

Sir George Norton starts role as Commandant at the Royal College of Defence Studies

News story

Sir George Norton officially assumes the role of Commandant of the Royal College of Defence Studies (RCDS) from his predecessor Rear Admiral John Kingwell.



Sir George Norton MOD Crown Copyright

Today, Sir George Norton officially assumed the role of Commandant of the Royal College of Defence Studies (RCDS) from his predecessor Rear Admiral John Kingwell.

Following 38 years of service in the British Army, Sir George most recently served as the UK military representative to NATO and the European Union.

Sir George Norton said:

It is a great honour to take up this role of Commandant of the Royal College of Defence Studies (RCDS) with its long history of excellent strategic education. During this time of complex and accelerating change, RCDS is well positioned to continue to educate leaders from across the UK military, government and our international allies.

Located in Belgravia, London, close to the heart of government, RCDS is the senior college of the Defence Academy of the United Kingdom. Each year its principal academic course prepares more than 100 senior British and international military, civil service and private sector officials for strategic leadership roles.

In line with government direction during Covid-19, all defence sites have taken measures to prioritise the safety of students and staff. They continue to train and educate students in line with government guidance, in particular by implementing opportunities for more digital ways of working and learning.

Please view further information on [RCDS](#).

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[Police to receive 2.5% pay increase](#)

It matches the 2.5% rise awarded last year, which gave forces the largest pay increase since 2010.

Policing continues to be an attractive career, with the numbers of people joining the police reaching a 10-year high.

Between October and May, more than 78,000 people applied to forces, as the government makes good on its pledge to put 20,000 additional officers on the streets in three years.

Those interested in becoming one of the new officers can search #JoinThePolice today.

Home Secretary Priti Patel said:

When I became Home Secretary, I promised to give our police the funding, powers and resources they need to keep us safe.

We are recruiting 20,000 additional officers in the next three years and more than 3,000 have already joined.

The policing system has got its biggest funding boost for a decade, and now we are also increasing police pay by 2.5%.

This government is backing the police and as Home Secretary I will do everything in my power to ensure our police are fully supported.

The Police Remuneration Review Body (PRRB), an independent board set up by the Home Office to make recommendations on pay, took evidence from across the policing sector and the government. It recommended a 2.5% rise for 2020 to 2021 based on a variety of factors, including affordability, recruitment and retention, which the government accepted in full.

The pay rise follows several announcements designed to support and protect

the police.

Earlier this month, the government launched a targeted consultation for doubling the maximum sentence for assaults on emergency workers to two years.

The Home Secretary has also set out plans for a Police Covenant, focusing on physical protection, health and wellbeing and support for families.

The National Police Wellbeing Service, launched in April 2019, also continues to be funded by the government to provide support direct to officers and staff.

[Civil news: CWA codes updated after telephone gateway's removal](#)

News story

We have updated our Controlled Work and Administration (CWA) codes guidance following removal of the mandatory telephone gateway.



New CWA reporting guidance is available now that the telephone gateway is no longer mandatory for clients seeking advice about education, discrimination and debt.

Clients are now able to choose between remote and face-to-face advice following the removal of the telephone gateway on 15 May 2020.

We have been updating our systems, forms and guidance to reflect this change. The new reporting guidance is part of this work.

Providers will now be able to submit a debt matter on CWA without providing information to show how the case meets the gateway rules. This applies to all cases opened on or after 15 May 2020.

Further information

[CWA codes guidance](#) – to download ‘Guidance for reporting controlled work July 2020’

[Mandatory telephone gateway phased out](#) – news story on 15 May 2020

[Controlled work application forms](#)

[Civil Legal Advice \(CLA\)](#) – for clients who want remote advice

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[Civil/crime news: LAA annual report and DLAC report 2019-20](#)

News story

Legal Aid Agency (LAA) annual report and accounts published alongside Director of Legal Aid Casework (DLAC) report.



Chief Executive of the Legal Aid Agency, Jane Harbottle said:

“The Agency has made strong progress against the four strategic objectives set out in the 2019-20 business plan.”

These include:

- timely and reliable access to legal aid
- delivering value for money for the taxpayer

- building our relationships
- realising our full potential through being fair, proud and supportive

Jane said: “The provision of legal aid matters. Every day through working collaboratively with providers we help people in need.”

These are the seventh such reports for the agency since it came into being in April 2013.

The LAA and the DLAC role were both created by the LASPO Act 2012. The reports document the work carried out under these functions.

Further information

[Legal Aid Agency annual report and accounts 2019 to 2020](#)

[Director of Legal Aid Casework annual report 2019 to 2020](#)

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Ofqual Summer Symposium 2020

This afternoon (Tuesday 21 July) we held our annual summer symposium for stakeholders, covering the exceptional arrangements in place for awarding GCSEs, AS and A levels, as well as other General Qualifications, Applied Generals and other similar Vocational and Technical Qualifications this summer.

