



NCCA

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

Report on the consultation on the draft Leaving Certificate Business Specification

June 2024

Contents

INTRODUCTION	4
SECTION 1: CONSULTATION PROCESS	6
Methodological approach	6
Consultation responses	7
SECTION 2: FEEDBACK FROM THE CONSULTATION	8
Overall impressions of the specification	8
Clarity and Coherence	9
Manageability	12
The Additional Assessment Component	13
Supports for successful enactment.....	14
Other areas of feedback.....	15
SECTION 3: CONSIDERATIONS AND CONCLUSIONS	17
Considerations.....	17
Conclusion	18
REFERENCES	19
APPENDIX ONE: LIST OF CONTRIBUTORS	20

Introduction

The Senior Cycle Review: Advisory Report (NCCA, 2022) was published in March 2022 following the response from the Minister for Education, Norma Foley, TD. Actions outlined in the Advisory Report include a review of existing curriculum components - subjects, modules, and programmes. In March 2022, the Minister for Education requested that NCCA undertake a series of actions to support the realisation of her vision for a redeveloped senior cycle as set out in [Equity and Excellence for All](#) (Department of Education, 2022). One key action set out in this plan was that a schedule of senior cycle subjects and modules for redevelopment be prepared for approval by the Minister.

NCCA subsequently prepared a schedule of subjects for review, which was organised into a number of tranches. The redevelopment of Tranche 1 subjects will be completed in 2024 for introduction to schools in 2025. The redevelopment of the specification for Leaving Certificate Business is included in Tranche 1.

The draft Leaving Certificate Business specification was made available for national public consultation from February 2, 2024, to April 5, 2024. The aim of this consultation was to seek the open and honest views of the public in relation to the curriculum and assessment arrangements in the new draft specification for Leaving Certificate Business and to gain insights into participants' overall impressions of the specification.

In addition to gaining insights into overall impressions, the consultation sought to explore four broad areas of focus:

- Manageability
- Specification coherence and clarity to support planning.
- Introduction of the Additional Assessment Component (AAC)
- Supports needed for successful enactment.

The responses to the consultation indicated a positive perspective on the specification overall. The stated Rationale and Aim for Business was affirmed with participants welcoming the focus on the contemporary world of business. The emphasis on developing students' key competencies was highlighted while the cross-cutting themes were broadly welcomed and seen as providing a good opportunity to explore essential elements of the world of business in a meaningful manner. The focus on engagement with the real world of business through student investigation was widely welcomed but some concern was expressed regarding manageability and ensuring adequate time within the 180 hours for this. The potential benefit of an Additional Assessment Component (AAC) was also broadly welcomed but participants expressed a range of concerns related to weighting, timing, and access to resources. Participants broadly welcomed the clarity provided in the new template for developing senior cycle subjects and modules but had mixed views on some new aspects of student learning that had not featured in the 1995 syllabus.

The following sections of this report will elaborate in more detail on aspects of these general findings. Section One provides an overview of the consultation process. Section Two provides insights into feedback from the consultation, while Section Three presents key considerations and conclusions.

Section 1: Consultation Process

Consultation is a key aspect of NCCA's work, where advice is shaped by feedback from the public, schools, settings, education interests and others. 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 (2023) and provides a summary of engagement during the consultation.

Methodological approach

The consultation for the review of Business included multiple modes of engagement during the eight-week consultation period:

- An online survey
- Online submissions
- A range of school-based focus groups to capture insights from teachers, students, and school leaders
- A public consultation event.

A self-selecting sampling approach was used for the online survey, online submissions, and attendance at the public consultation event. In terms of the school-based focus groups a representative sample was selected from the 37 schools that expressed an interest in becoming involved in LC Business curriculum developments. The eight schools were selected using criteria relating to DEIS status, gender, school size and type. Visits to these schools took place between February and April 2024 and involved focus group meetings with senior cycle students, teachers of LC Business and school leaders as detailed in Table 1. Students aged 18 years and over consented to their participation in the focus groups, while parental consent and student assent was sought for school visit participants under the age of 18.

A written record of all discussions was made during focus groups and the consultation event. Data gathered was anonymised, and all data from the consultation was stored as digital files in line with NCCA's Data Protection Policy (2023). The privacy of all participants has been maintained through anonymisation, except where an organisation or individual has given explicit permission to be identified as contributing to the consultation. Individuals and organisations who consented to be named as participants in the consultation are listed in Appendix One.

A thematic approach was used to analyse the feedback and was framed by the broad areas of focus within the consultation. This helped to identify and analyse themes within the data gathered. A summary of this analysis is presented in Section Two of this report.

