COUNCIL FOR THE CURRICULUM, EXAMINATIONS & ASSESSMENT (CCEA)
BUSINESS PLAN - 2021 to 2022 – FINAL

Strategic Priority 1 - Make learning accessible to all			
We give all children and young people access to pre-school, school and youth education provision			
1 **NUMBER**	**2** **WHAT WE WILL DO AND BY WHEN?**	**3** **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?**	**4** **LINKS TO WHICH CYP OUTCOME(S)**
1.1	During 2021/22, CCEA will participate in the Department of Education Restart programme as required and provide advice and response as commissioned by the Department.	Attendance at Programme Board and associated structures. Advice and report(s) provided to the Department within agreed timescales, which will assist DE in implementing the Restart Programme within schools.	3, 6

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

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN?	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S)
2.1	Throughout 2021/22, qualification standards will be maintained between Northern Ireland and the rest of the UK using robust, quality assured processes.	CCEA Regulation will ensure that the awarding organisation has in place awarding processes to ensure comparable outcomes with other jurisdictions.	3, 6
2.2	Throughout 2021/22, to continue to improve the CCEA website, including support materials linked to the Supporting Learning initiative in conjunction with EA and other education bodies.	Statistics recorded to monitor engagement and emerging trends, which will determine effectiveness of site. New website features or services are delivered. Communications plan to support access to learning resources at ccea.org.uk. Grow our stakeholder engagement through information sharing of CCEA resources.	3, 6
2.3	Throughout 2021/22, CCEA will provide high quality advice and resources to support schools in their delivery of the curriculum in the context of the post COVID-19 recovery. Throughout 2021/22 continue to deliver to a high standard and in line with the relevant business cases on a range of projects commissioned by DE.	CCEA contributes to supporting parents and pupils through:- By 30 June 2021, CCEA will carry out a second review of the Supporting Learning Hub within the educational context at that time to ensure it continues to meet targeted needs for 2021/22 academic year. By 31 March 2022, CCEA will develop and implement a full communications plan to promote existing and new resources to cover all areas of learning Cross Curricular	3, 6

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		Skills (CCS), and Thinking Skills and Personal Capabilities (TSPC). By 30 September 2021 enhance suite of Numeracy 'how to' resources'x3 to facilitate independent learning/revision of key mathematical methods which will also enable parental support. By April 2021 deliver resources to support learning and teaching of the history of the creation of NI and NI contribution to the global stage thereafter. By March 2022, delivered as per Business Case on the following projects: • Wellbeing • Relationships and Sexual Education (RSE) • Period Poverty • Key Stage 3 transition • Active Citizenship (DoJ)	
2.4	Throughout 2021/22, CCEA will provide guidance on key progression pathways for pupils across the key stages and a range of subjects, in the context of the NI Curriculum and CCEA qualifications.	By 31 August 2021, publish 2021/22 pathways for Arts, Digital and Science. By 31 March 2022, develop progression pathways for numeracy, literacy and modern languages (with reference to Irish, Spanish, German and French).	3, 6

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		By 31 March 2022, to receive feedback on progression pathways from schools and other stakeholders to validate the pathways and to inform impact measurement in 2022/23. (2021 delivery delayed due to COVID).	
2.5	Throughout 2021/22 continue delivery of the Computer Adaptive Testing (CAT) project.	CCEA contributes to supporting parents and pupils by; Producing and quality assure literacy and numeracy items for Key Stage 2 CAT project. Running Key stage 3 literacy and numeracy tests for formative purposes. Develop items to support Irish Medium version of the numeracy test.	3, 6
2.6	Throughout 2021/22, CCEA will use collaborative approaches to support the development of digital skills across the Key Stages, including consideration of the impact of COVID.	By 31 March 2022, promote Digital Skills resources and target users including through education partner platforms. By 30 September 2021, establish a stakeholder ICT Programme Board with remit across the Key Stages. By March 2022, agree with key digital and other support partners strategic support for ICT CCS and digital across the key stages.	3, 6

