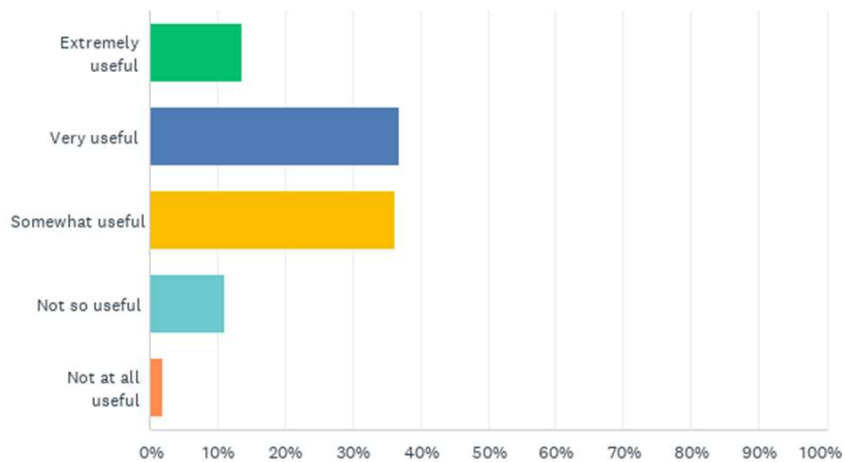
	YES	NO	UNSURE	I AM NOT INVOLVED IN ASSESSMENT	TOTAL	WEIGHTED AVERAGE
(no label)	21.50% 86	52.75% 211	24.25% 97	1.50% 6	400	2.06

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Q16: In SECTION B, how useful did you find the discussion of 'What is not dyslexia'?

Answered: 395 Skipped: 12



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33

Q16: In SECTION B, how useful did you find the discussion of 'What is not dyslexia'?

Answered: 395 Skipped: 12

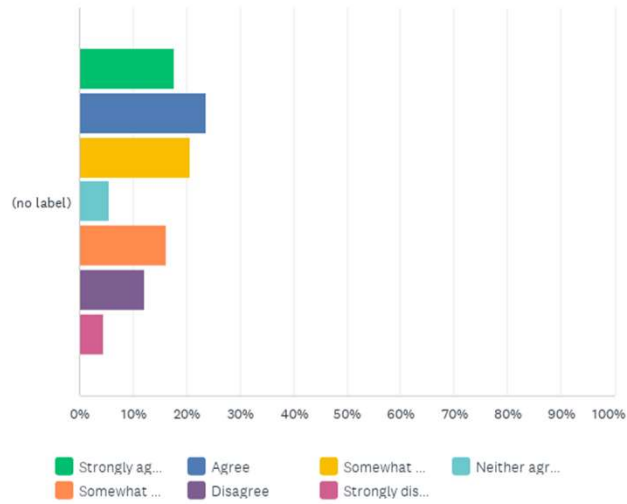
ANSWER CHOICES	RESPONSES	
Extremely useful	13.67%	54
Very useful	36.96%	146
Somewhat useful	36.20%	143
Not so useful	11.14%	44
Not at all useful	2.03%	8
TOTAL		395

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Q17: SECTION B suggests that the purpose of testing underlying cognitive abilities in diagnostic testing should be to inform intervention and teaching strategies, not to imply causal reasons for the attribution of a diagnostic label such as dyslexia. Do you agree with this?

Answered: 403 Skipped: 4



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Q17: SECTION B suggests that the purpose of testing underlying cognitive abilities in diagnostic testing should be to inform intervention and teaching strategies, not to imply causal reasons for the attribution of a diagnostic label such as dyslexia. Do you agree with this?

