

# COUNCIL FOR THE CURRICULUM, EXAMINATIONS & ASSESSMENT (CCEA)

## APPROVED BUSINESS PLAN - 2023 to 2024

**DE Strategic Priority - CHAMPIONING the needs and aspirations of all our children and young people and the positive impact of education.**

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?
1.1	<p>Throughout 2023/24, 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, and will provide a report to DE when requested.</p> <p>In particular, subject to DE funding, CCEA will support and promote positive physical and emotional health and well-being of children and young people by continuing to deliver the DE commissioned EHAW project, including:</p> <ul style="list-style-type: none"> <li>• By March 2024, development of a ‘wellbeing in the primary curriculum’ video.</li> <li>• By March 2024, consultation with stakeholders on the development of a social and emotional progression framework for Q Skills.</li> </ul>	<p>The wellbeing of children and young people will be improved by:</p> <ul style="list-style-type: none"> <li>• guidance on wellbeing in the primary curriculum available to 100% of primary schools in NI.</li> <li>• Schools aware of the guidance through the delivery of an awareness campaign.</li> <li>• Participation and impact will be monitored in the next financial year.</li> <li>• Attendance at consultation meetings with SEN partner schools.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Draft Q skills social and emotional framework available to DE by March 2024.</li> </ul>	
1.2	CCEA will support the Independent Review of Education Panel and subject to DE direction and appropriate funding, will implement actions relating to the curriculum and qualifications during 2023/24.	In line with its statutory role CCEA will have fully supported the Department in the delivery of the necessary actions, with a view to making a positive impact on the education system.

**DE Strategic Priority - HELPING all our children and young people by supporting their well-being and learning.**

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?
2.1	<p>Throughout 2023/24, CCEA will provide easily accessible curricular teaching and learning resources primarily using the CCEA website by:</p> <ul style="list-style-type: none"> <li>• engaging with the Department in relation to key areas of focus,</li> <li>• monitoring engagement and emerging trends monthly,</li> <li>• developing a communications plan to support awareness of CCEA online learning resources and proactively engaging our stakeholders,</li> <li>• continue to develop teaching and learning resources through the CCEA Annual Supporting Programme, and</li> <li>• identify and support learning support initiatives in conjunction with external organisations.</li> </ul>	<p>Improved knowledge and skills of schools and learners by ensuring that there is an awareness of the range of teaching and learning resources available to support delivery of the curriculum and that these resources are easily accessible and relevant to the needs of schools/learners.</p> <p>Recording % Satisfaction returned from Communications Survey.</p> <p>Recording % Satisfaction returned from the Support Survey.</p> <p>Engagement Metrics – Recording website % growth.</p> <p>Recording % Learner/Users who reported the resources had helped them.</p> <p>Maintain media sentiment metrics above 70% positive and neutral.</p>
2.2	<p>By 31 March 2024, CCEA will support the improvement of the provision for learners with SEN by reviewing and refreshing Q Skills Cross Curricular Skills frameworks, the relevant webpage and update software.</p>	<p>In line with its statutory role CCEA will have fully supported the Department with a view to making a positive impact on learners with SEN by working with DE and other education partners, as appropriate, to shape and support educational policies.</p> <p>All special schools will be supported in the delivery of the cross curricular skills at the appropriate level.</p> <p>By updating the software for the Q Skills CCEA will ensure access to the framework of all SEN schools.</p>

