

CCEA CUSTOMER CHARTER REPORT

10/11

Putting you first
How have we scored?



Rewarding Learning

CCEA Customer Charter Report

We developed our Customer Charter in consultation with you, our customers, to help us set standards and provide a service that meets your needs. To ensure that we meet these standards, we monitor our performance on a regular basis and report our achievement to you each year.

- The Customer Charter has 58 standards. During 2010/11 we met 56 of them.
- We have divided the standards into two sections: 28 Corporate Standards and 30 Service and Performance Levels.
- Below is a list of our performance results set against the customer standards for 2010/11.



Corporate Standards

Customer Charter Service Standard	Performance Evidence	Achieved?
To be accessible to you, we will:		
<p>make our services available to those who wish to use them in Northern Ireland and, where appropriate, the rest of the United Kingdom and beyond</p>	<p>During 2010/11:</p> <ul style="list-style-type: none"> • Approximately 98,000 primary pupils completed Interactive Computerised Assessment System (InCAS) assessments. • Approximately 80,000 students completed CCEA qualifications. • We marked and graded approximately 700,000 examination papers. • We issued approximately 200,000 grades to students. • We revised five science specifications and introduced the new qualifications in September 2011. • We provided an e-newsletter for our qualifications to over 1000 teachers. • We developed learning resources to help achieve the objectives of the Science, Technology, Engineering and Mathematics (STEM) strategy for Northern Ireland, ensuring the future success of STEM education. • We successfully awarded the new A* grade at A Level for the first time. 	
<p>endeavour to provide our products and services in a variety of ways to meet the needs and preferences of customers</p>	<p>During 2010/11 we:</p> <ul style="list-style-type: none"> • tried to create a balance between providing information online and as hard copy to satisfy our customers' needs, for example email, online forms, printed information leaflets, invitations to events etc; • sent more emails to teachers to communicate with them quickly and effectively and reduce the need for printed materials; • developed onscreen marking further, with subject experts using new technology to mark 50,000 examination scripts; • developed an online service for renewing contracts for senior examining teams and professional associates; • introduced access to online examination results for all A2 students; • introduced Topic Tracker for GCE and GCSE Mathematics, allowing teachers and students to create their own examination papers online for practice purposes; • continued to support children with special educational needs through 'Quest for Learning'; and • continued to support the Irish Medium sector by producing an additional 125 resources. 	
<p>for the purposes of accessibility for all our customers, consider all requests for the provision of information, materials and publications in alternative formats</p>	<p>As a result of requests during 2010/11 we:</p> <ul style="list-style-type: none"> • developed new Entitlement Framework qualifications, which offer more choice and flexibility for all learners aged 14 and above by giving them access to a range of learning opportunities suited to their needs, abilities and interests; • responded to 54 Freedom of Information (Fol) requests; • translated 192 examination papers for Irish speaking schools; and • modified approximately 1000 examination papers into various formats for students with specific requirements. 	
<p>try to make our publications as easy and straightforward to understand as we can, and try to avoid all unnecessary jargon</p>	<p>We maintained Plain English Standards that include using language appropriate to the audience and clear layout and design in:</p> <ul style="list-style-type: none"> • many of our specifications and subject microsites, as well as some of our teaching resources, online courses and marketing materials; and • the Entitlement Framework newsletter (<i>ef@ccea</i>) and our Qualifications Development and Support (QDS) newsletter (<i>qdsnewsletter</i>). 	

Customer Charter Service Standard	Performance Evidence	Achieved?
To be accessible to you, we will:		
enable web content accessibility for anyone with reading difficulties or who is visually impaired	<p>Our web content meets:</p> <ul style="list-style-type: none"> • <i>Web Content Accessibility Guidelines</i> (all pages conform to Level AA; most conform to the AAA standards); • the Cabinet Office’s guidelines for UK government websites; and • the World-Wide Web Consortium’s standards for XHTML 1.0 Strict and CSS level 2. <p>We also:</p> <ul style="list-style-type: none"> • provide BrowseAloud (software that reads web pages aloud to help users with reading difficulties); • provide alternative text or transcripts for images, video and other multimedia; • provide consistent navigation, history trails and search features on every web page; and • annually review viability of new accessibility tools available on the market. 	✓
ensure easy access to the CCEA main building for people with a disability	<p>To ensure easy access to the main building, we:</p> <ul style="list-style-type: none"> • provide accessible parking spaces with clear signage for people with a disability; • offer an accessible bay for every disabled member of staff who has a blue badge; • have a low reception desk for wheelchair users; • provide disabled toilets on every floor; • provide lifts and have evacuation chairs available on every floor and have staff trained to use them; • provide push pads on some doors; • have First Aiders in all of our buildings; and • ensure all visitors are made aware of emergency exits and that anyone in the building with a disability receives a Personal Emergency Evacuation Plan (PEEP). 	✓
dispatch all orders for publications within 14 days of receipt	Target 100% Achieved 100%	✓