Answered: 403 Skipped: 4

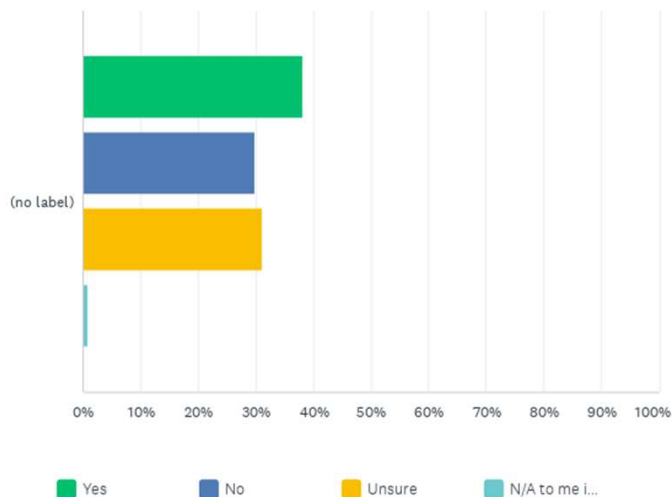
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	17.62% 71	23.57% 95	20.60% 83	5.46% 22	16.13% 65	12.16% 49	4.47% 18	403	2.96

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Q18: Do you think SECTION B deals adequately with the question of discrepancy in the assessment of dyslexia?

Answered: 394 Skipped: 13



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Q18: Do you think SECTION B deals adequately with the question of discrepancy in the assessment of dyslexia?

Answered: 394 Skipped: 13

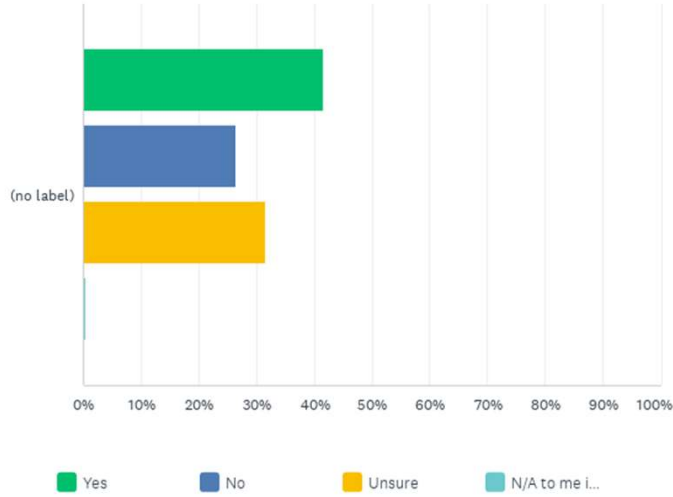
	YES	NO	UNSURE	N/A TO ME IN MY ROLE.	TOTAL	WEIGHTED AVERAGE
(no label)	38.07% 150	29.95% 118	31.22% 123	0.76% 3	394	1.95

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Q19: Do you think SECTION B deals adequately with the question of 'unexpectedness' in the assessment of dyslexia?

Answered: 394 Skipped: 13



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39

Q19: Do you think SECTION B deals adequately with the question of 'unexpectedness' in the assessment of dyslexia?

Answered: 394 Skipped: 13

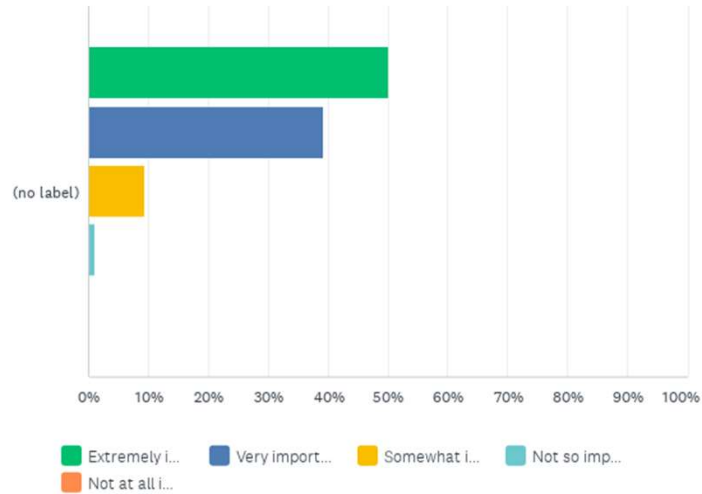
	YES	NO	UNSURE	N/A TO ME IN MY ROLE	TOTAL	WEIGHTED AVERAGE
(no label)	41.62% 164	26.40% 104	31.47% 124	0.51% 2	394	1.91

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40

Q20: How important do you think it is for assessors in this field to achieve consensus regarding the use of diagnostic labels?

