

COUNCIL FOR THE CURRICULUM, EXAMINATIONS & ASSESSMENT (CCEA)

APPROVED BUSINESS PLAN - 2022 to 2023

DE Strategic Priority 1 - Make learning accessible to all

We give all children and young people access to pre-school, school and youth education provision

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S)
No actions			

DE Strategic Priority 2 - Improve the quality of learning for our children & young people

We ensure that education provision is of a high quality and supports learning and progression

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
2.1	Throughout 2022/23, CCEA Regulation's impact on maintaining standards will be through its awarding principles issued to the Awarding Organisation and its requirements for the Awarding Organisation to have in place awarding procedures that ensure as much as possible, comparable outcomes with other jurisdictions.	Qualification standards will be maintained between Northern Ireland and the rest of the UK as much as possible, using robust quality assurance processes.	3, 6
2.2	Throughout 2022/23, CCEA will provide easily accessible teaching and learning resources. This will be achieved by monitoring engagement and emerging trends monthly, developing a communications plan to support awareness of CCEA online learning resources and proactively engaging our stakeholders.	CCEA will positively impact schools and learners by continuing to improve the CCEA website, including teaching and learning resources developed through the CCEA Annual Supporting Programme and further learning support initiatives in conjunction external organisations.	3, 6
2.3	Throughout 2022/23, CCEA AO will positively impact the Awarding and Examinations process by ensuring regulatory Compliance with General Conditions of Recognition (including any extraordinary regulatory framework put in place for Summer 2022) for all qualifications offered, in all jurisdictions (as required).	CCEA will meet all UK regulatory requirements with respect to CCEA qualifications and their delivery.	3, 6

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2.4	Throughout 2022/23, CCEA will positively impact the integrity of examinations & assessments by ensuring that all regulatory and Departmental requests are met within the timeframes specified and agreed.	CCEA will provide all qualifications or curriculum information requested by regulatory authorities or government agencies in a timely manner.	3, 6
2.5	Throughout 2022/23, CCEA will enhance existing support for digital skills by: <ul style="list-style-type: none"> • Promoting Digital Skills resources and target users including through education partner platforms; • Inputting to a Digital Skills Strategy; • Operating a stakeholder ICT; Programme Board with remit across the Key Stages; • Agreeing with key digital and other support partners strategic support for ICT CCS and digital across the key stages; • Carrying out a review of UICT as per 14-19 action plan; and • Consider the role of the CCEA ICT progression pathway as a resource to address the 14-19 action to provide an effective framework for ICT at KS3. 	CCEA will use collaborative approaches to positively impact the support available to schools and learners by supporting the development of digital skills across the Key Stages, including consideration of the impact of COVID.	3, 6
2.6	Throughout 2022/23, subject to resourcing, CCEA will ensure that future qualifications cohorts are not disadvantaged by carrying out a high-level review of general qualifications to consider the impact of the pandemic and to ensure they continue to remain accurate, valid, reliable and rigorous and transportable.	CCEA Awarding Organisation will continue to review and assess in order to ensure the accuracy, validity, rigour, transportability, reliability and value of CCEA qualifications.	3, 6

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	CCEA will also explore options for online assessment in general qualifications, in line with the requirements in Fair Start and where feasible produce a business case to support possible pilots.		
2.7	Throughout 2022/23, CCEA Regulation will evaluate the accuracy, validity, rigour, transportability, reliability and value of qualifications used in Department of Education funded programmes (and including qualifications offered on behalf of the Department for the Economy), through accreditation and monitoring activities, ensuring that the Department is kept fully informed on a risk basis.	CCEA Regulation will have a positive impact on the quality and range of all qualifications offered in NI through its recognition, monitoring and accreditation processes, in line with its regulatory responsibilities to regulate all qualifications offered in NI.	3, 6
2.8	<p>Subject to DE direction, CCEA will support learning and progression throughout 2022/23, through delivery of statutory assessment arrangements in the Cross-Curricular Skills (CCS) of Communication, Using Mathematics and Using ICT.</p> <p>Throughout 2022/23, CCEA will provide DE with professional support and advice in the implementation of the DE Review of Statutory Assessment project.</p>	Achievement of these actions will allow CCEA to ensure delivery of all CCEA requirements in support of statutory assessment arrangements.	3, 6
2.9	By 30 June 2022, CCEA will contribute to DE objectives to support effective curriculum design	CCEA will support DE in raising standards through effective curriculum delivery by the	3, 6

