

## **CCEA Business Plan 2017 to 2018 - FINAL**

### Points of Note:

Data Development: CCEA's business plan aligns to the draft Programme for Government. As such, CCEA is moving towards an outcomes-based approach. Whilst CCEA retains and can report outcome data for the majority of its commitments and actions, some of these require CCEA to develop data measures and baselines. Where this is the case, CCEA has indicated a data development approach within the Key Success Indicator column.

| <b>Corporate Goal 1: Improving the wellbeing of children and young people</b> |  |  |
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| <b>1 Number</b>   | <b>2 Commitment/Action</b>   | <b>3 Key Success Indicator</b>   |
| 1.1   | Throughout FY, 17-18, promote the CCEA examinations support information and guidance, providing advice and guidance to pupils on examination results, and increase participation in these resources.   | Increase user (learner or stakeholders) participation in examination web based information by <b>5% on previous year</b> (2016-2017) average.  |
| 1.2   | Throughout FY, 17-18, engage with learning consortia to use CCEA qualifications, so that shared learning takes place between and within Area Learning Communities (ALC), including understanding of qualifications used in consortia arrangements.   | <b>All</b> Area Learning Communities (ALCs) visited at least <u>once</u> by a member of the CCEA examinations team, to demonstrate how CCEA qualifications are used consortia arrangements.<br><br><u>Data Development</u> : Complete the development of a consortia entry indicator to record and baseline candidate data within 2017-2018. |
| 1.3   | Throughout 2017/2018 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.  |

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| 1.4   | CCEA will deliver a range of activities for curriculum, assessment and qualifications that focus on improving outcomes for those from disadvantaged backgrounds.  | <p><b>All</b> targets within business cases and activity plans for curriculum activities related to improving outcomes for learners from disadvantaged backgrounds achieved, within tolerances and timescales.</p> <p><b>All</b> 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 or the timescale is unreasonable.</p> <p>Survey of teachers/principals:<br/> <i>'Resources and support provided by CCEA support the improvement of outcomes for those from disadvantaged backgrounds'</i><br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p> |
| 1.5   | Throughout FY17/18, CCEA will support DE to comply with the United Nations Convention on the Rights of the Child (CRC), by monitoring activities, providing advice and reporting as required by DE.     | <b>All</b> advice on compliance with CRC provided to DE within the timescale specified by the Department.   |
| 1.6   | CCEA will embed thinking skills and personal capabilities development within the revised GCSE qualifications. Thinking skills and personal capabilities are part of the accreditation process for GCSE. | <b>All</b> new specification accredited, meet the conditions of recognitions for GCSE.  |
| 1.7   | CCEA will produce support materials that demonstrate how thinking skills and personal capabilities should be developed through the GCSE specification.  | <p>Qualification Unit Annual Survey of teachers / users:<br/> <i>'The support materials provide useful information on how thinking skills and personal capabilities should be developed.'</i><br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=50</p>  |

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| 1.8   | CCEA will develop and deliver GCSE Mathematics and GCSE English with functional skills recognition embedded.  | GCSE in English and Mathematics accredited with Functional Skills recognition component.<br><br>Training and Support Event Participant Survey (Post GCSE Maths and English support events)<br><i>'I know how functional Mathematics / English is embedded within the GCSE qualification.'</i><br>>70% Agree or Strongly Agree<br>5 point scale n>=25                                     |
| 1.9   | CCEA will review the current professional and technical qualification offer and devise a strategy for professional and technical qualifications at Level 2.   | Strategy for Professional and Technical Qualifications created, consulted and approved by CCEA Council within FY 17/18.  |
| 1.10  | In FY 17-18, CCEA will develop a pilot SEN Entry level certification, addressing the needs of an open market.   | SEN Entry level qualification <b><u>accredited and available</u></b> to providers on relevant qualifications framework within financial year 17/18.  |
| 1.11  | During FY 17-18 CCEA will deliver a range of activities that support pre-school & Foundation Stage education. Including publish and disseminate pre-school curricular guidance for Children's Services Providers. | <b>All</b> targets within business cases and activity plans for pre-school and Foundation Stage education achieved, within tolerances and timescales.<br><br>Survey of practitioners:<br><i>'Resources and support provided by CCEA for early years and Foundation Stage support learning, teaching and effective practice'</i> .<br>>70% Agree or Strongly Agree<br>5 point scale n>=30 |