Answered: 402 Skipped: 5



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41

Q20: How important do you think it is for assessors in this field to achieve consensus regarding the use of diagnostic labels?

Answered: 402 Skipped: 5

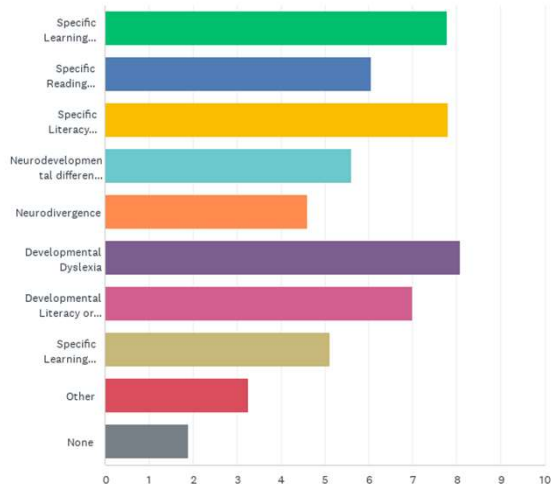
	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT SO IMPORTANT	NOT AT ALL IMPORTANT	TOTAL	WEIGHTED AVERAGE
(no label)	50.00% 201	39.30% 158	9.45% 38	1.00% 4	0.25% 1	402	1.62

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**Q21: Which of the following labels do you think best describe persistent problems in reading, spelling and writing?
Please rank in order of preference.**

Answered: 397 Skipped: 10



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43

**Q21: Which of the following labels do you think best describe persistent problems in reading, spelling and writing?
Please rank in order of preference.**

Answered: 397 Skipped: 10

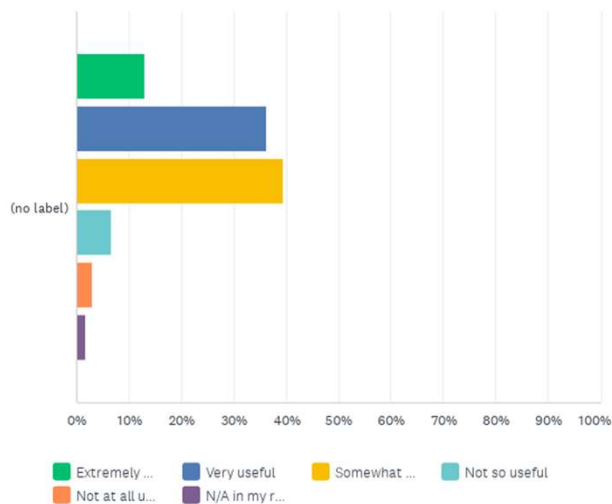
	1	2	3	4	5	6	7	8	9	10	TOTAL	SCORE
Specific Learning Difference (or Difficulty or Disability)	22.26% 73	23.78% 78	14.63% 48	15.85% 52	10.06% 33	8.23% 27	0.91% 3	2.13% 7	0.91% 3	1.22% 4	328	7.79
Specific Reading Difference (or Difficulty or Disability)	1.80% 5	8.27% 23	11.15% 31	17.27% 48	26.26% 73	17.63% 49	8.63% 24	6.12% 17	1.80% 5	1.08% 3	278	6.06
Specific Literacy Difference (or Difficulty or Disability)	16.05% 52	23.15% 75	28.09% 91	13.89% 45	8.33% 27	4.01% 13	2.47% 8	1.85% 6	1.23% 4	0.93% 3	324	7.80
Neurodevelopmental difference (or difficulty or disability)	3.55% 10	9.22% 26	7.09% 20	16.31% 46	9.93% 28	13.12% 37	28.72% 81	7.80% 22	3.19% 9	1.06% 3	282	5.60
Neurodivergence	4.03% 11	4.03% 11	5.86% 16	5.86% 16	8.42% 23	10.26% 28	18.68% 51	36.63% 100	4.03% 11	2.20% 6	273	4.61
Developmental Dyslexia	43.98% 157	16.25% 58	9.24% 33	7.84% 28	5.32% 19	6.44% 23	3.64% 13	3.36% 12	1.40% 5	2.52% 9	357	8.09
Developmental Literacy or Reading Difficulty	12.23% 39	20.69% 66	15.36% 49	12.85% 41	10.03% 32	11.91% 38	11.29% 36	3.13% 10	1.57% 5	0.94% 3	319	7.00
Specific Learning Disorder affecting reading	3.56% 10	3.56% 10	10.32% 29	8.54% 24	14.95% 42	16.73% 47	11.39% 32	24.20% 68	3.91% 11	2.85% 8	281	5.12
Other	9.43% 20	4.25% 9	1.89% 4	0.00% 0	1.42% 3	1.89% 4	0.47% 1	4.25% 9	69.81% 148	6.60% 14	212	3.26
None	4.83% 10	1.45% 3	1.93% 4	0.48% 1	0.00% 0	0.00% 0	2.42% 5	1.45% 3	7.25% 15	80.19% 166	207	1.89