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2.7	Subject to DE direction, throughout 2021/22, CCEA will deliver statutory assessment arrangements in Communication, Using Mathematics and Using ICT as required by the Department of Education. Regardless of requirements for statutory assessment for 2021/22 CCEA will continue to support schools with the delivery of the CCS.	Subject to DE direction, ensure that all CCEA requirements in support of statutory assessment arrangements, as required by DE, are delivered subject to resources.	3, 6
2.8	Throughout 2021/22, CCEA will continue to develop new, technology enabled, methods of assessment, which provide confidence and supportive information to learners and teachers.	Complete two pilot exercises in Technology Enabled Assessment (Quantum) in Digital and Languages (French and Spanish) and report on the confidence provided to learners and teachers. The outcomes from the pilots will be shared with DE.	3, 6
2.9	Throughout 2021/22, CCEA will meet all UK regulatory requirements with respect to CCEA qualifications.	Regulatory Compliance with General Conditions of Recognition (any extraordinary regulatory framework put in place for Summer 2021) for all qualifications offered, in all jurisdictions (as required).	3, 6
2.10	Throughout 2021/22 CCEA will provide accessible information regarding the accuracy, validity, rigour, transportability, reliability and value of qualifications used in Department of Education funded programmes by evaluating the	A statement published in conjunction with our Annual Report and Accounts, which provides an overview and assessment of the CCEA regulated qualifications market in Northern Ireland. Carry out proportional intervention with qualifications	3, 6

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	validity, rigour and reliability of qualification provision on a risk basis.	market and awarding organisation to ensure validity, reliability and rigour of all qualifications.	
2.11	Throughout 2021/22, CCEAs curriculum monitoring activity will target specific areas based on the feedback from 2018/19 CM activities, including awareness of CCEA curriculum support and resources.	Engage with relevant stakeholders to review the statutory requirements for PDMU and LLW (including considering the Gillen review) and make recommendations for consideration. Revisit the Curriculum Monitoring Action Plan in the light of the COVID 19 pandemic and identify priorities for 2022/23.	3, 6
2.12	Throughout 2021/22 continue to deliver to a high standard and in line with the relevant business cases on a range of projects commissioned by DE.	By 30 April 2021, deliver resources to support learning and teaching of the history of the creation of NI and NI contribution to the global stage thereafter. By 31 March 2022, delivered as per BC on the following projects: • Wellbeing • RSE • Period Poverty • KS3 transition • Active Citizenship (DoJ)	3, 6
2.13	Throughout 2021/22, CCEA will provide all qualifications or curriculum information requested by regulatory authorities or government agencies in a timely manner.	All regulatory requests met within the timeframe specified and agreed.	3, 6

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		All departmental requests met within the timeframe specified and agreed.	

Strategic Priority 3 – Look after our children & young people

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN?	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S)
3.1	Throughout 2021/22, 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 this will be reported on in the CCEA Annual Report.	Package and promote guidance and support materials to include key curriculum messages about Wellbeing in school practice. Ensure appropriate links with other relevant projects such as RSE, menstrual wellbeing and citizenship.	1-8

Strategic Priority 4 – Support those who need more help with learning

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

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4.1	Throughout 2021/22 CCEA in collaboration with DE, EA and other children's authorities, where appropriate, will work to shape and support educational policies with a view to improving provision for children with SEN, including in the context of the impact of COVID 19.	By 31 March 2022, report on recommendations for providing guidance on assessment for learners with Special Educational Needs. By 31 March 2022, review Q Skills structure and make recommendations based on current research, to include social & emotional, physical progression. By 31 January 2022, review and amend Quest LLW. By 31 March 2022, develop PEER awards scheme arrangements (systems development from April 2022 – delivery from Sept 2022).	3, 6, 7, 8

Strategic Priority 5 – Improve the learning environment

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN?	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S)
5.1	Throughout 2021/22, CCEA will support DE in fulfilling its statutory duty to encourage and facilitate the development of Integrated and Irish Medium Education and will provide a report to DE when requested.	By a date specified by DE, a report provided to DE detailing evidence that this commitment has been achieved, and information provided on the impact of actions. By 31 October 2021, launch Interactive maths resource. By 31 March 2022, establish structure and content for Irish Medium (IM) Language framework By 31 March 2022, publish Part 1 of the KS4 Gaeilge textbook. By 31 March 2022, develop databank of IM CAT Numeracy items and trial in IM schools.	3, 6, 7, 8
5.2	**Shared Education** Throughout 2021/22, CCEA will comply with its duty to consider shared education and will exercise its power to encourage and facilitate shared education, in line with legislation and DE's Sharing Works Policy and will provide a report to DE when requested. Work with education partners to promote all CCEA resources relevant to Shared Education.	By a date specified by DE, a report provided to DE detailing evidence that this commitment has been achieved, and information provided on the impact of actions. Increased awareness of the range of existing/new CCEA resources to support Shared Education.	3, 6, 7, 8

