



**NCCA**

An Chomhairle Náisiúnta  
Curraim agus Measúnachta  
National Council for  
Curriculum and Assessment

# Consultation Report on the Background Paper and Brief for the Review of Leaving Certificate Business

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## Introduction

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To inform a review of Leaving Certificate Business as part of the broader redevelopment of senior cycle, a [Background Paper and Brief for the review of Leaving Certificate Business](#) was developed. This Background Paper was approved for consultation by Council on June 16<sup>th</sup>, 2022, and the public consultation ran from September 5<sup>th</sup> to October 28<sup>th</sup>, 2022.

The Background Paper provides an overview of the current context in which the review and redevelopment of LC Business is taking place, including consideration of relevant policy developments within both education and the world of business. It then looks at how business education is currently provided for within the Irish curriculum before focusing in more detail on the current Leaving Certificate Business syllabus. The paper includes an overview of business education internationally and presents how this curriculum area is offered in five different jurisdictions before concluding with issues which were identified for consideration in the development of a new specification for Leaving Certificate Business. Finally, it sets out the brief for the redevelopment of the LC Business curriculum.

The aim of the consultation on the Background Paper was to seek the views of interested parties in relation to the ideas and issues set out in order to inform the work of the Development Group in redeveloping the LC Business curriculum.

This report on the consultation presents an overview of the consultation process, followed by a summary of the feedback received, and explores key findings from the consultation for the work of the subject Development Group as they progress their deliberations on a revised subject specification for Leaving Certificate Business.

## Section One: Consultation process

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Consultation is a key aspect of NCCA's work, where advice is shaped by feedback from the public, schools, settings, education interests and others (NCCA, 2022). The following section presents an overview of the methodological approach employed during this consultation which is underpinned by the principles set out in NCCA's Research Strategy (2019) and provides a summary of engagement during the consultation.

### Methodological approach

The consultation on the Background Paper and Brief for the review of Leaving Certificate Business included multiple modes of engagement during the eight-week consultation process:

- An online survey
- Written submissions
- Regional focus group sessions
- Focus groups to capture student perspectives including engagement with third level students and recent school leavers

A self-selecting sampling approach was used for the online survey, written submissions, and regional focus group sessions. An open call to all schools invited expressions of interest to support the student voice aspect of the consultation, and participating schools were chosen at random from the list of applicants. The perspectives of recent school-leavers, including third level students, were also captured through focus groups. The survey and written submissions facilitated the collection of data from a wide cross-section of respondents, while the face-to-face events supported more extensive discussion and exploration of the issues for consideration.

Students aged 18 years and over consented to their participation in the consultation with parental consent and student assent sought for school visit participants under the age of 18. A detailed written record of all discussions was made during focus groups and school visits. Data gathered through focus groups and school visits was anonymised and transcribed, and all data from the consultation was stored as digital files in line with NCCA's Data Protection Policy (2020). The privacy of all participants has been maintained through anonymisation, except where an organisation has given explicit permission to be identified as contributing to the consultation.

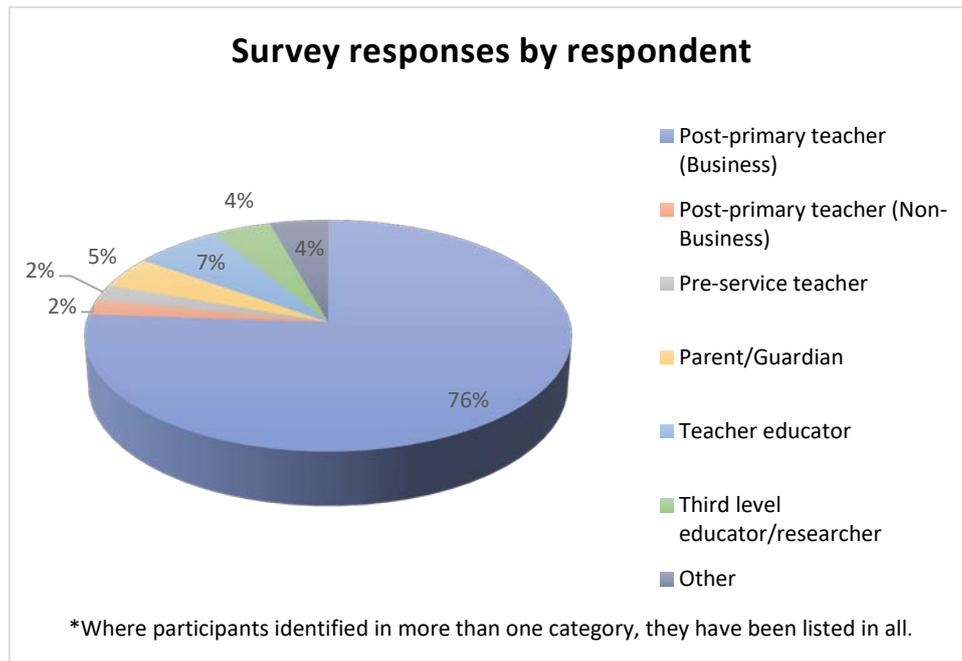
A thematic approach was used for data analysis and was framed by the issues for consideration set out in the Background Paper. This helped to identify and analyse themes within the data gathered. The findings of this analysis are presented in Section Two of this report.