Communication

Customer Charter Service Standard	Performance Evidence	Achieved
To ensure effective communication we will:		
consider carefully all and any views and opinions you give to us	As a result of your comments we: <ul style="list-style-type: none"> • addressed problems identified through feedback from events; • made online versions of questionnaires available in hard copy, where appropriate; and • made additional car parking available for visitors during busy examination periods. 	✓
regularly consult on the products and services we provide	During 2010/11 we: <ul style="list-style-type: none"> • carried out our yearly electronic customer satisfaction survey about the performance of Examination Awarding Bodies operating in Northern Ireland; • consulted Northern Ireland teachers and stakeholders about new specification content to ensure it is relevant, innovative and stimulating; • consulted learners and teachers about the suitability of the Entitlement Framework for students between 14–19 years; • consulted teachers, lecturers, employers and higher education bodies at each stage of the revision of the GCSE specifications; • consulted learners with special educational needs and their teachers to ensure the products and services we developed for them were based on solid evidence; and • carried out 18 surveys (both electronically and as hard copy) on a range of products, using focus groups and face-to-face interviews, with individuals including teachers, classroom assistants, principals, pupils, parents, examiners and moderators. 	✓
keep you informed about our work through our website www.ccea.org.uk , news releases to the media, and a range of print materials that support our products and services	We provided: <ul style="list-style-type: none"> • Three <i>qdsnewsletters</i> – a web and email publication for teachers, lecturers and tutors to keep up to date with the latest news in qualifications development and support; • 17 press releases, made available on the internet; • 45 subject-specific microsites, nine vocational ACETS microsites and nine curriculum microsites; • an online results page for students; • an examiner support website; and • guidance documents on assessment, subject specifications, student guides and exemplification materials. <p>This year we increased our use of technology and creativity to provide online support using new tools, such as vodcasts, virtual learning environments, Twitter and Facebook.</p>	✓



When you phone our main switchboard we will:	Achieved	When you write to us we will:	Achieved	When you visit us	Achieved
aim to take your call between the hours of 8.30 am and 5.00 pm Monday to Thursday and 8.30 am to 4.35 pm on Friday (excluding Public and Bank Holidays)	✓	aim to make, at least, an initial response to your letter, fax or email within five working days of receipt and a substantive response within one month	✓	if you have an appointment we will meet you within five minutes of agreed time of arrival	✓
identify ourselves by name on the telephone	✓	endeavour to respond in a clear, concise and easily understood manner	✓	without an appointment we will try to meet you within 15 minutes of arrival	✓
answer direct-dial numbers within three rings	✓	identify ourselves by name in written responses sent by us	✓	we will endeavour to make provision for parking for visitors	✓
take a message or let you leave a mailbox message, where the person you want to speak to by telephone is not available	✓				
be courteous and polite	✓				

Customer Charter Service Standard	Performance Evidence	Achieved
If you make a Freedom of Information (Fol) request we will:		
send an acknowledgement letter to you within five days of receipt and let you know when you might expect a full response	Target 100% Achieved 100%	✓
respond to your request within the 20 working day deadline and if this deadline cannot be met notify you that there is likely to be a delay	Target 100% Achieved 100%	✓
notify you if the information requested is not held by CCEA and assist you in pursuing your request with another authority	Target 100% Achieved 100%	✓
advise you how to make a complaint if you are unhappy with the way CCEA has handled your request	Target 100% Achieved 100%	✓

Customer Charter Service Standard	Performance Evidence	Achieved
If you make a complaint to us we will:		
make, at least, an initial response to your complaint within five working days of receipt	Target 100% Achieved 100%	✓
make a substantive response to a complaint within one month of receipt, if this is not possible an explanation will be given for the delay	Target 100% Achieved 100%	✓
try to learn from your complaint to improve our service	As a result of customer feedback we have: <ul style="list-style-type: none"> improved the online and hard copy complaint notification form to make it more user friendly; and screened relevant examination papers to remove any sensitive issues that could impact on candidates. 	✓