| <b>Corporate Goal 2: Raising standards for all</b> |  |   |
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| <b>1 Number</b>                                    | <b>2 Commitment/Action</b>   | <b>3 Key Success Indicator</b>  |
| 2.1  | Throughout FY 17-18, CCEA will carry out examinations and qualifications awarding accurately, fairly and in accordance with the General Conditions of Recognition. | <p>CCEA is compliant with all components of the General Conditions of Recognition (GCOR) as assessed by the regulators in England, Wales and Northern Ireland.</p> <p><b>All</b> examinations papers are available to centres, in sufficient quantities for candidates, on scheduled date of examination component.</p> <p><b>All</b> examination papers, available to centres, are error free.</p> <p><b>All</b> Joint Council for Qualification (JCQ) processing timelines achieved.</p> <p><b>All</b> incidents notified to the relevant regulator within the timescales specified.</p> <p>Enquiry about Results (EaR) do not disproportionately increase for AS revised component, above the annual trend for EAR in A2.</p> <p>EaR grade amendments &lt;=0.7% for A-Levels</p> <p><b>All</b> UCAS processing timelines achieved.</p> |
| 2.2  | CCEA will provide adequate support to teachers and users of the Revised (new) GCSE Qualifications.   | <p>&gt;1000 teachers / qualifications users attend support events for (new) Revised GCSE qualifications.</p> <p>&gt;=1 event for each (new) GCSE Qualification, providing support and information relevant to teachers / users.</p> <p>80% of support materials for Revised (new) GCSE specifications available within FY 17-18.</p> <p>Qualification Unit Annual Survey of teachers / users:<br/> <i>'The support events provided useful information in regards to the revised (new) GCSE qualifications.'</i><br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=45</p>  |

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| 2.3  | <p>Within FY 17/18, CCEA will enhance the SEN qualification provision, by developing a pilot entry-level certification. Including the development and accreditation of an entry-level certification for SEN.</p> <p>Throughout FY17-18, CCEA will promote the range of all qualifications that recognise learning progression to SEN providers / teachers.</p> | <p>&gt;=1 Entry level qualification (certification level) for learner with SEN developed and accredited.</p> <p>Survey of pilot qualification teachers / providers:<br/><i>'The entry level certificate for learners, developed by CCEA, recognises learning appropriately.'</i><br/>&gt;70% Agree or Strongly Agree<br/>5 point scale n&gt;=2</p> <p>2 pilot schools adopt the entry-level certification for those teaching <u>learners with SEN</u>.</p> <p>Survey of SEN teachers / providers:<br/><i>'I am aware of the range of all qualifications provided by CCEA available for those teaching <u>learners with SEN</u>.'</i><br/>&gt;70% Agree or Strongly Agree<br/>5 point scale n&gt;=12</p> <p><i>'I know where to get information about all CCEA qualifications available for learners with SEN.'</i><br/>&gt;70% Agree or Strongly Agree<br/>5 point scale n&gt;=12</p> |
| 2.4  | <p>CCEA will develop, accredit and deploy, during FY 17-18, the Revised (new) GCSE and GCE specifications to centres in Northern Ireland.</p> <p>CCEA will review and respond to any skills gaps identified by Matrix Panel reports produced during the FY 17-18.</p>  | <p><b>All</b> revised GCSE qualification (38) specifications available to schools for first teaching September 2017.</p> <p>Review and response published on CCEA web site for <b>all</b> Matrix Reports produced in FY 17-18 and proposals for development of GCE / GCSE qualification, if required.</p> <p>GCE Professional Business Services available for first teaching September 2017.</p> <p>Qualification Unit Annual Survey of teachers / users:<br/><i>'The range of GCE / GCSE qualifications provided by CCEA is aligned to the economic opportunities for young people.'</i><br/>&gt;70% Agree or Strongly Agree<br/>5 point scale n&gt;=50</p>  |
| 2.5  | <p>During FY 17-18, CCEA will promote participation in CCEA Analytics, encouraging schools and colleges to use this information to inform education practice.</p>  | <p><b>All</b> schools using CCEA qualifications, which have subject reporting available, have received training, information or support for CCEA Analytics.</p> <p>&gt;=70% of schools, using CCEA qualification, use CCEA analytics during FY 17-18.</p>   |