### Consultation responses

Four regional focus groups were held with two sessions in Dublin, one in Cork and one in Galway. 34 teachers participated in these focus groups.

41 responses were received through the online survey with ten organisations (listed in Appendix A) requesting to be identified as having responded to the survey. An overview of the online survey respondents is presented in Figure 1.

Figure 1: Overview of online survey responses



Four schools supported student participation in the consultation with seven focus groups undertaken with Transition Year students and 6<sup>th</sup> Year students. A total of 57 students took part in the second level student voice aspect of the consultation. Further engagement with recent school leavers and third level students captured the perspectives of 13 participants.

Five written submissions were received from interested parties and organisations which are listed in Appendix A.

## Section Two: Feedback from the consultation

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This section presents an overview of the feedback received during the consultation. The consultation focused on exploring the strengths and challenges associated with the existing [Leaving Certificate Business syllabus](#) (1996) and discussion of the following issues for consideration as outlined the [Background Paper](#) (pp.25-27):

- Opportunities for business-related learning across senior cycle
- The scope of the subject (including the development of financial literacy)
- Digitalisation and the world of business
- The significance of ethics
- The importance of skill development
- Assessment of Leaving Certificate Business.

Other areas which were not directly consulted upon, but which were considered relevant to the development of the subject by those participating in the consultation, are also presented in this section of the report.

### Strengths and challenges associated with the existing syllabus

Participants identified a number of strengths associated with the current syllabus with the breadth of the course highlighted as being particularly positive. The study of Business was seen as being very relevant to the real world, meaningful to the lives of students and helping to develop a range of life skills. Many participants highlighted that Leaving Certificate Business being accessible to all students is a strength, pointing to the fact that students who may not have studied Business Studies at junior cycle can still choose to study Leaving Certificate Business.

The volume of content and the structure of the current syllabus was also discussed. There were differing opinions amongst participants, with some stating that the current syllabus was adequate for 180 hours while others felt that there was too much content in the syllabus for the allocated time. In terms of structure, a small number of participants saw the existing unit-based approach as a strength in terms of structural clarity while others felt that it was disjointed and that often led to a siloed approach to planning. Some of the other strengths discussed by participants related to assessment and these are explored further in the discussion below on [Assessment of Leaving Certificate Business](#).

Several challenges relating to the current syllabus were also identified during the consultation. A significant number of participants highlighted the focus on theory and the volume of theory within the course as a particular challenge. This was seen as leading to information overload, thereby eroding opportunities for the development of critical thinking, problem-solving and analytical skills, as students do not have enough time or space to develop their thoughts. It was considered important to allow for real-world application of student learning so that students can understand the relevance of their learning rather than maintaining a focus on learning content such as lists of terms, definitions and advantages and disadvantages.

*'The current syllabus is too exam focussed leading to a lack of encouragement to think outside the box.'* (Written submission, NUIG PME Year 2)

The 'text-heavy' nature of the current syllabus was seen as contributing to students memorising vast quantities of theory in preparation for the examination. Both teachers and students were frustrated by this, believing that the nature of the examination was driving *rote learning* rather than providing space for creative application or interpretation of learning while a number of participants felt that the structure of the syllabus was also a factor:

*'There is a tendency for the current syllabus to be broken down into disparate chunks that are rote learned for examination purposes and not seen for the part they play in the modern business world.'* (Online survey response)

Although the majority of participants in the consultation highlighted the 'real world relevance' of Leaving Certificate Business, the current syllabus was also seen as 'static' and 'outdated' against the backdrop of the dynamic and rapidly evolving world of business, with a need to update the content to better reflect the 21<sup>st</sup> century environment. Further challenges identified by participants in the consultation related to the current assessment approaches. These aspects are further explored in the relevant sections below.