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Q22: SECTION C discusses some FAQs regarding the practical implications of the model presented in SECTION B for the assessment of dyslexia. How useful did you find these FAQs?

Answered: 394 Skipped: 13



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45

Q22: SECTION C discusses some FAQs regarding the practical implications of the model presented in SECTION B for the assessment of dyslexia. How useful did you find these FAQs?

Answered: 394 Skipped: 13

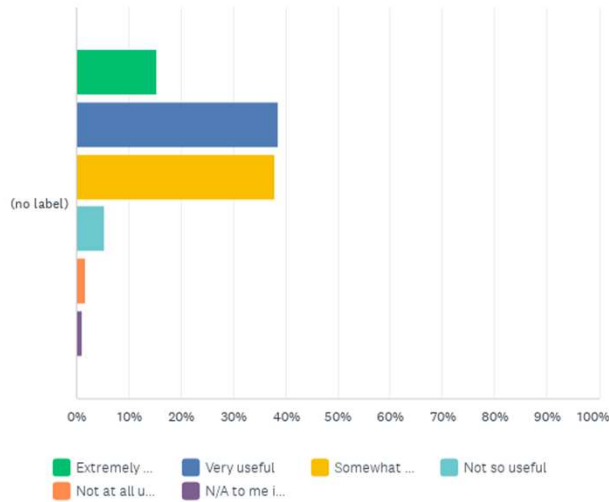
	EXTREMELY USEFUL	VERY USEFUL	SOMEWHAT USEFUL	NOT SO USEFUL	NOT AT ALL USEFUL	N/A IN MY ROLE	TOTAL	WEIGHTED AVERAGE
(no label)	12.94%	36.29%	39.34%	6.60%	3.05%	1.78%	394	2.50
	51	143	155	26	12	7		

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Q23: SECTION C also discusses common medical, developmental, mental health, linguistic or socio-cultural issues reported or observed as possible areas of concern during assessment sessions, which may also need to be taken into account. How useful did you find the examples of onward referral to other specialist services?

Answered: 397 Skipped: 10



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Q23: SECTION C also discusses common medical, developmental, mental health, linguistic or socio-cultural issues reported or observed as possible areas of concern during assessment sessions, which may also need to be taken into account. How useful did you find the examples of onward referral to other specialist services?