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|  |  | <p>Qualification Unit Annual Survey of teachers / users:<br/> <i>'I am aware of CCEA Analytics and how it can be used to improve teaching &amp; learning within my school or college.'</i><br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p>  |
| 2.6  | <p>During FY 17-18, CCEA will analyse examination entries and results and provide a detailed analysis of trends and developments in entries and outcomes to inform key stakeholders and partners. CCEA will provide information sessions for key stakeholders to explore the main themes within this analysis.</p>   | <p>&gt;=200 unique downloads of CCEA qualification Insights report in FY17-18.<br/>                     25 key stakeholders engaged through 'Insights report' information sessions.</p> <p>Survey of information session attendants:<br/> <i>'The information provided through the CCEA Insights report is of strategic value to my role or organisation.'</i><br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=15</p>  |
| 2.7  | <p>CCEA, as regulator, will review, within the FY 17-18, the regulatory criteria and accreditation process for GCSE and GCE, following feedback from the 2015-17 Revision process.</p> <p>CCEA, as regulator, will review the availability of SEN titles and qualifications below Level 1, using work carried out in FY15-16 as baseline.</p> <p>To support, as required by DE, the implementation of the recommendations of the Ministerial 'long term review of qualifications'.</p> <p>CCEA will review the availability of 14-19 qualifications in FY 17-18, taking cognisance of developments in other jurisdictions, to ensure that the open</p> | <p><b>All</b> revised GCSE qualification (38) specifications available to schools for first teaching September 2017.</p> <p>Review of regulatory criteria and accreditation process for GCSE and GCE within FY 17-18.</p> <p>Review of SEN qualification availability and update of information on CCEA web site (regulatory section) <u>completed</u> within FY 17-18.</p> <p>CCEA will respond to <u>all</u> requests by DE in regards to the 'long term review of qualification', provided sufficient resource is available to do so.</p> <p><b>All</b> reformed GCSE qualifications (non-CCEA) accredited in advance of the date that they are available for first teaching.</p> <p>Audit report of 14-19 qualifications long-term availability in Northern Ireland, including usage within the 'Entitlement Framework', with report and recommendations <u>issued</u> DE and DfE.</p> |

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|  | market continues to meet the need of the economy and society.  |  |
| 2.8  | <p>Throughout 2017-2018, CCEA will ensure that General qualifications are sufficiently valid throughout their lifecycle.</p> <p>CCEA will provide, throughout FY 17-18, advice to DE and DfE on all aspects of standards; assessment arrangements; conditions for awarding organisations operating in Northern Ireland; and quality of access to qualifications.</p> <p>CCEA, as regulator, will maintain the standards of qualifications throughout FY 17-18. CCEA will participate in relevant Joint Regulatory and Awarding Organisation meetings to ensure the comparability and portability of CCEA GCSE and A/AS Level qualifications.</p> | <p><b>All</b> qualifications submitted by recognised awarding organisations to CCEA, which meet the defined requirements and criteria for the qualification, will be accredited.</p> <p><b>All</b> advice, on matters of qualification regulations, provided to DE within the timescale specified by the Department.</p> <p>Publication, by March 2018, of an Annual Regulatory Report, outlining mechanisms for maintenance of standards and providing relevant data / information to provide public confidence in standards.</p> <p>&gt;=50 unique web accesses to Annual Regulatory Report.</p> |
| 2.9  | Throughout FY 17-18, CCEA will support the work of the report of the Ministerial Expert Group to provide advice on the longer-term development of qualifications provision for 14-19 year olds in Northern Ireland.  | <b>All</b> requests for action or advice, in regards to the long-term future of qualifications in Northern Ireland, provided to DE within the timescale specified by the Department, provided sufficient funding is available to complete the request.   |
| 2.10   | CCEA will support the arrangements for statutory assessment (using levels of progression) during FY17/18, ensuring correct and successful administration of statutory  | CCEA will complete planned activity, in accordance with targets identified within the appropriate business cases and activity plans for statutory assessment and the cross-curricular skills, within agreed tolerances.  |