## Opportunities for business-related learning across senior cycle

The potential for cross curricular learning at senior cycle was broadly valued across the consultation. Participants identified links with a range of subjects including Economics, Accounting, Home Economics, Mathematics, Politics and Society, and Geography. However, it was also noted that it is essential to ensure that any opportunities for business-related learning are coherent and do not result in too much overlap:

*'Ní mór a aithint go mbíonn baint ag eilimintí áirithe d'ábhar an Ghnó le hábhair eile [...] agus go mbíonn comhthreomharachtaí áirithe eatarthu agus is gá a dhéimhniú nach dtarlóidh róphlódú nó an iomarca trasnaíle eatarthu.'* (Aighneacht scríofa ó COGG)

*'It is important to recognise the links between Business and other subject areas [...] and it is important to ensure that there is not too much overcrowding or overlap across these.'* (Written submission, COGG)

It was also seen as important that teachers of other subjects are aware of what students learn in Business so that students have a more coherent learning experience and can build on what they have learned previously:

*'Teachers [of Business] might be aware of the links within the business subjects but perhaps it needs to be clearer across other subjects.'* (Regional focus group participant)

Significant discussion took place around the Leaving Certificate Vocational Programme (LCVP) with participants feeling that there were multiple opportunities for business-related learning in this programme across the World of Work and Enterprise Link Modules. It was felt that the work experience component of the LCVP programme is valuable and that students of Leaving Certificate Business would benefit from some practical experience of the workplace and the world of work. However, the challenge of sourcing relevant hands-on work experience was also

highlighted. Some participants felt that placing a focus on off-site visits and guest speakers as set out in LCVP could also benefit learning in the Business classroom. Potential overlap with business-related learning in Transition Year (TY) was also discussed during the consultation, with some participants cautioning against over-emphasising enterprise education as participants felt that there was a significant focus on the formation of mini-companies in both TY and LCVP. However, there was broad agreement that skills such as research, innovation and creativity should be developed to support *an entrepreneurial mindset*.

Some discussion took place around synergies between Economics, Accounting and Business as Leaving Certificate subjects. A number of participants felt that Business students should develop a deeper understanding of the impact of the economy on the world of Business. Others suggested that the cash flow forecasts and ratios on the current syllabus should focus more on analysis and understanding the position of the organisation and proposing potential solutions.

## The scope of the subject

The dynamic nature of the world of business was a driver for extended discussions around the scope of the subject. Initial discussions focused on the potential range of areas that could be included in the new specification. All participants in the consultation were eager to ensure that the specification would be somewhat '*future proofed*' through consideration of the areas of learning included in the final specification while also acknowledging the rapid nature of evolution in the world of business. It was suggested that case studies and relevant scenarios could be useful in this respect. Participants also cautioned against the potential negative impact of an overloaded specification on teaching, learning and assessment:

*'Members who expressed a view were generally happy with these elements [the Scope discussion within the Background Paper] although it was pointed out that the amount of 'subject content' must not be so great that it undermines the possibility for creative and engaging teaching and learning approaches. (Written submission, BSTAI)*

The potential of Business to foster a deeper understanding of the world of work was an area of significant discussion, with a need for students to understand the 21<sup>st</sup> century workplace which has changed significantly since the development of the current syllabus. It was felt that through the study of Business, students should be better prepared for the workplace and understand how employees, leaders and managers interact within the diversity of the 21<sup>st</sup> century business environment.

The importance of understanding legislation relevant to the workplace was also explored, with some concerns expressed about the dynamic nature of legislation and communicating relevant changes to legislation to ensure clarity for examination purposes. The use of hyperlinks to maintain a list of the relevant legislation was suggested as a possible solution. Students considered it more important to understand legislation in context rather than simply learning summaries of different laws, while some teachers suggested that legislation should be integrated into relevant topics. It was felt that this would help students to apply and understand the legislation rather than simply '*learning it off*,' and in that way, students could develop a deeper understanding of the relevant legislation for both themselves and for organisations. The need for an understanding of Health and Safety legislation was highlighted, as was the need for students to have a greater awareness of data protection.