Consultation responses

Responses were collected across the various modes of engagement which provided multiple opportunities for public engagement. Table One below provides an overview of levels of engagement across the consultation.

Mode of consultation	Overview of participants	Numbers
Online survey	Teachers, PME student, 2 nd Level student, Parent/guardians, Others (not specified)	70
Written submission	Teachers, subject representative organisations, business interest groups, businesspeople, government advisory bodies and government agencies, government department, NGOs, environmental interest groups, parent representative body	32
Teacher focus group	Teachers teaching the current LC Business syllabus	17
Student focus group	5 th and 6 th year students studying the current LC Business syllabus	61
School leaders	Principals and deputy principals	12
Public Consultation Event	Teachers, third level educators, Business interest groups and government agencies	16

Table 1: Levels of engagement across the consultation

The next section explores the feedback gathered throughout the consultation across the various modes of consultation.

Section 2: Feedback from the consultation

This section presents an overview of the feedback received during the consultation. The feedback has been grouped into the following areas:

- Overall impressions of the draft specification
- Manageability of the learning set out within the draft specification
- Coherence and clarity to support planning for teaching and learning
- The Additional Assessment Component
- Supports required for successful enactment.

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

Overall impressions of the specification

This aspect of the consultation gained insights into the Rationale and Aims, the broad vision within the Strands of Study and Key Competencies in LC Business.

Rationale and Aims

The rationale was seen as setting out the purpose and value of LC Business as a subject for students to choose, and it was considered as strongly reflecting the dynamic world of business. The focus on student personal business and financial literacy was welcomed in addition to the focus on the development of a range of competencies relevant to the world of business. There were some suggestions to review the language used with a view to making it more student-friendly and concise while some participants expressed some concerns regarding reference to the significance of business for the Irish economy as there is a separate Economics subject while others welcomed the connection.

The proposed rationale for the Leaving Certificate Business course effectively highlights the importance of understanding business in both local and global contexts. It emphasises the development of students' financial literacy, business acumen, and awareness of the evolving business landscape. The focus on how business impacts society, the economy, and the environment is interesting. Additionally, the fostering of entrepreneurial thinking and competencies for the digital age are important aspects of the rationale. (Written Submission)

The aims set out were broadly seen as reflecting the potential learning for students in studying LC Business and as capturing the most important themes in the specification and in LC Business more generally. The focus on contemporary aspects of business such as digital technology and sustainable business practice were welcomed as was the focus on developing decision making skills and the need to consider business in both local and global contexts.

Broad vision within the strands of study

The overview graphic was seen as providing a helpful visual representation of how the various aspects of student learning combine. The focus on the student at the centre of the learning was welcomed. However, some participants were of the view that this was at odds with the 'ask' of students in terms of the broader plans for assessment components across senior cycle redevelopment whereby components' weighting of 40% could significantly increase stress for students. This is addressed further in the feedback on assessment later in this section. The narrative detailing the cross-cutting themes was welcomed in terms of supporting the graphic, but some participants questioned whether the cross-cutting themes were evident in all learning outcomes while others recognised that the themes had been included where appropriate. The inclusion of engagement with the real world of business was again broadly welcomed.

Key competencies in LC Business

Participants in the consultation noted the potential of the learning set out in the draft LC Business specification to foster a range of student key competencies, including Thinking and Solving Problems, Managing Learning and Self, and Being Creative. Some participants were of the view that Working with Others should be more visible in the specification while others thought that this was better related to classroom approaches and not in specific learning outcomes.

The skills the students will learn in this subject will once again be invaluable from analysing, comparing, contrasting, researching, and referencing. A lot of these skills will come with the project and will be transversal to other subjects too. (Survey Response)

Clarity and Coherence

Perspectives on clarity and coherence in the specification were explored throughout the consultation through the lens of the strands and learning outcomes. A summary of the feedback on the strands, cross-cutting themes and learning outcomes is explored below before concluding with some broader observations on clarity across the specification and the new format used in the specification template.

Learning in the Unifying Strand

The majority of participants in the consultation welcomed the introduction of the Unifying Strand as it aligned with the Rationale and Aims and provided a basis to support the development of a range of key competencies. The learning envisaged in the strand was broadly valued by participants and seen as relevant to the study of LC Business and engagement with the real world of business while also equipping students with a range of competencies that were relevant both in the world of business and for life beyond school. Participants also welcomed the potential for the Unifying Strand to support students when completing the AAC.

I have some reservations about the additional assessment component - especially the 40% weighting - but I see that this unifying strand is necessary to help students develop the skills for the 'project' element. (Survey Response).

