**Template for written feedback on Background paper and Brief for the development of senior cycle modules for students following Level 1 and Level 2 Learning Programmes**

Introduction

As part of the broader redevelopment of senior cycle, follow-on modules for students progressing from Level 1 and Level 2 Learning Programmes at junior cycle will be introduced from September 2024.   
  
The public consultation on the Background Paper and Brief for the development of senior cycle modules for students following Level 1 and Level 2 Learning Programmes at junior cycle is now open. The aim of this process is to capture the views of teachers, parents and interested parties on the Background Paper and Brief. NCCA would greatly appreciate your feedback. This feedback will inform further work on the development of senior cycle modules for students following Level 1 and Level 2 Learning Programmes. Please read the Background Paper and Brief at [here.](https://ncca.ie/en/resources/background-paper-and-brief-for-the-development-of-follow-on-modules-for-students-following-level-1-and-level-2-learning-programmes/)

**Issues for Consideration**

Section 5 of the Background Paper (pp. 28-30) sets out a number of issues for consideration in the development of senior cycle modules for students following Level 1 and Level 2 Learning Programmes. These arise from the nature of the junior cycle Learning Programmes from which the students are transitioning and draw on themes emerging in the preceding sections of the Background Paper. Based on your reading of Section 5 and the previous sections of the

Background Paper, please provide your observations on each of the following areas:

1. Target group and criteria for accessing follow-on modules at senior cycle.
2. Continuity and progression from Level 1 and Level 2 Learning Programmes at junior cycle into senior cycle and beyond school.
3. Alignment with NFQ
4. Guidelines for schools and teachers
5. An integrated senior cycle
6. Assessment, reporting and certification.
7. Diverse pathways and transitions for students.
8. Professional development and inclusive practices

The discussion prompts below go into greater detail in each of these areas. If you wish to provide a written submission on the Background Paper and the Brief for the development of senior cycle modules for students following Level 1 and Level 2 Learning Programmes, you may use the prompts below and return your written submission by email to [specialeducation@ncca.ie](mailto:specialeducation@ncca.ie) by Friday 28th of April 2023

### Target group and criteria for accessing the modules:

*Remaining**cognisant of the target group of students for these modules, please provide your observations on the best approach to clarify and communicate to all stakeholders the criteria for accessing follow-on modules in senior cycle.*

### Continuity and progression:

*Please provide your observations on how knowledge, understanding and skills developed at junior cycle, can be consolidated and progressed in senior cycle and transferred beyond school.*

*Please provide your observations on what other areas of learning need to be considered in the development of senior cycle modules that may not have been addressed, heretofore, in the Level 1 and Level 2 LPs at junior cycle.*

### Alignment with the National Framework of Qualifications (NFQ):

*In the context of follow-on modules in senior cycle, what are the considerations in relation to the level indicator(s) of the NFQ to which learning outcomes for the follow-on modules should be broadly aligned.*

### Guidelines for schools and teachers:

*Please provide your observations on the nature and scope of teacher guidelines that will be required to assist teachers in the introduction of the follow-on modules..*

### An integrated senior cycle:

*Please provide your observations on the considerations in the development of follow-on modules for students who are in mainstream settings for undertaking their learning in mainstream classes.*

*Please provide your observations on the considerations for students progressing from the Level 1 and Level 2 LPs who may undertake to do TY, and the extent to which follow-on modules are integrated into the TY programme.*

### Assessment, reporting and certification:

*Please provide your observations on the most appropriate assessment approaches, mechanism for reporting and certification arrangements.*

### Diverse pathways and transitions:

*Please provide your observations on how modules could be designed to help students develop skills for the workplace, further/higher education, vocational education, community participation and/or adult services.*

### Professional development and inclusive practices:

*Please provide your observations on the approaches to professional development and inclusive practices needed to support teachers and schools in implementing the follow-on modules at senior cycle.*

### Additional comments or feedback:

*Please include any other comments that would be relevant to the development of senior cycle modules for students following Level 1 and Level 2 Programmes, which have not been captured in the issues for consideration.*

If submitting a written submission, can we list your organisation or name as one that has responded to our consultation in the report? We will not associate any data in the report with your organisation.

Yes

No