**DE Strategic Priority – INSPIRING all our children and young people to make a positive contribution to society.**

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?
3.1	<p>Throughout 2023/24, CCEA will support DE in fulfilling its statutory duties to encourage and facilitate the development of Irish-medium Education; encourage, facilitate and support the development of Integrated Education; through the following key actions and will provide reports to DE, when requested, detailing evidence of actions taken and impacts of those actions:</p> <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"> <li>• continued engagement with relevant education partners through the IM Programme Board and meetings with the NI Council for Integrated Education (ongoing) including a consultation exercise with both sectors;</li> <li>• delivery of the next phase of IM Language framework (March 2024);</li> <li>• rolling translation programme of prioritised resources (ongoing);</li> <li>• recruitment of IM examiners;</li> <li>• operational translation services to ensure equality of access to CCEA qualifications; and</li> <li>• operational translation services of other AO qualifications to facilitate broader access to qualifications provision (ongoing).</li> </ul>	<p>In line with its statutory role CCEA will have supported equality of opportunity and provision and will have fully supported the Department with a view to making a positive impact on learners in IME and Integrated Education.</p> <p>Key priorities identified through evaluation of the key challenges and opportunities specific to both sectors and the degree to which CCEA actions contribute to encouraging and facilitating the development of IME and encouraging, facilitating and supporting the development of Integrated Education.</p> <p>CCEA will have ensured equality of access to CCEA qualifications for the IM sector.</p> <p>Enhanced qualifications provision for learners in the IM sector by facilitating broader access to qualifications, which will in turn increase opportunities for progression for those educated in the medium of Irish.</p>

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3.2	<p>By March 2024 CCEA will engage with the IM sector to develop proposals for a long-term, sustainable strategy for the delivery of IM qualifications, which would include consideration of:</p> <ul style="list-style-type: none"> <li>• The use of the current translation model for IM qualification delivery and, where applicable, awarding;</li> <li>• Provision of resources for qualifications from a range of awarding organisations available through Irish; and</li> <li>• An assessment of the needs of the sector in terms of qualifications to support progression pathways.</li> </ul>	<p>Greater choice in qualifications and pathways will be available to IM learners.</p> <p>Improved satisfaction of IM stakeholders that progress is being made towards a longer term sustainable solution to the provision of resources, support and access to an appropriate suite of qualifications in Irish to meet the needs of the IM sector.</p>
3.3	<p>Throughout 2023/24, 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, through the following key actions:</p> <ul style="list-style-type: none"> <li>• develop content for a video on Shared Education in the primary curriculum.</li> <li>• refresh existing PDMU guidance to include inclusion of Shared Education opportunities.</li> <li>• engage with ITE to assess the value of this support for beginning teachers.</li> <li>• By a date specified by DE, provide a report to DE detailing evidence of action taken and the impact of those actions.</li> </ul>	<p>Achievement of these actions assist the development and improved educational and community relations outcomes for learners in the Shared Education Sector as CCEA will have:</p> <ul style="list-style-type: none"> <li>• improved support which is accessible for all practitioners; and</li> <li>• assessed the impact of CCEA resources for shared education by evaluating the results of the 2023 survey on CCEA support and identifying next steps.</li> </ul>

**DE Strategic Priority – Meeting the LEARNING needs of our children and young people and developing their knowledge and skills, enabling them to fulfil their potential.**

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4.1	<p>By 30 September 2023, CCEA AO will successfully deliver the examination and awarding process for the full suite of CCEA qualifications accurately, fairly and in accordance with the General Conditions of Recognition (and any other relevant regulatory conditions) and in line with published commitments including:</p> <ul style="list-style-type: none"> <li>• Safe delivery of advance information and associated communications;</li> <li>• Development of contingency papers;</li> <li>• Contingency plans which CCEA/centres are ready to deploy in case of disruption to the exam series;</li> <li>• Results issued in line with JCQ timetables; and</li> <li>• Delivery of the agreed awarding standard in 2023.</li> </ul>	<p>In respect of 2023 awarding arrangements with respect to CCEA qualifications and their delivery, CCEA will ensure that all qualifications awarded are robust enabling learners to fulfil their learning potential.</p> <p>Appeals addressed in line with all relevant regulations and guidelines.</p> <p>All helpdesk queries addressed in a timely manner.</p> <p>CCEA will record and analyse media reaction for the period.</p>
4.2	<p>CCEA will provide advice to the Department of Education, within the timeframe specified by DE, on assessment and awarding arrangements for CCEA qualifications in 2023/24 and take all necessary action to implement the arrangements agreed with DE.</p>	<p>CCEA will agree appropriate assessment and awarding arrangements with the Department of Education that meet the needs of all learners, taking account of decisions taken in other jurisdictions, ensure they can fulfil their potential and progress to the next stage of their education or employment. This will also ensure CCEA maintains the confidence of the wider public.</p>
4.3	<p>Throughout 2023/24, CCEA will enhance existing support for digital skills by:</p>	<p>CCEA are contributing to the enhanced digital knowledge, understanding and skills of learners by raising awareness of CCEA resources available to all practitioners.</p>