Answered: 397 Skipped: 10

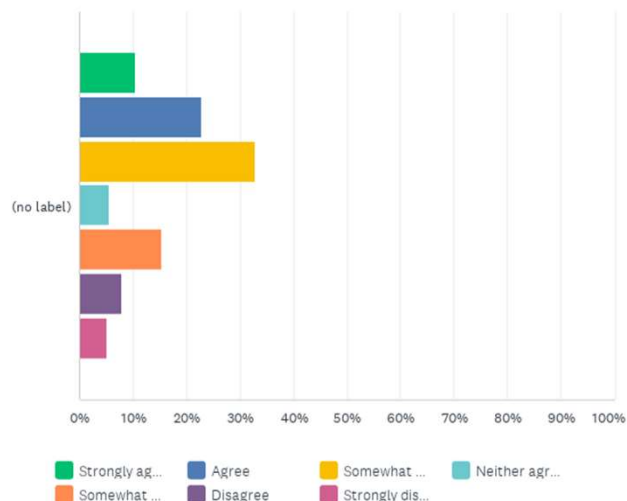
	EXTREMELY USEFUL	VERY USEFUL	SOMEWHAT USEFUL	NOT SO USEFUL	NOT AT ALL USEFUL	N/A TO ME IN MY ROLE	TOTAL	WEIGHTED AVERAGE
(no label)	15.37% 61	38.54% 153	38.04% 151	5.29% 21	1.76% 7	1.01% 4	397	2.39

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Q24: Do you agree that, with the 'right' form of instruction, it is possible to teach all children to read competently, whatever heritable or biological traits they bring to the process of learning to read, and irrespective of the complexity of the English language?

Answered: 403 Skipped: 4



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Q24: Do you agree that, with the 'right' form of instruction, it is possible to teach all children to read competently, whatever heritable or biological traits they bring to the process of learning to read, and irrespective of the complexity of the English language?

Answered: 403 Skipped: 4

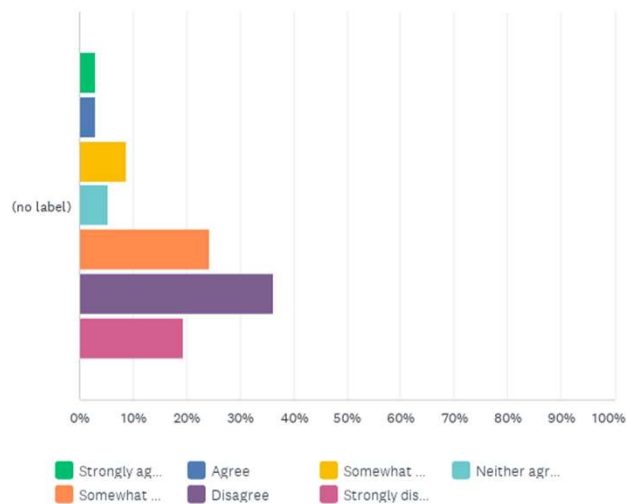
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	10.42% 42	22.83% 92	32.75% 132	5.46% 22	15.38% 62	7.94% 32	5.21% 21	403	3.37

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50

Q25: How far do you agree with this statement: 'It is currently not possible, in any age-group, to differentiate between dyslexic and most other poor readers'.

Answered: 400 Skipped: 7



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51

Q25: How far do you agree with this statement: 'It is currently not possible, in any age-group, to differentiate between dyslexic and most other poor readers'.

Answered: 400 Skipped: 7

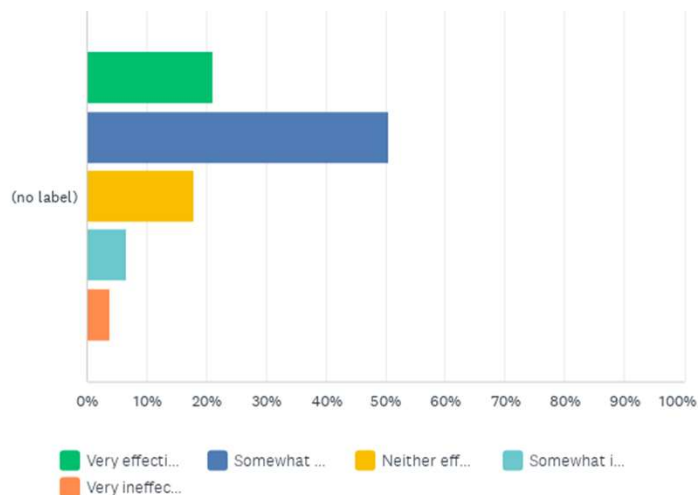
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	3.00% 12	3.00% 12	8.75% 35	5.25% 21	24.25% 97	36.25% 145	19.50% 78	400	5.32

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Q26: In your view, how effective is the dyslexia label in raising levels of literacy and associated academic attainment?