Service and Performance Levels

Customer Charter Service Standard	Performance Evidence	Achieved
Curriculum		
We will:		
through advice to Government, ensure that the curriculum enables young people to achieve their full potential and to develop as individuals and as contributors to society, the economy and the environment	We submitted further advice to the Department of Education about assessment and reporting arrangements to support the Northern Ireland Curriculum.	✓
provide teachers with appropriate guidance to assist in the implementation of the curriculum	We provided: <ul style="list-style-type: none"> an Annual Support Programme through events and support materials; the Northern Ireland Curriculum website (www.nicurriculum.org.uk) and opportunities for continuing professional development (CPD) for teachers assessing Cross-Curricular Skills; and a range of curriculum support materials for Key Stages 1, 2 and 3, particularly in relation to STEM. 	✓
ensure that teachers and pupils have equality of access to the NI Curriculum	We: <ul style="list-style-type: none"> continued a major programme of Irish Medium support and NI Curriculum support; and provided a range of curriculum materials for pupils with special educational needs. 	✓
evaluate our curriculum products to ensure relevancy to pupils and teachers	We undertook: <ul style="list-style-type: none"> surveys and research events with teachers on Irish Medium resources; and a survey with principals and parents on the <i>Quick Guide to the Curriculum</i>. <p>We also provided an online evaluation questionnaire for primary and post primary curriculum resources.</p>	✓

Customer Charter Service Standard	Performance Evidence	Achieved
Assessment and Reporting		
We will:		
support schools in making accurate and consistent assessments at Key Stages 1 and 2 through exemplar materials, agreement trials and school visits	During 2010/11 we: <ul style="list-style-type: none"> made exemplar material available to all schools; and undertook 61 moderator school visits/agreement trials. 	✓
review the assessment standards of all schools undertaking Key Stages 1 and 2 assessment through moderation (on a voluntary basis)	We reviewed 132 portfolios from 81 schools.	✓
deliver Key Stage 3 test papers to schools on the published scheduled dates	Target 100% Achieved 100%	✓
provide a re-mark service within four weeks of closing date for all centres that have concerns about the outcomes of Key Stage 3 tests	Target 100% Achieved 100%	✓

Customer Charter Service Standard	Performance Evidence	Achieved
Assessment and Reporting (continued)		
We will:		
provide to schools, on an annual basis, support materials and information that will enable them to record and report on a broad range of pupil achievement, including the annual report	We produced: <ul style="list-style-type: none"> • Primary Records of Achievement folders; • Post Primary Progress Files; and • an annual report that is available both in print and online. 	✓
support primary schools in delivering computer based assessment	To support primary schools, we provided: <ul style="list-style-type: none"> • face-to-face training for assessment co-ordinators and classroom assistants; • online training for approximately 120 new Year 4–7 teachers; • Primary Principals' Information Seminars; • a frequently used helpdesk facility; and • awareness sessions for unions, Education and Library Board colleagues, educational psychologists and peripatetic teachers. We also: <ul style="list-style-type: none"> • revised and updated training on www.nicurriculum.org.uk • produced leaflets for parents on assessing children through InCAS in Years 4–7; • further developed and revised the InCAS Annual Report web area, which includes audiovisual presentations, online software tutorials, management case studies and 'Inky', an InCAS pupil demo, in both English and Irish Medium; • produced an audiovisual case study on using and analysing InCAS feedback; and • worked with C2k to support the delivery of necessary software. 	✓
provide support to schools as they report the outcomes of the computer based assessments for Year 4–7 pupils to parents during the autumn term	We provided: <ul style="list-style-type: none"> • extensive support to schools via assessment co-ordinator training and website training guidance materials; and • principals' seminars and two new case studies, focusing on the analysis, interpretation and use of InCAS assessment outcomes. 	✓
deliver the Key Stages 1, 2 and 3 ICT Accreditation Scheme within the agreed deadlines	Target 100% Achieved 100%	✓
issue accurate assessment results to centres on the published dates	Target 100% Achieved 100%	✓



