

Council for the Curriculum, Examinations and Assessment (CCEA) BUSINESS PLAN - 2018 to 2019

1 Number	2 Commitment/Action	3 Key Success Indicator	4 Links to which CYP Outcome(s), if any
1.0	Throughout 2018/2019 CCEA, in collaboration with DE, EA and other children's authorities (as defined by the Children's Services Co-operation Act 2015) will work to support, where possible, educational policies in conjunction with other Government Departments, their Non-Departmental Public Bodies, community and voluntary providers and employers, with a view to improving the well-being of children and young people as outlined in the CSCA.	By a date specified by DE, a report provided to DE detailing evidence that this target has been achieved, and information provided on the impact of this action on the well-being of children and young people.	All CYP Outcomes
1.1	During 2018-19, engage with Area Learning Communities (ALCs) and other consortia / clusters to explore the use of CCEA qualifications and curriculum in consortium arrangements and production of resources with the aim of demonstrating how to use curriculum and qualifications, to support progression, higher attainment, and, raise aspirations amongst disadvantaged children and support wellbeing of students.	At least four structured visits with a range of ALCs. By March 2019, resources developed for leaders (at primary and post primary) which demonstrate how ALCs can work to support curriculum collaboration: demonstrating progression; higher attainment; and raised aspirations amongst, but not exclusively, disadvantaged children.	Outcome 3: Children & Young people learn & achieve.
1.2	During 2018-19 work in collaboration with other bodies to improve understanding of lawfulness and	By December 2018, resources produced (at KS2 & KS3), targeted at	Outcome 3: Children & Young people learn & achieve.

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	personal responsibility within the context of the NI Curriculum	curriculum leaders, which support effective use of personal responsibility, the world around us competencies and transition to learning for life and work: making clear the benefits to pupils, school and society.	
1.3	By 31 March 2019 CCEA will review current professional and technical qualification offering and devise a qualifications strategy at Level 2 and 3 that meets the need of all learners, with consideration of the support for progression of those who are disadvantaged within our society and better meeting the needs of the entitlement framework.	A Level 2 professional and technical qualification produced, designed for the economic and social needs of Northern Ireland, which is suitable for the 14-19 post-primary provision.	Outcome 3: Children & Young people learn & achieve.
1.4	By March 2019 CCEA will implement a new grading structure for A*-G Grading approach, introducing a new C* Grade.	All revised GCSE qualifications are awarded using the A*-G grading mechanism. By 31 March 2019, a monitoring report produced, reviewing the performance of the new grading system and comparison, where available, drawn with other system to give confidence of comparability.	Outcome 3: Children & Young people learn & achieve.

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1.5	Throughout 2018-19 communicate the new A* to G grading project effectively to all stakeholders.	<p>Delivery of the Communications Plan developed for A* to G Grading project. The success of our efforts measured by carrying out a survey of key stakeholders before 31 March 2019:</p> <p>School Stakeholders 'I understand the new grading structure offered in Northern Ireland >70% Agree or Strongly Agree. 5 point scale n>=50</p> <p>Employment community The new GCSE grading scale understood by employers >70% Agree or Strongly Agree 5 point scale n>=50</p>	Outcome 3: Children & Young people learn & achieve.
1.6a	Throughout 2018-19 ensure that the learning community is actively engaged in the delivery of examinations to support the current curriculum, in particular Key Stage 3 curriculum.	<p>By October 2018, we will have carried out an evaluation of need for curriculum support materials, with priorities identified, particularly for, but not limited to, Key Stage 3.</p> <p>By December 2018, we will have developed a schedule of support, which</p>	Outcome 3: Children & Young people learn & achieve.

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		<p>identifies key support materials for the Northern Ireland curriculum.</p> <p>We will implement the schedule produced.</p>	
1.6b	Development of Relationships and Sexuality Education curriculum resources for 2018/19.	We will work with stakeholders and agencies to develop a range of support materials for relevant stages within the Revised Curriculum.	Outcome 3: Children & Young people learn & achieve.
1.7	Throughout 2018-19 we will provide advice and guidance on key curriculum and qualification pathways, ensuring they align with the social and economic needs of all learning in Northern Ireland.	All advice on curriculum resources and support provided to DE or DfE within the timescale specified by the relevant Department, except where clarification is required on the advice sought. Including/For example advice to DE on KS4 qualifications project.	Outcome 3: Children & Young people learn & achieve.
1.8	Throughout 2018-19 we will use collaborative approaches to provide guidance and materials to support the development of digital skills across the Key Stages, in particular to support the transfer between KS2 and KS3.	By September 2018, we will have developed and communicated (in conjunction with key strategic partners) a digital skills development plan called 'Digital Futures', which focuses on raising the digital skills levels of learners at KS2 and KS3, through directed support for educators.	Outcome 3: Children & Young people learn & achieve.