Answered: 397 Skipped: 10



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53

Q26: In your view, how effective is the dyslexia label in raising levels of literacy and associated academic attainment?

Answered: 397 Skipped: 10

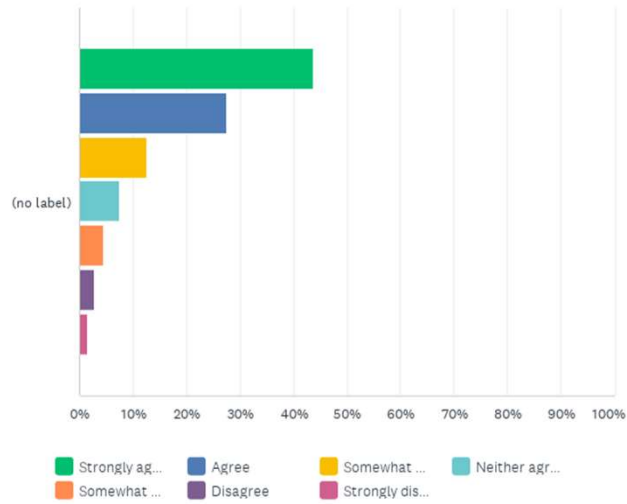
	VERY EFFECTIVE	SOMEWHAT EFFECTIVE	NEITHER EFFECTIVE NOR INEFFECTIVE	SOMEWHAT INEFFECTIVE	VERY INEFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	21.16% 84	50.63% 201	17.88% 71	6.55% 26	3.78% 15	397	2.21

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Q27: How far do you agree with the following statement: Summative, diagnostic assessment should not, as happens now in some areas of the UK, be seen as the prerequisite to the allocation of support but should be seen as part of a progressively specialist plan for assessment and intervention.

Answered: 404 Skipped: 3



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Q27: How far do you agree with the following statement: Summative, diagnostic assessment should not, as happens now in some areas of the UK, be seen as the prerequisite to the allocation of support but should be seen as part of a progressively specialist plan for assessment and intervention.

Answered: 404 Skipped: 3

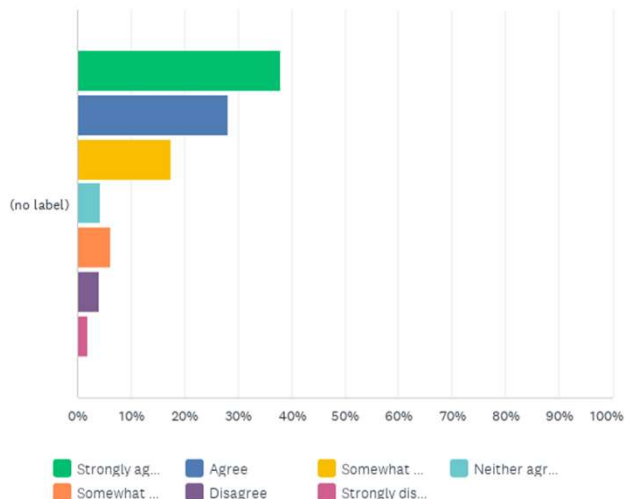
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.81% 177	27.48% 111	12.62% 51	7.43% 30	4.46% 18	2.72% 11	1.49% 6	404	2.24

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56

Q28: How far do you agree with the following statement: Before referral for diagnostic assessment, the school should have carried out a series of literacy assessments and interventions and the child's progress through these assessments and interventions monitored, recorded and evaluated.

Answered: 402 Skipped: 5



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57

Q28: How far do you agree with the following statement: Before referral for diagnostic assessment, the school should have carried out a series of literacy assessments and interventions and the child's progress through these assessments and interventions monitored, recorded and evaluated.