Strategic Priority 5 – Improve the learning environment

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

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Strategic Priority 7 – Support and develop our education workforce

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN?	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [insert number(s)]
7.1	**Staff Absence** Throughout 2021/22, to work with DE to implement the Managing Attendance Strategy for the Education Sector and reduce absence levels.	Achieve an absence target of 6.0% of available working days in 2021/22 for CCEA staff. To attend all meetings of the Education Sector Managing Attendance Forum.	3, 6

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

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN?	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S)
8.1	**Accurate and Timely Accounts** By the required date, to submit to DE & the Comptroller and Auditor General (C&AG) draft 2020/21 accounts in accordance with the Accounts Direction, Whole of Government Accounts (WGA) & Review of Financial Process consolidation pack and to prepare accounts with an unqualified audit opinion and within the timescales outlined by DE/ NIAO. • Draft accounts submitted to DE by Account Direction date. • WGA returns made by the required date. • Review of Financial Process consolidation pack submitted by the required date.	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 accounting officer.	3, 6
8.2	**Compliance** Throughout 2021/22, 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.	All Business cases, consultancy and procurement compliant with relevant guidance, and have appropriate approvals within delegated authority and as required are submitted to the Department in a timely manner to allow full and proper scrutiny. Full adherence to the requirements of Northern Ireland Guide to Expenditure, Appraisal and Evaluation (NIGEAE),	3, 6

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		DoF guidance, Construction & Procurement Delivery's guidance notes and guidance issued by DE.	
8.3	**Pay Remits** Throughout 2021/22, to ensure that the pay remits align fully with public sector pay policy as detailed in relevant DoF guidance.	No breaches of Public Sector Pay Policy.	3, 6
8.4	**Budget Allocations** Ensure that **overall resource** expenditure and **overall capital** expenditure is contained within the agreed budget allocations for the separate budget categories, with no overspend and an underspend of no more than 1% of each budget category by year-end.	Budget contained with any underspend within the 1% limit with no overspend, for each category (i.e capital and resource). All budget allocations utilised within the parameters set out by DE.	3, 6
8.5	**Prompt Payment** Throughout 2021/22, 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.	90% of all non-disputed invoices paid within 10 working days of receipt of invoice. 97% of all non-disputed invoices paid within 30 days of invoice date. Progress reported monthly.	3, 6
8.6	**Cash Management**	Monthly drawdown of cash is within 5% of the monthly forecast requirement.	3, 6

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

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	Throughout 2021/22, to ensure the monthly drawdown of cash is within 5% of the monthly forecast requirement.	Progress reported monthly.	
8.7	To provide a forecast of the 2021/22 cash requirement for the Spring Supplementary Estimates in line with the Department's timescale and 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.	3, 6
8.8	**Effective Governance** Throughout 2021/22, to ensure effective governance through full compliance with all required procedures (as detailed in the Partnership Agreement / Management Statement, Financial Memorandum (MSFM), as appropriate) and related governance guidance issued by DE.	All corporate governance decisions comply with Partnership Agreement and engagement plan or MSFM. Draft Business Plan, in-year and end-year Business Plan updates provided to DE within set timescales. Annual and Mid-year Governance Statements submitted and approved within set timescales. All new board members receive corporate governance training within 6 months of appointment, and all members to have regular (at least annual) review of their skills and knowledge.	3, 6

Strategic Priority 8 – Effectively manage, review and transform our education system We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning			
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		An annual audit of Board skills and effectiveness completed by CCEA.	
8.9	Throughout 2021/22 CCEA will collect information regarding the accuracy, validity, rigour, transportability, reliability and value of CCEA qualifications.	All CCEA examinations and qualifications awarding will have been carried out accurately, fairly and in accordance with the General Conditions of Recognition.	3, 6
8.10	Throughout 2021/22 CCEA will sustain all current accreditation in relevant external quality standards.	CCEA will have maintained all relevant ISO accreditations.	3, 6
8.11	Throughout 2021/22, we will ensure that our finances, people and resources are used in a safe and efficient way, minimising waste.	Estates plans developed and delivered in line with the CCEA Estates Strategy.	3, 6