

CCEA Business Plan (Work Programme) for 2013-14 (and associated measurement)

1 Education Priority: Raising Standards for All

	Target	Data Required	Data Source	Measurement of Achievement
1.1	Awarding Body In 2013/14, to carry out CCEA's awarding body functions accurately, fairly and in accordance with regulatory guidelines and within published timescales	Annual 3 country report from Regulators (published in January) assuring that the Awarding Bodies are performing effectively	CCEA	No significant issues raised in Regulators Report
1.2	By September 2013 provision of portfolio of qualifications and support to meet policy direction of Entitlement Framework to ensure it meets the needs of learners in the 14-19 age group	Activity report	CCEA	Increase in number of qualifications available to support the Entitlement Framework Relevant and appropriate support to promote teaching of wider range of qualifications
1.3	In 2013/14 provision of qualifications and guidance to support the Special Needs sector to ensure that the needs of SEN learners in the 14-19 age group are met	Activity report	CCEA	More coherent offer of appropriate qualifications for learners with Special Needs
1.4	Throughout 2013-14 review and development of GCSE and GCE qualifications in line with GCSE and GCE Reform proposals and in line with requirements set by DE	Activity report	CCEA	Qualifications aligned to changes necessitated by reform.
1.5	Regulatory Role In 2013/14 to ensure effective regulation of general qualifications in NI and advise the Department on issues of equality to ensure access to general qualifications for all learners	Activity report from Regulator	CCEA	Assurance that Awarding Bodies offering general qualifications in NI are performing effectively, and in line with current procedures and guidelines. In particular that standards are comparable with similar qualifications offered in other parts of the UK

1.6	In 2013/14 provide timely, high-quality advice and recommendations to the Department on aspects of policy relating to qualifications pertinent to 14-19 Education. In particular in relation to GCSE and A Level changes taking effect in England. In addition, to ensure that qualifications provision supports skills development in order that the benefits of learning within the 4 -14 statutory curriculum are taken through to 14-19 education for all young people, including those with learning needs	Activity report from Regulator	CCEA	Advice and recommendations accepted
1.7	Statutory Assessment (ICT Accreditation) By June 2013 ensure the effective operation and closure of the ICT accreditation schemes	Activity report	CCEA	Effective operation and closure of ICT accreditation schemes
1.8 (a)	Statutory Assessment (Revised Levels of Progression) In 2013/14 to ensure that revised statutory assessments arrangements for the cross-curricular skills are implemented successfully.	Progress report	CCEA	Revised statutory assessment arrangements for the cross-curricular skills are implemented successfully.
(b)	By July 2013 produce a report to the Department on the new assessment arrangements	Progress report	CCEA	Report produced by July 2013
(c)	In 2013/14 to ensure revised statutory assessment arrangement for Using ICT are introduced and supported effectively.	Progress report	CCEA	Successful implementation and operation of the revised statutory assessment arrangements for Using ICT.
1.9	Statutory Assessment (Areas of Learning) In 2013/14, to produce and distribute assessment guidance in support of the statutory Areas of Learning and "Other Skills" at each Key Stage within the revised curriculum.	Progress report	CCEA	Assessment guidance produced and distributed.

1.10	Reporting In 2013/14 provide timely, high-quality advice and recommendations to the Department on aspects of policy relating to reporting, and to implement policy accordingly.	Description of advice provided	CCEA/ DE	Advice provided in a timely fashion and to a standard deemed acceptable by the Department.
1.11	Curriculum During 2013/14 to provide timely, high-quality advice to DE in relation to the curriculum, examinations and assessment as provided for in legislation.	Description of advice provided	CCEA/ DE	Statutory obligations met and advice provided in timely fashion and to a standard deemed acceptable by DE
1.12	In 2013/14 in the context of its role in providing advice and support on the delivery of the curriculum at all Key Stages, to contribute to delivering the PfG commitments linked to improving outcomes for pupils, particularly those from disadvantaged backgrounds	Description of advice provided	CCEA/ DE	Advice and any necessary support/curricular resources provided in timely fashion and to a standard deemed acceptable by DE
1.13	To contribute to delivering the PfG commitments linked to improving educational outcomes at GCSE by the provision of greater amount of data from examinations into schools	Progress report	CCEA	More targeted data provided through Chief Examiners reports in GCSE Mathematics and English by Nov 2013 and provision of item level data from on screen marking in GCSE Mathematics