Answered: 402 Skipped: 5

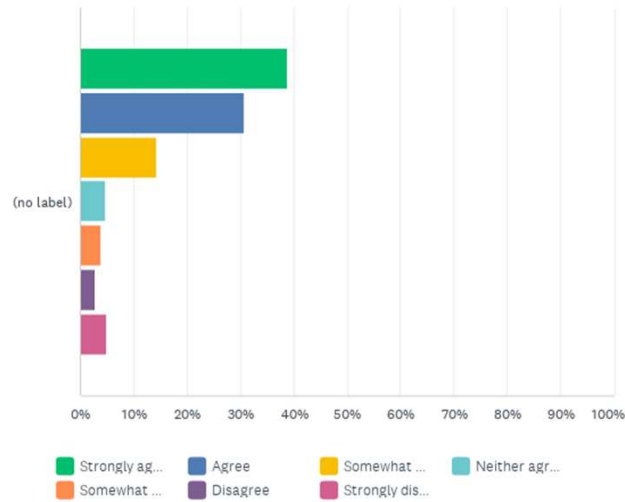
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	38.06% 153	28.11% 113	17.41% 70	4.23% 17	6.22% 25	3.98% 16	1.99% 8	402	2.32

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Q29: How far do you agree with the following statement: If no significant age-related progress is made after six to twelve months' intervention and targeted teaching regarding literacy difficulties, referral should be made for a state-funded diagnostic assessment carried out by an appropriately qualified psychologist or specialist teacher-assessor.

Answered: 401 Skipped: 6



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59

Q29: How far do you agree with the following statement: If no significant age-related progress is made after six to twelve months' intervention and targeted teaching regarding literacy difficulties, referral should be made for a state-funded diagnostic assessment carried out by an appropriately qualified psychologist or specialist teacher-assessor.

Answered: 401 Skipped: 6

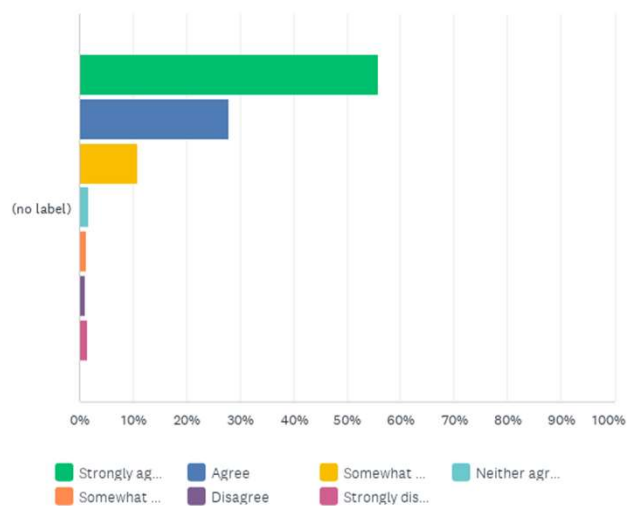
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	38.90% 156	30.67% 123	14.21% 57	4.74% 19	3.74% 15	2.74% 11	4.99% 20	401	2.32

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Q30: How far do you agree with the following statement: Identifying dyslexia offers valuable information that can inform and guide appropriate forms of intervention.

Answered: 406 Skipped: 1



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61

Q30: How far do you agree with the following statement: Identifying dyslexia offers valuable information that can inform and guide appropriate forms of intervention.

Answered: 406 Skipped: 1

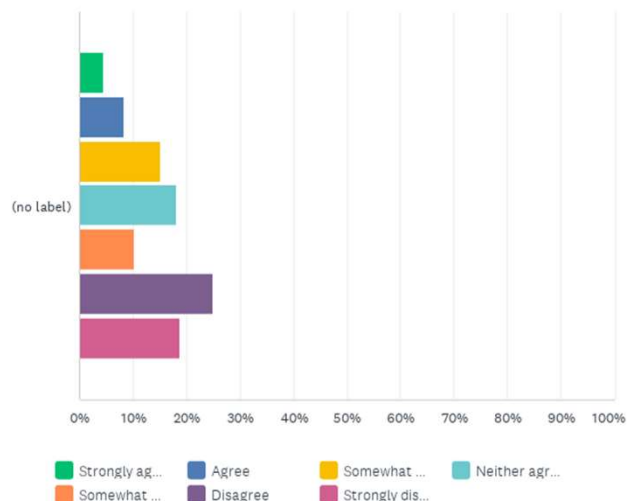
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	55.91% 227	27.83% 113	10.84% 44	1.72% 7	1.23% 5	0.99% 4	1.48% 6	406	1.73

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Q31: How far would you agree that identifying a poor reader with dyslexia endangers the equitable allocation of resources to support all struggling readers?