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	<p>and delivery by developing a Curriculum Monitoring (CM) Action Plan to progress the next phase of CCEA CM Programme to include:</p> <ul style="list-style-type: none"> • By March 2023 engagement with young people and employers to scope awareness, understanding and implementation of the NIC as intended; • By March 2023 agree action plans and commence delivery on appropriate recommendations from 2021/22 reviews of Learning for Life and Work/Personal Development and Mutual Understanding, Modern Languages, Religious Studies and Digital Skills; and • Throughout 2022/23, raising awareness and use of CCEA curriculum support and resources by implementing CCEA Support Communication Strategy. <p>Throughout 2022/23, CCEA will support the DE in raising standards through effective curriculum delivery by the implementation of the next phase of CCEA Curriculum Monitoring (CM) activity.</p>	<p>implementation of the next phase of CCEA Curriculum Monitoring (CM) activity.</p>	
2.10	<p>Subject to confirmation of funding, the following projects will be progressed;</p> <ul style="list-style-type: none"> • Connected Curriculum Project (March 2023) • Relationships and Sexual Education (March 2023) • Period Dignity (March 2023) 	<p>Throughout 2022/23 CCEA will positively impact on NI Curriculum design and delivery by continuing to deliver on all projects including commissioned DE projects on time and within budget.</p>	3, 6

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	<ul style="list-style-type: none"> • Emotional Health and Well-being (March 2023) • CPR (December 2022) • Queens Jubilee (June 2022) • Flexible School Starting Age (May 2022) <p>Throughout 2022/23, in collaboration with education partners, scope availability and appropriateness of age-appropriate resources for education on local and global climate for matters across the key stages and identify resource gaps.</p>		
2.11	Throughout 2022/23, CCEA will quality assure and publish pathways for Literacy, Numeracy and Modern Languages and develop draft content for the next phase of progression pathways for Technology, History and Geography.	CCEA will support DE objectives for raising standards through effective curriculum delivery by providing guidance on key progression pathways for pupils across the key stages and a range of subjects, in the context of the NI Curriculum and CCEA qualifications.	3, 6

DE Strategic Priority 3 - Look after our children & young people

We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare

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3.1	<p>Subject to DE funding, throughout 2022/23, CCEA will support and promote positive physical and emotional health and well-being of children and young people by continuing to deliver DE commissioned EHAW project, including:</p> <ul style="list-style-type: none"> • enhancing existing EHAW guidance by providing SEN exemplification of practice with children with Severe Learning Disabilities (March 2023); • refresh of the Wellbeing Big Picture (January 2023) and promotion of the resource (March 2023); and • working collaboratively with the Education Authority to ensure connection between CCEA resources and EA training for schools (ongoing throughout 2022/23). <p>Throughout 2022/23 CCEA will engage with the Education Authority to agree approaches to measuring impact on EHAW of key project delivery such as RSE and Period Dignity and will report to DE as required.</p>	<p>CCEA, in collaboration with DE, EA and other children’s authorities, will work to shape and support educational policies with a view to improving the wellbeing of children and young people as outlined in the Children’s Services Co-operation Act (NI) 2015.</p>	1 - 8

DE Strategic Priority 4 - Support those who need more help with learning

Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs

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4.1	<p>By March 2023, CCEA will support the improvement of the provision for SEN learners by;</p> <ul style="list-style-type: none"> • providing guidance on assessment for learners with SEN; • creating a draft structure for Q Skills social and emotional assessment framework; and • developing a structure for functional skills guidance (SEN Functional Curriculum Development). 	<p>CCEA, in collaboration with DE, EA and other children’s authorities, where appropriate, will work to shape and support educational policies with a view to improving provision for children with Special Educational Needs (SEN).</p>	3, 6, 7, 8

DE Strategic Priority 5 - Improve the learning environment

We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning

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5.1	<p>CCEA will support equality of opportunity and provision for Irish Medium (IM) Education and Integrated Education through the progression of ongoing initiatives including:</p> <ul style="list-style-type: none"> • continued engagement with relevant education partners through the IM Programme Board and meetings with the NI Council for Integrated Education (ongoing); • next phase of IM Language framework (March 2023); • databank of IM CAT Numeracy items and initial trialling in IM schools (December 2023); • rolling translation programme of prioritised resources (ongoing); and • operational translation services to facilitate broader access to qualifications provision (ongoing). <p>Subject to business case approval, by 31 March 2023, CCEA will have begun the development of four Level 3 and two Level 2 non-general applied qualifications in order to support equality of opportunities for a range of appropriate</p>	<p>CCEA will support DE in fulfilling its statutory duty to encourage and facilitate the development of Integrated and Irish Medium Education.</p>	3, 7, 8

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	<p>progression pathways for learners in Irish Medium Education.</p> <p>Subject to DE approval, throughout 2022/23, CCEA will progress the project plans to ensure Irish Medium schools in Northern Ireland have access to an enhanced suite of applied qualifications which will further encourage and facilitate Irish Medium Education and assist in fulfilling the aims of the Entitlement Framework policy. The qualifications will include different modes of assessment to better assess skills competencies and meet the needs of a wider range of students.</p> <p>By a date specified by DE, CCEA will provide a report to DE detailing evidence of action taken and information provided on the impact of actions.</p>		
5.2	<p>Shared Education Throughout 2022/23, CCEA will continue to work with education partners, such as EA and ITE to promote all CCEA resources relevant to Shared Education.</p> <p>By a date specified by DE, CCEA will provide a report to DE detailing evidence of action taken and information provided on the impact of actions.</p>	<p>CCEA will promote equality of opportunity, respect for others, good relations and inclusivity through compliance with its duty to consider shared education and will exercise its power to encourage and facilitate shared education, in line with legislation and DE's Sharing Works Policy and will provide a report to DE when requested.</p>	3, 7, 8