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|  | assessment in Communication, Using Mathematics and Using ICT.   | Timely submission of status reports (subject to confirmation of budgets and of DE policy direction).<br><br>Successful operation of statutory moderation processes for the cross-curricular skills in line with DE policy.   |
| 2.11 (a)   | Throughout FY 17-18, CCEA will provide advice to DE in relation to curriculum and assessment, as required by the relevant legislation.                          | <b>All</b> requests for action or advice, in regards assessment or curriculum, provided to DE within the timescale specified by the Department, provided sufficient funding is available to complete each request.   |
| 2.11 (b)   | CCEA will deliver a range of activities in FY17-18 to monitor and support the Northern Ireland curriculum.  | <b>All</b> targets within business cases and activity plans for related curriculum activities achieved, within tolerances and timescales.<br><br>Survey of teachers/principals:<br><i>'Resources and support provided by CCEA support delivery of the NI Curriculum within the classroom'</i><br>>70% Agree or Strongly Agree<br>5 point scale n>=50 |
| 2.12   | CCEA will work with other qualifications regulators, to ensure the achievement of Northern Ireland learners can be made available, discrete from the UK cohort. | Northern Ireland learner cohort statistics provided and published, discrete from the UK cohort.<br><br>Analysis of the Northern Ireland learner cohort published, as CCEA Annual Insights Report and JCQ Data sets on CCEA's web site.   |

| <b>Corporate Goal 3: Closing the performance gap, increasing access and equality</b> |   |  |
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| <b>1<br/>Number</b>  | <b>2<br/>Commitment/Action</b>  | <b>3<br/>Key Success Indicator</b>   |
| 3.1 (a)  | During FY 17-18, CCEA will undertake research into effective assessment practice, including diagnostic, formative and summative assessment.   | <p>&gt;=1 research and development activity carried out for diagnostic/formative assessment.</p> <p>Activity plans delivered in accordance with targets identified within the appropriate business cases/activity plans, within agreed tolerances (subject to confirmation of budget and of DE policy direction).</p> <p><b>All</b> requests for action or advice, in regards assessment or curriculum, provided to DE within the timescale specified by the Department, provided sufficient funding is available to complete each request.</p>  |
| 3.1 (b)  | Throughout FY 17-18, CCEA will deliver activities which aim to ensure work within curriculum and assessment meets the need of Learners with SEN.  | <p>Activity plans within work programme for SEN activity delivered in accordance with targets identified within the appropriate business cases/activity plans (subject to confirmation of budget and of DE policy direction).</p> <p>SEN tracker software provided for teacher recording of observations.</p> <p>Curriculum and assessment activities demonstrate (via plans, deliverables, feedback) that the needs of learners with SEN have been considered (access and equality).</p> <p>Survey of SEN sector/coordinators:<br/><i>'Resources and support provided by CCEA meet the needs of learners with SEN'</i><br/>&gt;70% Agree or Strongly Agree<br/>5 point scale n&gt;=15</p> |
| 3.1 (c)  | Throughout FY 17-18 CCEA will continue to support DE in fulfilling its statutory duties to encourage and facilitate the development of Integrated Education.  | A report submitted to DE detailing the steps taken during 2017/18 to meet this target.   |
| 3.1 (d)  | Throughout FY 17-18, CCEA will deliver activities that aim to ensure work within curriculum and assessment meets the need of Irish Medium learners. This activity supports DE in fulfilling its statutory | <p>Activity plans for Irish Medium delivered in accordance with targets identified within the appropriate business cases/activity 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>  |

| <b>Corporate Goal 3: Closing the performance gap, increasing access and equality</b> |   |   |
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| <b>1<br/>Number</b>  | <b>2<br/>Commitment/Action</b>  | <b>3<br/>Key Success Indicator</b>  |
|  | duties to encourage and facilitate the development of Irish-medium education.   | Survey of IM sector:<br><i>'Resources and support provided by CCEA's IM programme support learning, teaching and effective classroom practice'</i><br>>70% Agree or Strongly Agree<br>5 point scale n>=15   |
| 3.1 (e)  | In 2017/18, CCEA will deliver activities that aim to ensure work within curriculum and assessment supports DE in fulfilling its statutory duties to encourage and facilitate the development of Shared Education.       | Activity plans delivered in accordance with targets identified within the appropriate business cases/activity plans, within agreed tolerances (subject to confirmation of budget and of DE policy direction).<br><br>Survey of teachers and principals:<br><i>'Curriculum resources and support provided by CCEA facilitate the development of Shared Education'</i> .<br>>70% Agree or Strongly Agree<br>5 point scale n>=30 |
| 3.1 (f)  | On a date as required by the Department, provide input on the extent to which CEEA has exercised the power placed on it to encourage and facilitate shared education.   | Input provided by required date.  |
| 3.1 (g)  | During FY 17-18, CCEA will review existing Community Relations Equality and Diversity (CRED) accreditation and progression routes to facilitate planning how best these can be developed in subsequent planning period. | A report on the findings of the CCEA review submitted to DE.  |
| 3.2  | During FY 17-18, CCEA will actively encourage schools with high patterns of free school meals (FSM) [FSM target schools] to participate in training, support and information events.                                    | <u>Data Development</u> : CCEA will develop a database of schools with a high proportion of FSM enrolments. CCEA will use this data to baseline participation in training, support and information events.  |