Answered: 398 Skipped: 9



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63

Q31: How far would you agree that identifying a poor reader with dyslexia endangers the equitable allocation of resources to support all struggling readers?

Answered: 398 Skipped: 9

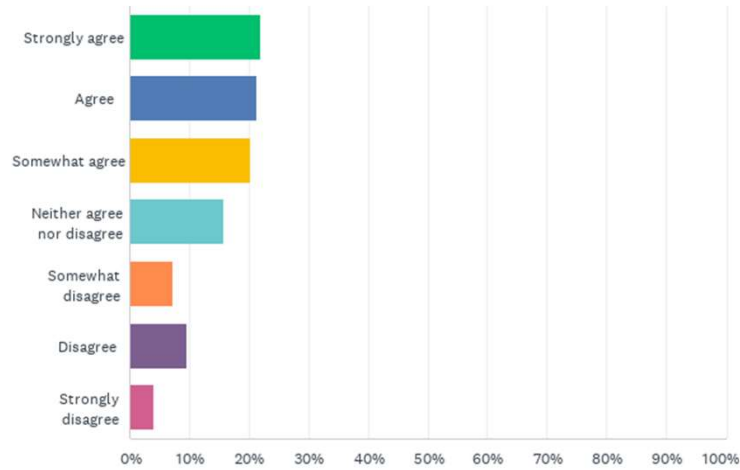
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	4.52% 18	8.29% 33	15.08% 60	18.09% 72	10.30% 41	24.87% 99	18.84% 75	398	4.71

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Q32: Do you agree that there is a need to reconsider the evidence levels required for putting in place access arrangements in school, college and university examinations?

Answered: 405 Skipped: 2



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65

Q32: Do you agree that there is a need to reconsider the evidence levels required for putting in place access arrangements in school, college and university examinations?

Answered: 405 Skipped: 2

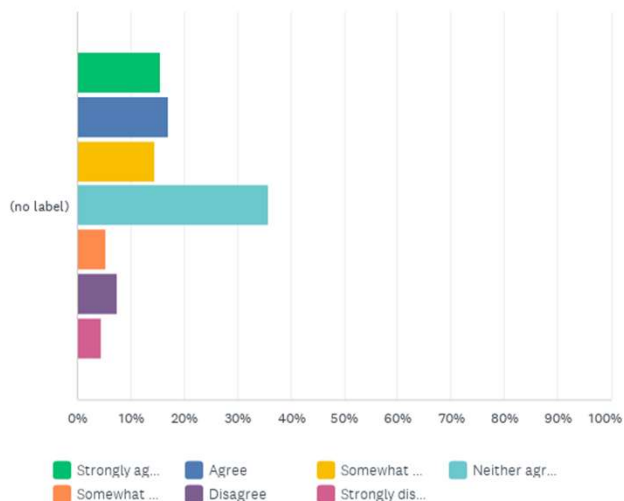
ANSWER CHOICES	RESPONSES	
Strongly agree	21.98%	89
Agree	21.23%	86
Somewhat agree	20.25%	82
Neither agree nor disagree	15.80%	64
Somewhat disagree	7.16%	29
Disagree	9.63%	39
Strongly disagree	3.95%	16
TOTAL		405

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Q33: Do you agree that there is a need to reconsider the evidence levels required for putting in place short-term 1:1 study support at H.E. Level?

Answered: 400 Skipped: 7



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67

Q33: Do you agree that there is a need to reconsider the evidence levels required for putting in place short-term 1:1 study support at H.E. Level?

Answered: 400 Skipped: 7

	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	15.50% 62	17.00% 68	14.50% 58	35.75% 143	5.25% 21	7.50% 30	4.50% 18	400	3.39

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