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1.9	During 2018/19 CCEA will deliver a range of activities that support pre-school & Foundation Stage education.	<p>Refreshed curricular guidance for pre-school education providers published before the start of the 2018/19 academic year.</p> <p>FS capacity building fully rolled out to 120 FS coordinators by 31 March 2019;</p> <p>Report on findings of FS engagement produced and provided to DE (by 31 March 2019)</p>	Outcome 3: Children & young people learn & achieve.

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2.1	Throughout 2018-19 we will support the outworking of the 'Future of Qualifications' report, considering advice and developing solutions to support the recommendations of the report.	A range of solutions that meet the recommendations of the report developed and reported on by 30 September 2018 Initial options for progression and for assessment at end Key Stages 1 to 3 explored and reported on by 30 September 2018.	Outcome 3: Children & Young people learn & achieve.
2.2a	Throughout 2018-19, CCEA will enhance the SEN qualification provision, by supporting those marginalised in using the range of SEN qualifications. Throughout 2018-19, CCEA will promote the range of all qualifications that recognise learning progression to SEN providers / teachers.	An Entry Level life skills event (<i>with target 100 participants</i>) will be run to support the teaching and learning of this new specification by 30 July 2018. We will have a minimum average of three centres entered for each of our entry level Qualifications.	Outcome 3: Children & Young people learn & achieve.
2.2b	Throughout 2018/19 to ensure that statutory assessment arrangements in Communication, Using Mathematics and Using ICT are supported and administered successfully Throughout 2018-19 to provide timely, high-quality advice to DE in relation to the assessment arrangements	Delivery of activities to support assessment arrangements	Outcome 3: Children & Young people learn & achieve.

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		Advice provided to DE as requested	

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3.1a	Throughout 2018-19 CCEA will continue to support DE in encouraging and facilitating shared education, as defined in the Shared Education (NI) Act 2016 (DE)	<p>We will have operated a programme of support agreed with partners (including Departments) to actively support the understanding of how a wide range of curriculum and qualifications at Key Stage 3 and 4 can be used to facilitate shared education opportunities.</p> <p>Two specific sets of online resources produced for strategic leaders/curriculum planners, to facilitate the teaching and learning in a shared setting based on an assessment of need. We aim to attract 1,200 unique users to the online materials.</p>	Outcome 8: Promotion of Equality and of good relations
3.1b	On a date as required by the Department, provide input on the extent to which CCEA has exercised the power placed on it to encourage and facilitate shared education.	Input provided by required date.	Outcome 8: Promotion of Equality and of good relations
3.2	Throughout 2018-19 CCEA will continue to support DE in fulfilling its role to encourage and facilitate the development of integrated and Irish medium education (DE)	<p>A report submitted to DE detailing the steps taken during 2018/19 to meet this target.</p> <p>Activity plans for Irish Medium delivered in accordance with targets identified within the appropriate business cases</p>	Outcome 3: Children & Young people learn & achieve.

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		<p>and project plans, within agreed tolerances (subject to confirmation of budget and of DE policy direction).</p> <p>Curriculum and assessment activities demonstrate (via plans, deliverables, and feedback) that the needs of IM learners have been considered (access and equality).</p> <p>Survey of IM sector:</p> <p>'Resources and support provided by CCEA's IM programme support learning, teaching and effective classroom practice'</p> <p>>70% Agree or Strongly Agree 5 point scale n>=15</p> <p>Through continued engagement, with the needs of the integrated sector determined, including where CCEA resources can support integrated and shared education contexts.</p>	

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3.3a	By October 2018, assess (with the support of key strategic partners) broader public understanding of the NI curriculum and where support can be best placed to improve understanding of curriculum pathways.	Baseline public understanding and awareness of the Northern Ireland curriculum to inform curriculum support and communication / awareness activities.	Outcome 3: Children & Young people learn & achieve.
3.3b	By December 2018 CCEA will redesign its website, to encourage better understanding of the curriculum pathways from Foundation Stage to KS4, enabling parents and other key stakeholders to engage.	<p>CCEA website redesigned to support curriculum pathways, widening access to the curriculum to a broader range of stakeholders involved in supporting young people to succeed.</p> <p>By March 2019, we will have achieved 10 million visits to curriculum and qualification materials via CCEA.org.uk</p> <p>By September 2018 CCEA will conduct a baseline study regarding website satisfaction and by March 2019 conduct a survey of website users to measure satisfaction >70% satisfaction (n=30) scale 1 -5.</p>	Outcome 3: Children & Young people learn & achieve.