There was broad consensus that students should learn about aspects of business relevant to their own lives, to their local area, nationally, and internationally. The topic of enterprise and entrepreneurship was also discussed in detail throughout the consultation. It was felt that enterprise needed to move beyond simply learning about the skills and characteristics of an employer and company formation. Students need to understand the benefits of entrepreneurship and develop an entrepreneurial mindset, as innovation and creativity are valued in all areas of employment as highlighted in the *2020 Realising Innovation Strategy* published by the Department of Public Expenditure and Reform (DPER):

*'Ní mór béim faoi leith a chur ar an ídiú agus ar an nuálaíocht sa tsonraíocht nua – ionas gur féidir scoláirí a chumasú leis na scileanna cruthaitheacha fiontraíochta cuí, chun aghaidh a thabhairt go cumasach ar réimse an ghnó agus na láithreach oibre i ndiaidh dóibh an scoil a fhágáil.'* (Aighneacht scríofa ó COGG)

*It is important that the new specification focuses on innovation and being innovative to ensure that students are empowered to develop skills in creativity and entrepreneurship which would support them in the world of business and the world of work after school.'* (Written submission, COGG)

The potential for students to undertake feasibility studies was also discussed, with a need to be careful not to oversimplify enterprise as being about running a mini-company, as idea generation, conducting research, and investigating feasibility were considered essential aspects of starting or expanding a business.

Some discussion took place around the areas of learning set out in Units 6 and 7 of the current syllabus (*Domestic environment and International environment*). Some students found these aspects of the course difficult, while others found these areas 'boring' due to what they saw as a focus on simply memorising material. It was considered important that students would understand how the economy and decisions made by the Government impact on consumers and businesses alike. Furthermore, there was broad agreement that students should appreciate the opportunities and challenges of globalisation, and membership of trading blocs such as the EU.

The importance of developing student financial literacy was widely acknowledged throughout the consultation, however there were mixed perspectives on how best to achieve this. Some participants felt that this should not be the sole preserve of Business, as financial literacy is a life skill, and all students should learn these skills. A number of participants felt that financial literacy is already a significant aspect of the current junior cycle Business Studies specification and that there are also opportunities to develop these skills in Transition Year (TY), but others pointed to the fact that not all students will have studied junior cycle Business Studies or completed a financial literacy programme as part of TY. A greater understanding of taxation, borrowing, and savings and investment were seen as key areas within personal financial literacy, with a need to ensure that students could make informed decisions. It was also felt that students should develop analytical skills in this area rather than focusing solely on theory:

*'We welcome the emphasis in the Background Paper on financial literacy and financial resilience. We would like to see the application of knowledge, the development of competences, and decision-making abilities become a core function of the Business Specification.'* (Written submission, JCT)

The potential for the EC-OECD-INFE financial competence framework to support the development of financial literacy was also suggested:

*'[The EC OECD INFE] framework will offer practitioners opportunities to develop competencies that foster financial literacy in key areas such as: digitalisation, entrepreneurship, sustainable finance, and society.'* (Written submission, CCPC)

A number of participants in the consultation felt that the development of financial literacy should extend beyond personal financial literacy, with a need for a greater understanding of business literacy, including applying for finance, taxation, and a greater focus on risk-taking.

The need to develop digital financial literacy was also noted as an important aspect of financial literacy and this is explored further in the discussion below on [Digitalisation and the world of business](#).

The importance of understanding the impact of technology on the world of business and the significance of ethics and sustainability were also explored in discussions around the scope of the subject. These findings are discussed in both [Digitalisation and the world of business](#) and [The significance of ethics](#).

## Digitalisation and the world of business

Participants in the consultation unanimously agreed that the new specification would need to reflect the advances in technology that permeate the world of business, including innovative technologies such as those driving the Fourth Industrial Revolution.

