

## National Curriculum Council and the Schools Examination and Assessment Council Update — Technology Consultation

Any views or comments should be forwarded to Michael Walker at the National Curriculum Council, Albion Wharf, 25 Skeldergate, York YO1 2XL.

On 17th December Baroness Blatch, Minister of State for Education, launched the Secretaries of State's proposals for a revised technology order. The proposals are based on the work of the review group formed in June last year following the acceptance of the National Curriculum Council's (NCC) advice that technology in the national curriculum should be reviewed. The group consisted of HMI and officers from NCC and the Curriculum Council for Wales (CCW).

The launch of the proposals signalled the start of a three month period of public consultation lasting until 31st March. Views are being sought from everyone with an interest in technology education and, in particular, teachers, schools and LEAs. NCC has sent copies of the proposals to every maintained school in England and Wales.

There are two main ways of making your views known to NCC — either through the meetings and discussions many LEAs, national and local associations are holding, leading to group responses, or via your own school's or institution's response. In either case, it is necessary to use the structure provided by the consultation response form since this structure provides a means of organising the great weight of data that will be generated during consultation.

The response form is long, and asks many detailed questions. This is partly because of the large number of issues involved, and partly because the NCC hopes to draw heavily on the wide range of expertise of teachers and others.

Every consultation response received by 31st March will be noted and analysed by NCC. Early replies will help us to respond to the Secretary of State by the deadline of 24th May 1993.

### ■ Quality

This copy of Design & Technology Teaching includes a special supplement which raises some of the issues identified at two recent seminars organised by the NCC to establish the meaning of quality in design and technology.

The supplement presents some of the ideas which arose at the seminars, with the intention of encouraging readers to examine the issues and make known their views on the points raised.

We hope that the supplement will be used to start a discussion about what quality might mean in D&T education. It should be seen as a starting point and not viewed as an exhaustive list. Consequently comments are welcomed in the hope that we can more precisely articulate what quality in design and technology should look like.