| <b>Corporate Goal 3: Closing the performance gap, increasing access and equality</b> |  |   |
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| <b>1<br/>Number</b>  | <b>2<br/>Commitment/Action</b>   | <b>3<br/>Key Success Indicator</b>  |
| 3.3  | During FY 17-18, CCEA will monitor and report participation in training, support and information events for areas of the curriculum that supports the ethos of integration, inclusion and diversity. | <u>Data Development:</u> CCEA will report on participation levels in training, support and information events for area of the curriculum, which support the ethos of integration, inclusion and diversity as part of its annual report - used as baseline participation rates for future years.   |
| 3.4  | In FY 17/18, CCEA will continue to take forward the recommendations in the DE Irish Medium Review Action Plan in relation to Curriculum and Teaching Resources.                                      | To deliver activity in accordance with targets identified within the appropriate business cases/activity plans, within agreed tolerances (subject to confirmation of budgets and of DE policy direction).<br><br>Survey of IM sector:<br><i>'Resources and support provided by CCEA's IM programme support learning, teaching and effective classroom practice'</i><br>>70% Agree or Strongly Agree<br>5 point scale n>=15<br><br>Provide a detailed summary report detailing resources, guidance and support provided. |
| 3.5  | CCEA will deliver a range of activities in FY 17/18, to promote principles that are consistent with the ethos of integration, inclusion and diversity.   | • To deliver activity in accordance with targets identified within the appropriate business cases/activity plans, within agreed tolerances (subject to confirmation of budgets).<br><br>Survey of teachers/principals:<br><i>'Curriculum resources and support provided by CCEA are consistent with the ethos of integration, inclusion and diversity'</i> .<br>>70% Agree or Strongly Agree<br>5 point scale n>=30<br><br>Provide a detailed summary report detailing guidance produced.                               |

| <b>Corporate Goal 4: Developing the education workforce</b> |  |   |
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| <b>1<br/>Number</b>   | <b>2<br/>Commitment/Action</b>   | <b>3<br/>Key Success Indicator</b>  |
| 4.1   | <p>Throughout FY 17-18, CCEA will provide information and support to the education workforce in relation to curriculum and assessment.</p> <p>Training and support will be coordinated with key stakeholders, including the Department of Education, in line with the Learning Leaders Strategy and in keeping with CCEA's enabling legislation.</p> | <p>Activity plans delivered in accordance with targets identified within the appropriate business cases/activity plans, within agreed tolerances (subject to confirmation of budget and of DE policy direction).</p> <p>Survey of teachers/principals:<br/> <i>'TPL and support provided by CCEA are consistent with and complementary to other TPL provision available to teachers'</i><br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p> <p><i>'TPL and support provided by CCEA improve understanding of curriculum or assessment arrangements.'</i><br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p> <p><i>'CCEA materials and publications support delivery of the statutory curriculum and assessment arrangements'</i><br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p> |
| 4.2 (a)   | <p>CCEA will, during FY 17-18, review the development needs of its staff and provide training and support that meets the needs of its employees and the business.</p>  | <p>Complete an annual learning and development plan for <b>all</b> staff.</p> <p><b>80% of CCEA employees</b> will participate in learning and development activities.</p>  |