The current focus on technology was seen as outdated, particularly across areas such as communication and marketing. Students suggested that learning around communication should be updated to reflect a more interconnected digital society. In terms of marketing, teachers explored how the traditional '4 Ps' had been revolutionised with the advent of digitalisation, while students discussed the significance of social media platforms, the importance of regulation, and impact of influencers:

*'Business is moving into online marketing, which is harder to regulate, which is important to learn about. It needs to be more practical and modern than what we currently learn.'* (Student focus group participant)

Participants felt that learning about digitalisation should be integrated into all areas of learning in Business rather than seen as a standalone unit of learning. Other suggestions included having digitalisation as a cross-cutting theme, which would allow students to consider the impact of technology on multiple aspects of business. Throughout these discussions, there was significant emphasis on the need for students to be analytical in nature when learning about technology as it can have both positive and negative impacts across the world of business:

*'Students should develop an understanding on how to utilise technology to create a better future for generations, opportunities for innovation (goods & services), ways we work, social goods and consider the diverse and complex challenges e.g., inequitable society and ethical implications'* (Written submission, JCT)

The importance of digitalisation from the perspective of the consumer was widely discussed during the consultation with the advent of technology changing the way in which we consume both goods and services. Students taking part in the consultation felt that this was an important aspect of 21<sup>st</sup> century business and that the new specification should reflect the advances in digital technologies including e-commerce, digital and online banking, and crypto currencies. Financial services were highlighted by many participants as an area of particular importance:

*'Personal finance is becoming increasingly digitalised with digital access and digital literacy becoming vitally important for financial well-being' (Written submission, CCPC)*

It was agreed that the impact of Covid-19 highlighted how digitalisation has impacted on the world of work and ways of working in addition to changing how business is transacted:

*'Chonacthas go paiteanta an tionchar dearfach a d'imir féidearthachtaí na teicneolaíochta le linn na paindéime Covid-19 agus mar a thug an ghéarchéim ardán forbartha do lucht gnó agus fórsaí oibre maidir le feidhmiú na cianoibre agus na hoibre hibridí.'* (Aighneacht scríofa ó COGG)

*'We clearly saw the positive influence and potential of technology during the Covid-19 pandemic and how the crisis resulted in the need for technology to provide a platform for organisations and the employees to support remote and hybrid working arrangements.'* (Written submission, COGG)

## The significance of ethics

Participants in the consultation generally agreed that both ethics and sustainability would be relevant and important considerations in the development of a new specification. The current approach to ethics within the syllabus was generally considered inadequate and outdated and needed to be more relevant to the current business environment with a focus on areas such as ethical and sustainable consumerism, the ethical workplace, and the importance of ethical and sustainable business practices. The development of critical thinking skills was seen as important to support students in becoming more critically aware:

*'Business responsibility is at the fore now in relation to ethics and sustainability. This needs to form part of a core component of the new specification around business actions, impact & consumer decision-making.'* (Online survey response)

The use of case studies to support learning in this area was widely discussed during the consultation, and it was suggested that this approach would also support the development of analytical skills. Students felt that it was important to be able to question the ethics of a company particularly in light of 'greenwashing' and companies marketing themselves as ethical and sustainable.

The majority of participants felt that it was important that students learn about ethics from both a business and personal perspective, with a number of participants referring to the development of beliefs and values and their influence on decision-making:

*'Definition of what a useful Business Senior Cycle student [should] look like by 18 years of age – a force for good in the world, not just self-interest and profit'  
(Written submission, NUIG PME Year 2)*

There was broad agreement that both ethics and sustainability should be integrated across the learning outcomes in the specification rather than becoming a stand-alone area of learning. A number of participants in the consultation suggested that ethics and sustainability could be cross-cutting themes in the new specification, while others proposed that this area of learning might become part of a unifying strand.

## **The importance of skill development**

All participants in the consultation recognised the potential of Business to support students in developing a range of skills relevant to their own lives and to the world of business which would equip them for further study, work, training, and life in general, but that knowledge and understanding were also important to provide a basis for the application of these skills. While acknowledging that the current syllabus offers students opportunities to develop life skills, it was also felt that there could be significant potential for students to further develop a range of skills such as communication, research, analysis, critical thinking, and evaluation.

*'I would like to learn more about analysing business structures – we are learning about businesses but not really analysing or applying the knowledge.'* (Student focus group participant)

Many participants felt that students should have an opportunity to build on the key skills developed in junior cycle and those fostered through the Classroom-Based Assessments. Students also highlighted the need to learn how to work as part of a team, including working with people who are *'difficult to work with'* as this is an important skill for life and for the world of work in particular.