Service and Performance Levels

Customer Charter Service Standard	Performance Evidence	Achieved
Qualifications		
We will:		
issue Essential Skills certificates to all adult centres in Literacy and Numeracy within the four week turnaround period	Target 100% Achieved 100%	✓
provide Access Arrangements for candidates with particular needs, for example examinations papers in large print format, in Braille, in a certain colour	<p>We modified:</p> <ul style="list-style-type: none"> • 185 question papers for both Modified Enlarged Paper (MEP) and Unmodified Enlarged Paper (UEP) – these papers were amalgamated for the first time in 2010; • 551 question papers for the visually impaired; and • 409 question papers for the hearing impaired. <p>We:</p> <p>provided an examination paper in Braille; and produced a PDF document for a candidate to use with Job Access with Speech (JAWS) – a computer screen reader program.</p> <p>We offered over 30 different options of access arrangements for GCSE and GCE examinations.</p>	✓
provide support for all our qualifications through, for example, school visits, support materials, organised events and telephone advice as appropriate	<p>To support our qualifications we:</p> <ul style="list-style-type: none"> • developed and maintained a wide range of subject-specific and other qualifications websites, containing viewable and downloadable support materials for teachers; • hosted the Celebrating Excellence and Celebrating Achievement awards where GCSE, GCE and vocational qualifications students were recognised for their outstanding achievements; • hosted the annual True Colours exhibition of artwork by Northern Ireland GCSE and GCE pupils; and • offered four Examinations Officer road shows and three Invigilators Training sessions. 	✓
provide a free Invigilation Service for any centre in Northern Ireland taking CCEA examinations for a range of subjects	We provided a free Invigilation Service for centres in Northern Ireland taking CCEA examinations.	✓
provide a dedicated examinations helpline for a 10 day period following the issue of the Spring and Summer GCE AS/A2 and GCSE results to assist centres, students and parents with a wide variety of queries	We responded to 144 calls in the Spring series and 1186 calls in the Summer series.	✓
acknowledge all applications for Enquiry About Results and Access to Scripts within seven working days of receipt	Target 100% Achieved 100%	✓
notify centres of the outcome of an examinations results enquiry (clerical check) within 20 calendar days of the request being received	One request for Enquiry about Results was reported outside the deadline of 20 calendar days. We will continue to manage responses to requests to ensure deadlines are met.	✗
notify centres of the outcome of an examinations enquiry (re-mark) within 30 calendar days of the request being received	Target 100% Achieved 100%	✓
at GCE level through the accelerated service, notify centres of the outcome of an examinations results enquiry within 18 calendar days of the request being received	Target 100% Achieved 100%	✓

Customer Charter Service Standard	Performance Evidence	Achieved
Qualifications (continued)		
We will:		
at GCE level, a Priority Access to Scripts request will be issued in accordance with Joint Council for Qualifications (JCQ) deadlines	Target 100% Achieved 100%	✓
at GCSE and GCE levels when a request is received for an enquiry along with a request for access to the script, dispatch the photocopy of the script within 10 working days after the dispatch of the result of the enquiry	Target 100% Achieved 100%	✓
notify centres of the outcome of an appeal against examinations results within 50 working days of the appeal being lodged (<i>any working days falling between 25 December and 1 January inclusive will be excluded from the allowed 50 working days</i>)	Target 100% Achieved 100%	✓
issue examinations certificates to centres for the Summer series by the 2nd week in November	Target 100% Achieved 100%	✓
publish by the 1 September each year the CCEA Qualifications Admin Handbook on our website	Target 100% Achieved 100%	✓
publish charges information for a range of services for all qualifications at the beginning of each academic year	During 2010/11 we included entry charges for qualifications in the administration handbook and published Enquiry about Results and Access to Scripts service charges on our website: www.ccea.org.uk	✓
publish annually on our website a primary/post primary resource catalogue and an assessment and examinations sales catalogue	Target 100% Achieved 100%	✓
issue accurate examinations results to centres on the published dates	For the Summer 2010 series, some of the results for A2 Chemistry were issued inaccurately. We immediately put in place steps to: <ul style="list-style-type: none"> • identify the problem; • set up a dedicated helpline to respond to queries from centres; • correct marks and grades for the affected candidates; • provide UCAS and CAO with amended candidate grades; and • inform the centres of the issue and requested that they keep candidates informed on our behalf. 	✗



If you have any suggestions for improvement or queries about our Customer Charter or our performance, please contact:

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