| <b>Corporate Goal 4: Developing the education workforce</b> |   |  |
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| <b>1<br/>Number</b>   | <b>2<br/>Commitment/Action</b>  | <b>3<br/>Key Success Indicator</b>   |
| 4.2 (b)   | <p>Throughout FY 17/18, CCEA will engage with educational professionals at a regional level on curriculum and assessment matters, providing international participation and strategic thinking for Northern Ireland.</p> <p>In 2017/18, to deliver 1 strategic conference on education practice at regional level to include international participation.</p> | <p><b>1 external conference</b>, with international participation, by March 2018 and with at least 50 educational professional delegates in attendance</p> <p><b>&gt;=100 unique downloads</b> of external conference paper downloads.</p>   |
| 4.3   | <p>During FY 17/18, CCEA will encourage education professionals to develop their knowledge and understanding of international best practice.</p>  | <p>Facilitation of at least <b>1 teacher placement</b> scheme through Erasmus or Erasmus+.</p> <p>Digital publication of at least <b>1 peer-reviewed research paper and 2 white papers</b> on matters within CCEA's role and responsibility.</p>   |
| 4.4   | <p>Throughout FY 17-18, CCEA will consult as required with key stakeholders on the content of training, support, guidance and materials for schools.</p>  | <p>Activity plans delivered in accordance with targets identified within the appropriate business cases/activity plans, within agreed tolerances, with provision of consultation reports and post activity evaluations (subject to sufficient budget and DE policy direction).</p> <p>Qualification Unit Annual Survey of teachers / users:<br/><i>'CCEA provides the opportunity to offer feedback on changes being made to specifications.'</i><br/>                     &gt;=60% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p> <p>Survey of teachers/principals:<br/><i>'CCEA provides the opportunity to feedback on the content and usefulness of curriculum and assessment materials, training and support.'</i><br/>                     &gt;=60% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p> |

| <b>Corporate Goal 4: Developing the education workforce</b> |   |  |
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| <b>1<br/>Number</b>   | <b>2<br/>Commitment/Action</b>  | <b>3<br/>Key Success Indicator</b>   |
| 4.5(a)  | Throughout FY 17-18, CCEA will communicate effectively with key stakeholders, to increase confidence in curriculum, qualifications and assessment.                            | Activity plans delivered in accordance with targets identified within the appropriate business cases/activity plans, within agreed tolerances, with digital and print materials, information and support (subject to sufficient budget and DE policy direction).   |
| 4.5(b)  | During 17-18, CCEA will implement a communication strategy for the changes in GCSE grading A*-C, so the wider public is aware of the changes and what they mean for learners. | <p>Open Public Survey of Qualifications Users:<br/><i>'I understand the changes in GCSE grading.'</i><br/>                     &gt;=60% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p> <p>Qualification Unit Annual Survey of teachers / users:<br/><i>'I understand the changes in GCSE grading, particularly the changes at A*, B and C* grades.'</i><br/>                     &gt;=60% Agree or Strongly Agree<br/>                     5 point scale n&gt;=30</p> |

| <b>Corporate Goal 5: Improving the learning environment</b> |   |   |
|---|---|---|
| <b>1<br/>Number</b>   | <b>2<br/>Commitment/Action</b>  | <b>3<br/>Key Success Indicator</b>  |
| 5.1   | Throughout FY 17-18, CCEA will continue to minimise the need for multiple translations of candidate's examinations scripts.   | <p><b>7% reduction</b> in the number of component candidate scripts translated in Summer 2017 series.</p> <p><b>2 promotion campaigns</b> to encourage Irish Medium markers in FY 17-18.</p>  |
| 5.2   | During FY 17-18, CCEA will produce or secure teaching and learning materials (or other related resources for schools) to support the NI Curriculum, as required by Department of Education. | <p>Activity plans for specified areas of the curriculum delivered in accordance with targets identified within the appropriate business cases/activity plans, within agreed tolerances (subject to sufficient budget and DE direction).</p> <p>Survey of teachers/principals:<br/> <i>'Resources and support provided by CCEA support delivery of the NI Curriculum within the classroom'</i>.<br/>                     &gt;70% Agree or Strongly Agree<br/>                     5 point scale n&gt;=50</p> |