2. Education Priority: Closing the Performance Gap, Increasing Access and Equality

	Target	Data Required	Data Source	Measurement of Achievement
2.1	<p>Diagnostic Assessment By December 2013, to have collaborated with Capita/C2K to ensure the effective and accurate delivery of pilot computer-based assessments on the managed ICT service in schools (years 4 – 7)</p>	Activity report	<p>Tribal/ Rising Stars</p> <p>CCEA Capita/ C2k</p>	<p>(CCEA) Fit for purpose assessments in Literacy & Numeracy developed and approved for delivery on the managed ICT platform in schools (years 4 – 7)</p> <p>Jointly (with those responsible/accountable for the managed ICT service in schools) successfully complete pilot by December 2013</p>
2.2	In 2013/14 to take forward the recommendations and outcomes of the computer-based assessment policy review as required.	Progress report	CCEA	Recommendations actioned as required.
2.3	By November 2013 to provide increased information/data to schools on candidate performance in GCSE English and Mathematics examinations around literacy and numeracy	Progress reports	CCEA	<p>Chief Examiners reports in GCSE English and Mathematics August 2013 to reference literacy and numeracy targets</p> <p>Pilot the provision of item level data to schools from on screen marking in GCSE Mathematics by November 2013</p>
2.4	To keep under review the attendance across the education sector of teachers/centres at training events designed to inform teaching and learning and to review any barriers associated with same	Progress reports	CCEA	<p>Attendance reports provided by sector ie FSM</p> <p>Evaluate movement to more on line training eg agreement trials</p>

3. Education Priority: Developing the Education Workforce

	Target	Data Required	Data Source	Measurement of Achievement
3.1	<p>Training and Support In 2013/14, co-ordinating with other Education bodies, to ensure that the education workforce receives the professional development and support it needs, delivered in a cost-effective manner, including ensuring appropriate awareness of revised assessment arrangements; computer-based assessment; the embedding of the revised curriculum and education for employability and support for new EF qualifications</p>	Activity report	CCEA	Professional development programme provided for sector in co-ordination with other stakeholders
3.2	In 2013/14, to develop staff within CCEA to ensure they have the necessary skills set, particularly for the delivery of examinations	Audit of learning and development needs completed Activity report showing progress in addressing learning and development needs	CCEA	Learning and development programme provided for staff in response to identified needs
3.3	<p>Public Sector Pay Policy In 2013/14, to ensure that the pay remits align fully with HM Treasury pay policy thresholds as detailed in relevant DFP guidance</p>	Assurance that pay remits align fully HM Treasury pay policy thresholds as detailed in relevant DFP guidance.	CCEA	No breaches of the Public Sector Pay Policy.
3.4	<p>Consultation Throughout 2013/14, the teachers unions and the General Teaching Council, as the professional body for teachers, are involved in, and consulted on, the content and roll-out of assessment arrangements, training and support/guidance materials for schools</p>	Report on involvement and consultation with the teachers unions and GTCNI	CCEA	Relevant bodies indicate that they have been involved and consulted appropriately.