Opening the event, Ofqual Chief Regulator Sally Collier thanked stakeholders for their collaboration, and paid tribute to schools and colleges for their hard work and professionalism in delivering this year’s exceptional arrangements on behalf of their students.

While everyone, including many students themselves, would have preferred exams and assessments to have gone ahead this summer, most students will receive calculated grades in time to progress to further study or employment. Any student unable to receive a calculated grade, or who would like to improve their grade in a subject will have an opportunity to take exams in the autumn.

Topics discussed at the symposium included:

Equalities

As in every year, fairness and equality has been at the heart of our decision-making for the arrangements for this summer. We have carried out equality impact assessments for all of our consultations, and sought input from a range of representative organisations.

We, like many others, have been concerned about the risks of bias in judgements used this summer and we have done everything we can to minimise or eliminate them.

Our preliminary analysis is very encouraging and suggests there will generally be no widening of the gaps in attainment between different groups of students. In other words, the concern that identifiable groups of students would lose out from this year's arrangements has not been borne out.

We do recognise some students may still wish to appeal or make a complaint about their grade, and we – and the exam boards – are committed to making those processes straightforward for them and their families.

Standardising GCSE, AS and A level grades this summer

It is essential that we make sure the same standard is applied to the thousands of grades schools and colleges up and down the country submitted for their students. This is why the centre assessment grades schools and colleges have submitted are currently being statistically standardised.

[We received broad support for the aims and principles of the standardisation model when we consulted earlier in the year.](#) Since then, we have been extensively testing possible variations of the model to ensure we selected the one which gives students the most accurate results possible. Now that the deadline has passed for centres to submit their centre assessment grades and rank order information, it is possible to provide more information about how the model will operate. We are not publishing the precise statistical formulas being used; we will publish this detail on results days. It is an important principle that everyone finds out their results at the same time on results day and early publication of this information could lead to some unfairly finding out their results early or cause unhelpful anxiety if they are incorrectly calculated. The information we have published today provides greater detail to support understanding of the grading process this summer.

The model provides a critical tool to maintain standards, both between centres and over time. It will operate to align standards between different schools and colleges and ensure that national results are broadly in line with those in previous years. Overall, students' results will be no worse and indeed slightly better. In designing the model, we have taken a number of decisions which work in students' favour. For example, the historical data used in the model will be based on previous years' results after any reviews of marking or appeals, and in tiered GCSEs we have allowed students to receive 'off-tier' grades, so that students will not fall off the higher tier

and be ungraded if centre assessment grades are adjusted downwards. As a consequence, national results this summer may be slightly higher than last year's, approaching an increase of 1% GCSE and around 2% for A level, although we will make sure there is not any significant change in year on year results for any subject which would undermine the value of the qualifications for progression.

Though the process of awarding grades this year is far from complete, we can see the likely extent of the adjustments needed to centre assessment grades to deliver consistent standards across schools and colleges. From the data that we have reviewed we expect the majority of grades students receive will be the same as their centre assessment grades, and almost all grades students receive will be the same as the centre assessment grades or within one grade. Results for students will therefore almost always be broadly in line with centres' and teachers' expectations, reflecting the skills, professionalism and integrity of those involved.

A substantial number of students will receive at least one grade that has been adjusted as a result of the standardisation process. And while some will be adjusted upwards, on average, centres have submitted grades that are higher than would be expected. That is not surprising, given that the circumstances meant teachers were not given an opportunity to develop a common approach to grading in advance; and they naturally want to do their best for their students. As such, if centre assessment grades were not statistically standardised, we would see results for 2020 that were, on average, 12 percentage points better than in 2019 at A level and 9 percentage points at GCSE; with greater peaks at some key grades such as 4 (at GCSE) and B (at A level). Improvement on such a scale in a single year has never occurred and to allow it would significantly undermine the value of these grades for students.

Any adjustments made as a result of standardisation will be precisely determined by exam boards for each subject in each school and college, and evidence based. And these adjustments mean universities, colleges and employers can be confident this year's results carry the same value, and students can compete on a level playing field for opportunities with students from previous and future years.

[We have published a fact sheet and film](#) for centres and stakeholders which provide more detail about how GCSE, AS and A level grades will be standardised this summer.

Calculating results for VTQs

We discussed the principles underpinning the methodologies used to calculate results in VTQs, including the different sources of evidence used, and how assessments have been adapted for qualifications where a calculated results approach would have been inappropriate.

Appeals and autumn exams and assessments

The presentation covered the routes available to correct any errors, how to raise concerns about bias and opportunities to take exams or assessments in the autumn.

More information is available in the [slide pack of today's presentations](#).