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	<ul style="list-style-type: none"> <li>• Promoting Digital Skills resources and target users including through education partner platforms;</li> <li>• Contributing to the Digital Skills agenda through the DE Digital Oversight Group;</li> <li>• Operating a stakeholder Digital Skills Programme Board with remit across the Key Stages and linking to the DE Digital Oversight Group; and</li> <li>• Review the Digital Skills progression framework and bring forward specific proposals to the DE on how the progression framework should be strengthened as a resource across the key stages including to address the 14-19 action to provide an effective framework for Digital Skills, including software development.</li> </ul>	<p>This will be demonstrated through engagement with a range of stakeholders in the public and private sector ensures a more collaborative approach to addressing the digital skills in education agenda.</p> <p>An action plan for progressing strategic priorities will be agreed.</p> <p>There will be enhanced awareness of CCEA Digital qualifications; the benefits of career progression in this area; and the resources available, to support better knowledge, understanding and skills of learners. This will be achieved through continued engagement with key stakeholders, development of a promotional campaigns and using CCEA's social media channels to showcase the work CCEA does.</p>
4.4	<p>Subject to DE direction, CCEA will support learning and progression throughout 2023/24, through delivery of statutory assessment arrangements in the Cross-Curricular Skills (CCS) of Communication, Using Mathematics and Using ICT and provide DE with professional support and advice in the implementation of phase one the DE Review of Statutory Assessment project.</p>	<p>In line with its statutory role CCEA will have fully supported DE in the delivery of the necessary actions, with a view to making a positive impact on the education system.</p>
4.5	<p>Throughout 2023/24, CCEA will agree curriculum monitoring and reporting arrangements that reflect DE priorities and will engage with the Department on oversight arrangements in respect of this work.</p>	<p>Qualitative feedback from the relevant stakeholder groups and education partner reports will have been considered in support of raising standards through effective curriculum delivery.</p> <p>The impact of the implementation of the support communications strategy will have been assessed and results evaluated of a</p>

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		survey on CCEA support conducted in early 2023. Next steps will have been identified.
4.6	<p>The following projects will be progressed by 31 March 2024:</p> <ul style="list-style-type: none"> <li>• Relationships and Sexuality Education</li> <li>• Period Dignity</li> <li>• Community of Lifesavers</li> <li>• Climate Change/Green Growth</li> <li>• Homelessness</li> </ul>	<p>The provision of quality teacher resources and guidance will positively impact on NI Curriculum design and delivery by improving the knowledge, understanding and skills of children and young people in these curricular areas.</p> <p>Feedback from practitioners (CCEA survey and other relevant education reports) demonstrate that improvements to the curriculum are received positively by all relevant stakeholders.</p>
4.7	<p>Throughout 2023/24, the following actions will be undertaken by CCEA which will support schools to design and deliver an effective curriculum, in line with the relevant CCEA actions for A Fair Start and the 14-19 Action Plan:</p> <ul style="list-style-type: none"> <li>• Undertake engagement with stakeholders and review and refresh the non-statutory curriculum guidance from Pre-school – KS4.</li> <li>• Develop a suite of e-modules for teachers to support a refresh of the design principles of the Northern Ireland Curriculum.</li> </ul>	<p>CCEA monitor and provide an agile response to emerging policy, reports and action plans which lead to improved developmental and learning outcomes for all children and young people, in particular those who are disadvantaged and underachieving by supporting schools to raise standards through effective curriculum design and delivery.</p> <p>Feedback from pupils, teachers and parents (via before and after survey results) demonstrate that improvements to the curriculum are received positively by all relevant stakeholders.</p>
4.8	<p>During 2023/24, subject to available resources, CCEA will undertake projects agreed with the Department to address commitments in A Fair Start and the 14-19 Framework in relation to qualifications reform including:</p> <ul style="list-style-type: none"> <li>• Evaluation of Occupational Studies as a relevant and purposeful qualification for 14-16 learners; including facilitating student progression and</li> </ul>	<p>Evaluation of OS highlights action required to ensure:</p> <ul style="list-style-type: none"> <li>• OS is recognised and accepted as a valuable qualification by learners, FE and employers; and</li> <li>• OS is robust preparation for learners to undertake post 16 education, in particular developing skills and following vocational pathways.</li> </ul>