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5.1	Throughout 2018-19, we will use data more openly and in a timely manner to improve teaching and learning in Northern Ireland.	By end of November 2018, will have published a CCEA Insights report and CCEA Regulators report, informing key stakeholders of how the qualifications system is used and key changes in outcomes within the system.	Outcome 3: Children & Young people learn & achieve.
5.2	By March 2019 we will develop new, technology enabled, methods of assessment, which provide confidence and supportive information to learners and teachers.	A roadmap for Technology enabled Assessment developed. Pilot exercise in Technology Enabled Assessment completed by December 2018.	Outcome 3: Children & Young people learn & achieve.

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6.1(a)	<p>Accurate and Timely Accounts</p> <p>By the required date, to submit to DE & the Comptroller and Auditor General (C&AG) draft 2017-18 accounts in accordance with the Accounts Direction & Whole of Government Accounts (WGA). To prepare accounts with an unqualified audit opinion and within the timescales outlined by DE/ NIAO.</p>	<p>Draft accounts submitted to DE by Account Direction date.</p> <p>WGA returns by the required date.</p> <p>Accounts prepared to a high standard that do not subsequently result in qualification by the C&AG for reasons that are considered to be within the control of the CCEA CEO.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>
6.1.(b)	<p>Compliance</p> <p>Throughout 2018-19, ensure full compliance with all required procedures and approval requirements in relation to the delegated limits set out in the Financial Memorandum, business cases, economic appraisals, Post Project Evaluations, consultancy and procurement regulations and policy and other relevant NICS regulations.</p>	<p>All Business cases, consultancy and procurement compliant with relevant guidance, and have appropriate approvals within prescribed timelines and delegated authority.</p> <p>Full adherence to the requirements of Northern Ireland Guide to Expenditure, Appraisal and Evaluation (NIGAE), DoF guidance, Central Procurement Directorate's guidance notes and guidance issued by DE.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>
6.1 (c)	<p>Pay Remits</p> <p>Throughout 2018-19, ensure that the pay remits align fully with pay policy thresholds as detailed in relevant DoF guidance.</p>	<p>.</p> <p>No breaches of Public Sector Pay Policy</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>

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	<p>Budget Allocations</p> <p>During 2018-19, we will ensure that underspends are contained within budgetary limits with underspends no greater than 1% as outlined below:</p> <ul style="list-style-type: none"> • Resource budget with an underspend of less than 1% by year-end; • Capital budget allocation with an underspend of less than 1% by year end. 	<p>No overspend and <=1% underspend of resource budget and capital budget allocations.</p> <p>All resource budget and capital budget allocations utilised within the parameters set out by DE.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>
	<p>Prompt Payment</p> <p>Throughout 2018-19, we will aim to maximise the payment of all non-disputed invoices within 10 working days of receipt of invoice and will ensure that 97% of all non-disputed invoices are paid within 30 days of receipt of invoice.</p>	<p>90% of all non-disputed invoices paid within 10 working days of receipt of invoice.</p> <p>97% of all non-disputed invoices paid within 30 days of invoice date.</p> <p>Progress reported monthly.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>
	<p>Cash Management</p> <p>Throughout 2018-19, we will ensure the monthly drawdown of cash is within 5% of the monthly forecast requirement.</p>	<p>Monthly drawdown of cash is within 5% of the monthly forecast requirement.</p> <p>Progress reported monthly.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>
	<p>Throughout FY 17-18, CCEA will ensure the total annual cash drawdown does not exceed the limit subsequently agreed at Spring Supplementary Estimates.</p>	<p>Annual cash drawdown does not exceed the limit set at Spring Supplementary Estimates.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>

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	<p>Procurement</p> <p>Throughout 2018-19, we will, in conjunction with other education bodies, ensure that all procurement ≥£30,000 is undertaken through an accredited Centre of Procurement Excellence (CoPE) as required, to ensure compliance with current public procurement policy and guidance.</p>	<p>All procurement ≥30,000 is through a CoPE, as required by guidance.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>
	<p>Effective Governance</p> <p>Throughout 2018-19, we will ensure effective governance through full compliance with all required procedures in the Management Statement and related governance guidance issued by DE.</p>	<p>ALL Corporate governance decisions comply with MSFM.</p> <p>Annual and Mid-year Governance Statements submitted and approved.</p> <p>All new board members receive corporate governance training within 6 months of appointment.</p> <p>An annual audit of skills and effectiveness completed by CCEA Council.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>
6.2 (a)	<p>Throughout 2018-19 we will, through both CCEA Awarding Body and CCEA Regulation, provide wider public confidence in accuracy, validity, rigour, transportability, reliability and value of all qualifications we offer or regulate.</p>	<p>All examinations and qualifications awarding carried out accurately, fairly and in accordance with the General Conditions of Recognition as assessed by the regulators in England, Wales and Northern Ireland.</p>	<p>Outcome 3: Children & Young people learn & achieve.</p>