Participants in the consultation felt that it would be most effective to take an integrated approach to skill development and that it would be important for these skills to be recognised and rewarded in approaches to summative assessment. Students also felt that it is important that these skills are fostered as part of ongoing teaching and learning rather than being approached theoretically, and that there should be opportunities to develop these skills across the two years of senior cycle.

## **Assessment of Leaving Certificate Business**

The use of case studies as an approach to teaching, learning and assessment was broadly appreciated by teachers and students alike, as this approach facilitates diving deeper into topics and understanding how they are interconnected. However, participants also felt that the use of more modern and realistic case study scenarios would be more engaging, and that case studies could also be a vehicle for developing a greater understanding of business in the local community. A number of participants referred to the approach to case studies used in the final examination in LCVP where the case study is provided in advance of the examination. Some participants felt that this could be explored as an aspect of assessment of the new specification as it would allow students to become familiar with the text of the case study and also allow for the use of a longer, more detailed, and more realistic scenarios:

*'The case study is not provided in advance unlike LCVP, which causes anxiety in Business students. If you got the case study in advance students could have time to prepare and they would be comfortable and familiar with it.'* (Regional focus group participant)

Although the consultation did not focus specifically on the existing final examination paper, participants offered a broad range of perspectives and opinions on the current arrangements. The level of question choice in the current examination was highlighted as a strength by both teachers and students. However, a small number of respondents expressed concern that the current structure supported students in avoiding questions related to the domestic and international business environments. There were mixed views on the Applied Business Question (ABQ) which appears on the Higher Level examination paper, with some participants feeling that this approach was a strength of the current course while others felt that this was an aspect that could be improved upon. Students who had recently completed the Leaving Certificate felt that the ABQ was *'too rushed'* but that it was better to have questions like the ABQ where you applied your learning rather than questions that simply tested what you could remember.

The current format of the terminal examination was seen as presenting both opportunities and challenges. A number of teachers highlighted the clarity of the structure as a positive aspect of the examination. Both teachers and students felt that the nature of the questions on the examinations promoted memorisation of substantial amounts of theory and rarely offered students an opportunity to present their own opinions or perspectives. An apparent focus on key words and terminology was also seen as inhibiting student ownership of learning with an assumed need to respond in a manner that would command maximum marks in the examination:

*'There is a little bit of a challenge with the case study as you have to apply your learning- but the marking scheme is really harsh – key words rule everything, and you couldn't be creative with your answers.'* (Student focus group participant)

The introduction of a second assessment component in Business was an area of significant discussion throughout the consultation. The majority of participants welcomed this development, seeing it as bringing the subject *'in line'* with other Leaving Certificate subjects. The second assessment component was seen as providing an opportunity to reduce the pressure of the 3-hour examination paper, to assess and potentially reward a range of skills not adequately assessed by the current final examination, and perhaps providing opportunity for students to explore an aspect of business of interest to them. Students broadly welcomed the introduction of a second assessment component as a means of reducing the emphasis on the final examination; as providing a platform to demonstrate a range of skills; and providing an opportunity to do something *'more practical.'*

A small number of participants disagreed with the introduction of a second assessment component preferring a singular focus on a terminal examination. Some participants in the consultation also discussed potential concerns regarding the introduction of the second assessment component, including timing (when the assessment would take place and how to avoid too much overlap with assessment in other subjects), weighting, reliability, equity, and validity.

The format of the second component was also the subject of much discussion, with participants hoping that those developing this new component might explore a range of formats. Suggestions from participants in the consultation included the possibility of presenting the component in digital or multi-modal formats and offering students a degree of choice in choosing something of interest to them. It was also suggested that the component might provide an opportunity for students to learn about business in their local area through conducting a feasibility study or developing local case studies.

### **Other areas of discussion**

Participants in the consultation highlighted the need for the provision of supports for schools prior to, and during the implementation of the new specification, including the need for comprehensive professional learning supports for teachers. The need for clarity in learning outcomes set out in the specification was also raised by a number of participants. It was also noted that Irish-medium schools should have access to resources in line with those available to English-medium schools to support successful implementation of the new specification.

Clarity regarding assessment was a particular focus for teachers participating in the consultation who emphasised the importance of sample assessment materials, sample exam papers and timely publication of any brief for the second assessment component.