4. Education Priority: Improving the Learning Environment

	Target	Data Required	Data Source	Measurement of Achievement
4.1	Review of Irish Medium In 2013/14, take forward the following recommendations in the Irish Medium Review Action Plan			
(a)	Curriculum and Teaching Resources (Recommendation 16 (ii) and (iii)).	Progress report on items (ii) and (iii) of Recommendation 16.	CCEA	Recommendations implemented.
(b)	Continue to minimise the need for multiple translations of examinations taken in Irish (Recommendation 20 (i) and (ii)).	Progress report on items (i) and (ii) of Recommendation 20	CCEA	Recommendations implemented.
(c)	Ensure that qualifications in Irish Medium Education are supported effectively	Activity report	CCEA	Appropriate support for qualifications in the medium of Irish.
4.2	Curricular Resources In 2013/14 to produce or secure teaching materials and other curriculum related resources to schools to support the revised curriculum, including STEM, as required by DE	Activity report	CCEA	Resources provided in a timely fashion and to a standard deemed acceptable by the Department
4.3	SEN In 2013/14 to ensure that guidance and support materials are produced as appropriate for SEN pupils	Activity report	CCEA	Resources provided in a timely fashion and to a standard deemed acceptable by the Department

5. Education Priority: Transforming the Governance and Management of Education

	Target	Data Required	Data Source	Measurement of Achievement
5.1 (a)	Budget Allocation In 2013-14 to live within budget allocation	Monthly Expenditure Monitoring Report (MEMR)	CCEA	Budget contained within allocation
(b)	In 2013-14, to make effective use of resource budget allocation with an under-spend of less than 1%, and capital budget allocation with an under-spend of less than 1%.	Monthly budget reports showing progress towards targets	CCEA	Budget allocation fully utilised with any under-spend within the less than 1% limit.
5.2	Accurate and Timely Accounts To submit to DE draft 2012-13 accounts in accordance with the Accounts Direction by 17 May 2013 and WGA returns by the required date	Draft accounts WGA returns	CCEA	Draft accounts submitted to DE by 17 May 2013 and WGA returns by the required date
5.3 (a)	Prompt payment In 2013-14 ensure that 97% of all non-disputed invoices are paid within 30 days of terms date	Monthly reports showing progress towards targets	CCEA	97% of all non-disputed invoices paid within 30 days of terms date
(b)	In 2013-14 maximise the payment of all non-disputed invoices within 10 working days	Monthly reports showing progress towards targets	CCEA	Percentage of all non-disputed invoices paid within 10 working days of invoice date
5.4	Cash Management During 2013-14 to ensure that monthly drawdown of cash is within 5% of the monthly forecast requirement	Monthly reports showing draw down of cash against monthly forecast requirements	CCEA	Monthly drawdown of cash is within 5% of the monthly forecast requirement
5.5	Full Compliance with business case requirements In 2013-14, to ensure that business cases are completed to the required standard and in line with requirements of relevant guidance, and that appropriate approvals are sought in line with prescribed timelines and delegated authority	Economic appraisals/business cases undertaken	CCEA	All business cases are fully compliant with requirements of relevant guidance (HM Treasury's Green Book and DFP's NI Preface to the Green Book) and have appropriate approvals within prescribed timelines and delegated authority

5.6	Procurement In 2013-14, in conjunction with other education bodies, ensure that all procurement is undertaken through an accredited CoPE, as required, to ensure compliance with public procurement policy adopted by the NI Executive in May 2002 (refreshed May 2009); procurement guidance notes and any other guidelines issued by Central Procurement Directorate (CPD).	Assurance on compliance with procurement policy.	CCEA	No breaches of procurement policy
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Appendix 1

Target 4.1

In 2013/14, take forward the relevant recommendations in the Irish Medium Review Action Plan:

Recommendation 16: Curriculum and Teaching Resources

- ii. For certain subject/curriculum areas, high priority should be given to developing teachers' resources in Irish where there are specific technical vocabulary issues which relate to specialist content, in order to support consistency and raising standards.
- iii. Outstanding needs in respect of teaching resources should be identified and addressed, including on an all-Ireland and east-west basis.

Recommendation 20: Multiple Translations of Examinations taken in Irish

- i. Efforts should be made to access subject specialists with the necessary language skills, including on an all-Ireland basis, to remove the need for multiple translations in the assessment and examination process for children in Irish-medium Education
- ii. The impact on students of the current regime of multiple-translations should be assessed.