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	<p>preparation for post 16 vocational career pathways and supporting the entitlement framework.</p> <ul style="list-style-type: none"> <li>• Review of NIEFQAN; and</li> <li>• Review of general qualifications at KS4, specifically approaches to assessment. This should include an analysis of the alternative awarding arrangements implemented during the pandemic to help inform the development of proposals for reform.</li> </ul>	<p>Project outcomes support the Department in meeting its wider strategic commitments in relation to general qualification reform.</p>
4.9	<p>CCEA will continue to progress the development of the assessment tool throughout 2023/24 by:</p> <ul style="list-style-type: none"> <li>• Producing and quality assure literacy and numeracy items for Key Stage 2 Computer Adaptive Testing (CAT) project;</li> <li>• Running Key stage 3 literacy and numeracy tests for formative purposes; and</li> <li>• Developing items to support Irish Medium version of the numeracy test.</li> </ul>	<p>By continuing to deliver the Computer Adaptive Testing (CAT) project, CCEA are addressing specific actions in A Fair Start Key Area 3. The tool could provide all NI schools and learners with a bespoke free online assessment tool thereby assisting learners to develop their knowledge and skills and enabling them to fulfil their potential; and may be subject to consideration in the review of Statutory Assessment.</p> <p>Additionally, the delivery of CAT will:</p> <ul style="list-style-type: none"> <li>• Support the implementation of Key Action 3 of the Fair Start Report;</li> <li>• Assist learners in developing their knowledge and skills through use of this tool; and</li> <li>• Contribute to the development of proposals for the review of Statutory Assessment.</li> </ul>
4.10	<p>Throughout 2023/24, CCEA Regulation will undertake actions to ensure compliance with the statutory duty on the maintenance of standards as set out in the 1998 Education order Article 79(1) (C), with particular reference to CCEA qualifications.</p>	<p>CCEA Regulation will positively impact learner opportunities by ensuring that qualification standards are maintained between Northern Ireland and the rest of the UK as far as possible, using robust quality assurance processes. This in turn maintains</p>

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		portability of qualifications and protects NI learners' opportunities in further/higher education and employment.
4.11	<p>Throughout 2023/24, CCEA Regulation will:</p> <ul style="list-style-type: none"> <li>• deliver the required accreditation and monitoring activities to ensure the accuracy, validity, rigour, transportability, reliability and value of qualifications available for teaching in NI schools; and</li> <li>• undertake actions in relation to the management and maintenance of the NIEFQAN file; and,</li> <li>• in collaboration with DE, develop a Qualifications approval application.</li> </ul>	CCEA Regulation will positively impact the quality of learner experience and reliable and valid outcomes by ensuring effective regulation of the quality and range of all qualifications offered in NI through its recognition, monitoring and accreditation processes.

**DE Strategic Priority – DELIVERING an effective, child-first, collaborative and high-quality education system.**

<b>1 NUMBER</b>	<b>2 WHAT WE WILL DO AND BY WHEN</b>	<b>3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?</b>
5.1	During 2023/24, CCEA will develop and deliver estates plans in line with the CCEA Estates Strategy and put forward recommendations on future ways of working at CCEA for Council / DE approval.	CCEA will positively impact on the working experience, productivity and wellbeing of CCEA staff and the environment, ensuring that our people and resources are used in a safe and efficient way and minimising waste. By 2026, CCEA will have achieved the strategic themes set out in the estates strategy for 2022/27.
5.2	Subject to the ongoing implementation of the DE Learning Leaders Strategy, throughout 2023/24 CCEA will support effective curriculum delivery and design by seeking opportunities for practitioners to contribute to their professional learning through a range of CCEA activities.	Teachers have opportunities to raise standards through effective curriculum design and delivery in line with the learning Leaders Teacher Professional Learning Strategy.