## Section Three: Key findings for subject development

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The findings of the consultation indicate that the redevelopment of Leaving Certificate Business is timely and widely welcomed, and that the Background Paper and Brief for the review of the subject provides a comprehensive overview of the issues that will need to be considered by the Development Group. This section of the report identifies some of the key findings for the redevelopment of the subject arising from the consultation.

### **The scope of the subject**

The Development Group will need to be mindful of the breadth of the specification to ensure that the learning set out can be taught and assessed within a minimum of 180 hours and in doing so, will need to consider the purpose of Business as a subject and the areas of learning that are most important and relevant for students. There is also a need to ensure that the new specification is accessible and challenging for all students and that the learning set out within it is representative of the evolving nature of the 21<sup>st</sup> century business environment.

### **Opportunities for skill development**

The learning outcomes set out in the new specification should provide opportunities for students to develop their knowledge and understanding of the world of business while also requiring students to apply this knowledge and understanding in a meaningful way, develop critical awareness and engage in evaluation where relevant. Students of Leaving Certificate Business should have an opportunity to continue to develop a wide range of skills relevant to their daily lives, the world of work, further study and training and starting their own business.

### **The dynamic nature of the world of business**

The learning outcomes in the new specification will need to reflect the dynamic nature of the world of business and should be developed so that they do not become rapidly outdated. Particular attention will need to be paid to how legislation is set out in the specification to ensure that teachers and students are aware of the relevant updates to legislation for the purpose of assessment in particular. It is important that the new specification broadens beyond a focus on theory and content and reflects the importance of students' critical engagement in learning with a need to consider an increased emphasis on ethics, sustainability and the impact of digitalisation while also exploring how to foster financial literacy.

### **The structure of the specification**

It is considered important that the course structure should support the integration of different areas of learning to ensure a coherent learning experience for students and assist teacher planning. In addition, the course structure should foster skill development, and support students in incrementally developing an understanding of how business is relevant to their daily lives, to the local community and both nationally and internationally.

### **The potential of a second assessment component**

The introduction of a second assessment component offers significant potential for the subject. The Development Group will need to consider a range of potential areas for assessment and explore different modes of assessment in order to develop a valid, reliable, and equitable component that supports students in developing and demonstrating a range of skills and potentially provides an opportunity to explore business in their local area.

## Conclusion and next steps

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The consultation on the Background Paper and Brief for the redevelopment of Leaving Certificate Business generated rich discussion and lead to useful and thoughtful feedback from multiple perspectives. The quality of the responses to the consultation demonstrated significant engagement with the Background Paper and the thoughtful and considered opinions and suggestions offered indicate the extent to which Leaving Certificate Business is valued by participants in the consultation.

NCCA would like to thank all of those who participated in focus groups, completed the online survey, or made a written submission. Furthermore, NCCA are grateful to the school leaders who facilitated teachers in participating in the focus group events and to all of those who supported student participation in the consultation.

This report has presented an overview of the range of views and perspectives across the consultation process. The findings presented in this report will provide direction and guidance for the Development Group who were recently convened to undertake the task of developing a new specification for Leaving Certificate Business. The Development Group will continue their work, informed by the findings outlined in this report, and it is anticipated that a draft curriculum specification will be available for public consultation in Q3, 2023.

## References

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## Appendix A

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As part of the consultation on the Background Paper and Brief for Leaving Certificate Business the following organisations requested to be identified as having responded to the online survey:

- St Aidan's CBS, Whitehall
- Business Department, Presentation College, Athenry
- St Brigid's Presentation, Killarney
- Woodbrook College, Bray
- NUI Galway
- Oatlands College
- Thomond Community College
- Junior Achievement Ireland
- Trinity College, Dublin
- Business Department, St Mary's Secondary School, Nenagh.

During the consultation five written submissions were received from the following groups and organisations:

- The Competition and Consumer Protection Commission (CCPC),
- Junior Cycle for Teachers (JCT),
- The Business Studies Teachers Association of Ireland (BSTAI),
- An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG),
- Business and Economics methodology students in the PME year 2 at the National University of Ireland, Galway (NUIG).



**NCCA**

An Chomhairle Náisiúnta  
Curaclaim agus Measúnachta  
National Council for  
Curriculum and Assessment