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6.2 (b)		All examinations papers are available to centres, in sufficient quantities for candidates, on scheduled date of examination component.	Outcome 3: Children & Young people learn & achieve.
6.2 (c)		All examination papers, available to centres, are error free.	Outcome 3: Children & Young people learn & achieve.
6.2 (d)		All Joint Council for Qualification (JCQ), Regulatory and UCAS processing timelines achieved. All UCAS processing timelines achieved.	Outcome 3: Children & Young people learn & achieve.
6.2 (e)		All incidents notified to the relevant Regulator within the timescales specified and appropriate measurable action plan developed to mitigate against reoccurrence.	Outcome 3: Children & Young people learn & achieve.
6.2 (f)		Enquiry about Results (EaR) do not disproportionately increase for AS revised component, above the annual trend for EAR in A2	Outcome 3: Children & Young people learn & achieve.

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6.2 (g)		EaR grade amendments <=1.0% for A-Levels	Outcome 3: Children & Young people learn & achieve.
6.2 (h)		EaR grade amendments <=0.7% for GCSE	Outcome 3: Children & Young people learn & achieve.
6.2 (i)		Irish Medium translations provided in a timely manner.	Outcome 3: Children & Young people learn & achieve
6.3	During 2018-19 we will reduce bureaucracy and improve efficiency of our processes, making better use of our financial resource in delivering educational outcomes.	Processes for business cases, PPE and purchase ordering reviewed to identify areas to make efficiency in partnership with the Department of Education.	Outcome 3: Children & Young people learn & achieve.
6.4 (a)	Throughout 2018-19, we will ensure that our finances, people and resources are used in a safe an efficient way, minimising waste.	Estates plans developed in line with the Estates Strategy. Staff brought together into one physical location so far as practical, encouraging open plan working as first choice.	Outcome 3: Children & Young people learn & achieve.
6.5	During 2018-19 we will improve our communication with customers / stakeholders, so that they are more aware of what we do and how we can help them. We will promote the benefits	A detailed analysis of trends and developments in examination entries and outcomes provided to inform key stakeholders and partners. Information	Outcome 3: Children & Young people learn & achieve.

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	of CCEA products and services, so that the public can gain confidence in the services we	<p>sessions provided for key stakeholders to explore the main themes within this analysis.</p> <p>CCEA qualification Insights report in 2018/19. 25 key stakeholders engaged through 'Insights report' information sessions.</p> <p>Survey of information session attendants: 'The information provided through the CCEA Insights report is of strategic value to my role or organisation.'</p> <p>>70% Agree or Strongly Agree</p> <p>5 point scale n>=15</p>	
6.6	During 2018-19, CCEA will promote participation in CCEA Analytics, encouraging schools and colleges to use this information to inform and improve learning and attainment.	<p>All schools using CCEA qualifications, which have subject reporting available, have received training, information or support for CCEA Analytics.</p> <p>>=80% of schools, using CCEA qualification, use CCEA analytics during FY 18/19.</p>	Outcome 3: Children & Young people learn & achieve.

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		<p>Qualification Unit Annual Survey of teachers / users:</p> <p>'I am aware of CCEA Analytics and how it can be used to improve teaching & learning within my school or college.'</p> <p>>80% Agree or Strongly Agree</p> <p>5 point scale n>=30</p>	
6.7	Throughout 2018-19 CCEA will work with other qualifications regulators, to ensure the achievement of Northern Ireland learners can be made available, discrete from the UK cohort.	<p>Northern Ireland learner cohort statistics provided and published, discrete from the UK cohort.</p> <p>Analysis of the Northern Ireland learner cohort published, as CCEA Annual Insights Report and JCQ Data sets on CCEA's web site</p>	Outcome 3: Children & Young people learn & achieve.
6.9	Throughout 2018/19 deliver all our services in compliance with CCEAs quality standards regime.	<p>Established quality ISO standards frameworks complied with in all cases;</p> <p>Investors in People silver standard retained in 2018-19;</p> <p>Compliance with the specification of our customer charter without exception in 2018-19.</p>	Outcome 3: Children & Young people learn & achieve.

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6.10	To prepare for the implementation of the General Data Protection Regulation (GDPR) by 25 May 2018 and, thereafter, to comply with the Regulations throughout 2018-19 in line with the guidance and requirements of the Information Commissioner's Office (the UK Regulator for GDPR).	Staff are aware of the legal framework introduced by the GDPR. All personal data processed in accordance with the requirements of the GDPR.	
6.11	Throughout 2018/19 to work with the Department to reduce absence levels and contribute to the development of a longer term Managing Attendance Strategy.	Achieve an absence target of 8 days per person in 2018/19 for CCEA staff.	Outcome 3: Children & Young people learn & achieve.