| <b>Corporate Goal 6: Delivering high quality education services</b> |  |  |
|---|--|--|
| <b>1<br/>Number</b>   | <b>2<br/>Commitment/Action</b>   | <b>3<br/>Key Success Indicator</b>   |
| 6.1 (a)   | Throughout FY 17-18, CCEA will continue to implement the activity planned within the Qualifications Technology Roadmap (QTR).  | <b>3 QTR products</b> introduced, delivered in accordance with targets identified within the QTR, within agreed tolerances, <10% of cost variation against original business case and in agreement with the end user requirements. |
| 6.1 (b)   | During FY 17-18, CCEA will create and seek approval for a business case for a new online marking service.  | Online marking <b>business case complete</b> and approved.<br><br>Procurement of on-line marking solution and <b>successful award of contract</b> .  |
| 6.2 (a)   | Throughout FY-17-18, CCEA will make effective use of resource budget allocation with an under-spend of less than 1% by year-end.<br><br>CCEA will report progress monthly via the MEMR.  | <=1% underspend of resource budget allocation.<br><br><b>All</b> resource budget allocation utilised within the parameters set out by DE.  |
| 6.2 (b)   | Throughout FY-17-18, CCEA will make effective use of allocated budget capital resource, with an underspend of less than 1% by year-end and report progress monthly via MEMR.   | <=1% underspend of capital budget allocation.<br><br><b>All</b> capital budget allocation utilised within the parameters set out by DE.  |
| 6.3   | CCEA will submit to DE, and the Comptroller and Auditor General (C&AG), draft 2016/17 accounts in accordance with the Accounts Direction and Whole of Government Accounts (WGA) returns by the required date. These will both be prepared to a high standard that does not subsequently result in qualification by the C&AG for reasons that considered within the control of the Chief Executive Officer. | Draft accounts submitted to DE by Account Direction date.<br><br>WGA returns by the required date.<br><br>Final accounts unqualified.  |

| <b>Corporate Goal 6: Delivering high quality education services</b> |   |   |
|---|---|---|
| <b>1<br/>Number</b>   | <b>2<br/>Commitment/Action</b>  | <b>3<br/>Key Success Indicator</b>  |
| 6.4 (a)   | Throughout FY 17-18, CCEA will ensure that 97% of all non-disputed invoices are paid within 30 days of receipt of invoice.  | 97% of all non-disputed invoices paid within 30 days of invoice date.<br><br>Progress reported monthly. |
| 6.4 (b)   | Throughout FY 17-18, CCEA will aim to maximise the payment of all non-disputed invoices within 10 working days of receipt of invoice.   | 90% of all non-disputed invoices paid within 10 working days of receipt of invoice.                     |
| 6.5 (a)   | Throughout FY 17-18, CCEA will ensure the monthly drawdown of cash is within 5% of the monthly forecast requirement.  | Monthly drawdown of cash is within 5% of the monthly forecast requirement. Progress reported monthly.   |
| 6.5 (b)   | Throughout FY 17-18, CCEA will ensure the total annual cash drawdown does not exceed the limit subsequently agreed at Spring Supplementary Estimates.   | Annual cash drawdown does not exceed the limit set at Spring Supplementary Estimates.                   |
| 6.6   | Throughout FY 17-18, CCEA will, in conjunction with other education bodies, ensure that all procurement is undertaken through an accredited Centre of Procurement Excellence (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). | <b>All</b> procurement is through a CoPE, as required by guidance.                                      |

| <b>Corporate Goal 6: Delivering high quality education services</b> |  |  |
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| <b>1<br/>Number</b>   | <b>2<br/>Commitment/Action</b>   | <b>3<br/>Key Success Indicator</b>   |
| 6.7   | Throughout FY 17-18, CCEA will 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 Activity Evaluations, Consultancy and Procurement. This will include the Northern Ireland Guide to Expenditure, Appraisal and Evaluation (NIGEAE), DoF guidance, Central Procurement Directorate's (CPD) Guidance notes and guidance issued by DE. | All Business cases, consultancy and procurement will be compliant with requirements of relevant guidance, and have appropriate approvals within prescribed timelines and delegated authority.  |
| 6.8   | Throughout FY 17-18, CCEA will ensure effective governance through full compliance with all required procedures in the Management Statement and related governance guidance issued by DE.  | <p><b><u>ALL</u></b> Corporate governance decisions complies with MSFM.</p> <p>Submission and approval of Annual and Mid-year Governance Statements.</p> <p><b><u>All</u></b> new board members receive corporate governance training within 6 months of appointment.</p> <p>CCEA Council will complete an annual audit of skills and effectiveness.</p> |