DE Strategic Priority 6 - Tackle Disadvantage and Underachievement

We improve developmental and learning outcomes for all children & young people, with a particular focus on those who are underachieving, at risk of underachieving, or disadvantaged

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6.1	<p>CCEA will continue to progress the development of the assessment tool throughout 2022/23 by:</p> <ul style="list-style-type: none"> Producing and quality assure literacy and numeracy items for Key Stage 2 CAT project; Running Key stage 3 literacy and numeracy tests for formative purposes; and Developing items to support Irish Medium version of the numeracy test. 	<p>By continuing to deliver of the Computer Adaptive Testing (CAT) project, CCEA will ensure that on completion, it will provide NI schools and learners with a bespoke free online assessment tool.</p>	3, 7, 8
6.2	<p>The following actions will be undertaken by CCEA which will support schools to design and deliver an effective curriculum :</p> <ul style="list-style-type: none"> As appropriate, by 30 June 2022, CCEA will develop action plans, relevant to available funding, to address recommendations and actions as required within A Fair Start report and Transition of Young People into Careers (14-19) action plan. Throughout 2022/23, CCEA will prepare for and engage with all activities relating to the Independent Review of Education. By 30 September 2022, CCEA will engage with the DE to discuss CCEA role in supporting pre-school education. 	<p>Subject to resources, CCEA will monitor and provide an agile response to emerging policy, reports and action plans which will improve developmental and learning outcomes for children and young people who are disadvantaged and underachieving by supporting schools to raise standards through effective curriculum design and delivery.</p>	3, 6

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6.3	<p>As required by DE, by June 2022, CCEA will support the DE objective to take forward an assessment of learning loss as a result of the disruption to schools caused by the pandemic, through consideration of a range of assessment options.</p> <p>As required, by March 2023, and subject to funding, CCEA will support the DE in the delivery of a tool to assess learning loss.</p>	By delivering these actions, CCEA will assist DE in ensuring that a system to measure aspects of loss learning at system level will be available.	3, 6

DE Strategic Priority 7 - Support and develop our education workforce

We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
7.1	<p>Staff Absence During 2022/23, CCEA will work with DE to implement the Managing Attendance Strategy for the Education Sector and achieve an absence target for CCEA staff of 6% of available working days.</p>	<p>Achievement of these actions will optimise CCEAs support to teachers and learners in the areas of Examinations, Assessment and Curriculum by ensuring that staffing resources are maximised.</p>	3
7.2	<p>Learning Leaders Throughout 2022/23 CCEA will support effective curriculum delivery and design by ;</p> <ul style="list-style-type: none"> • agreeing with the EA, opportunities to work collaboratively to support teacher professional development (June 2022); • delivering two CCEA webinars on curriculum design and implementation/ refresh of the curriculum to align with the learning leaders framework (March 2023); • refreshing CCEA Transition Guidance (March 2023); and • identifying and disseminating good practice in the effective transition between KS2 and KS3 (March 2023). 	<p>Achievement of these actions will support teachers in raising standards through effective curriculum design and delivery by providing training opportunities and guidance and contributing collaboratively to the DE Teacher Professional Learning Strategy.</p>	3, 6

DE Strategic Priority 8 - Effectively manage, review and transform our education system

We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning

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8.1	<p>During 2022/23, CCEA will develop and deliver estates plans in line with the CCEA Estates Strategy and pilot and review a hybrid staff working model when safe to do so.</p>	<p>By achieving these actions, CCEA will positively impact on the working experience of CCEA staff and the environment by developing and delivering the CCEA Estates Strategy, ensuring that our people and resources are used in a safe and efficient way and minimising waste.</p>	3, 6
8.2	<p>Throughout 2022/23, CCEA will deliver all CCEA examinations and qualifications awarding accurately, fairly and in accordance with the General Conditions of Recognition.</p> <p>CCEA will also make arrangements for a reserve series in Summer 2022 to take account on potential disruption thereby ensuring that no learner is disadvantaged.</p> <p>CCEA will provide timely advice to the Department of Education on assessment arrangements for CCEA qualifications in 2022/23, taking account of ongoing disruption to learning and teaching as a result of the pandemic.</p>	<p>By achieving these actions, CCEA will positively impact the experience of schools and learners and the confidence of the wider public by delivering on current commitments to mitigate the impact of COVID 19 on learners taking CCEA qualifications and consider mitigations for future cohorts.</p>	3, 6

Children and Young People's Strategy Outcomes

(in support of the Children's Services Co-operation Act (NI) 2015)

1	Children and young people are physically and mentally healthy
2	Children and young people enjoy play and leisure
3	Children and young people learn and achieve
4	Children and young people live in safety and stability
5	Children and young People experience economic and environmental well-being
6	Children and young people make a positive contribution to society
7	Children and young people live in a society which respects their rights
8	Children and young people live in a society in which equality of opportunity and good relations are promoted