It was suggested that the need to weave the learning in the Unifying Strand into the contextual strands was not clear from the strand narrative, and that this could be improved upon. The name of the strand was also seen by some participants as not adequately reflecting the learning within. Participants acknowledged the connection between the learning set out in the Unifying Strand and the skills developed in completing the junior cycle CBAs, but it was seen as important that it was not implied that students would need to have completed junior cycle Business Studies to engage with LC Business as the subject is regularly taken by students who have no previous experience of studying business. There were some suggestions from teachers for greater clarity regarding expectations for students, particularly in relation to the learning outcome focusing on the development of research questions in order to ensure that the learning remained age and stage relevant and appropriate.

Learning across the contextual strands

The broad areas of business-related learning set out across the four contextual strands were welcomed by participants in the consultation and seen as providing opportunities to develop a range of key competencies, to apply a variety of teaching and learning approaches and to support students in developing as informed decision-makers. Many participants saw the new specification building on the strengths of the current syllabus while also incorporating aspects of the contemporary world of business with many participants highlighting that such changes were long overdue. Feedback across the modes of consultation suggested that participants recognised coherence across the strands and opportunities to build on learning across the two years of study.

The proposed structure of the new Leaving Certificate specification with four contextual strands - Exploring the business environment, Understanding enterprise, Leading in business, and Making informed decisions, along with the unifying strand, Investigating business, provides a comprehensive framework for students to engage with various aspects of business. Each contextual strand seems to cover essential components necessary for a holistic understanding of the business world. (Written Submission)

There were some concerns regarding references to the economic landscape with some participants feeling that this was covered in the Economics specification while others welcomed the economic references as it was not possible to consider business in the absence of an awareness of the economy. There were very mixed opinions on some of the newer areas explored in the specification, including stakeholder mapping, organisational culture, Environmental, Social and Governance (ESG), business models, corporate wellness and some of the analytical tools explored. In some cases, teachers felt that these were not age and stage appropriate and suggested that they were more suited to 3rd level as they had studied these topics themselves in higher education. Others welcomed the introduction of relevant aspects as they embodied the changes needed in LC Business while also pointing to the need for CPD to explore the newer aspects of the learning outcomes to support teachers in planning for teaching and learning. A small number of participants were of the view that there was further scope for the introduction of additional topics such as a broader focus on Fintech and more focus on areas such as sustainability, investment, capitalism, and globalisation.

I feel uncertain about some of the new terminology. Some of it I didn't do in college. But some of it I have heard people say is what you do in college so is that suitable.

I'd need support with it and also need to consider how it would work for ordinary level students. (Teacher Focus Group)

The shift to understanding the impact of policy and legislation was also widely discussed. Many participants welcomed the move towards this focus on understanding while others were concerned that external assessment would still require detailed knowledge of the particular legislation as is the case at present. Face-to-face engagement in the consultation provided opportunities to explore this further and in these engagements the majority of teachers preferred the approach employed in the specification, a view shared by all students as they too thought that this approach was more relevant to their daily lives and more useful than learning off the details of a particular law or Act. It was suggested that some additional guidance could be added in the left-hand column to provide further clarity in this respect and support teachers in planning for teaching and learning in light of this shift in focus.

I like this new approach to the legislation- I don't like learning off the laws, it is boring, and you can google them anyway. I want to know what it means for me and my life, that's what is important. (Student Focus Group)

There was some discussion regarding the accessibility of the learning for all students. Some participants welcomed the opportunity for all students to access all of the learning in the specification while others expressed the need for suitable questions to ensure that students at ordinary level would be able to achieve in the final examination. The newer topics in the specification mentioned previously were seen as potentially challenging for some students and again it was suggested that CPD could provide support in this area so that teachers could feel confident that they are engaging with these topics at a level that is age and stage appropriate.

Participants in the consultation had mixed perspectives on the order in which the strands are set out in the specification. Most acknowledged that they could start in any of the four contextual strands while others thought that the sequence implied in the specification would influence their planning. Amongst this group some felt that Strand One would provide a good basis for understanding the factors that impact on business development and consumers while others were of the view that this learning would be better experienced after some of the other learning in Strand Two in particular.

Strand Four, Making Informed Decisions was a focus of much discussion during the consultation with diverse views on the learning set out. Some participants said that this learning was essential for students; others suggested that this learning should not be the sole responsibility of the Business teacher while there were some participants who felt that it was not appropriate learning for LC Business students and that all students should experience this learning earlier in their time in school. Some participants suggested that aspects of the learning related to financial literacy should be retained, but consideration should be given to ensuring that this learning allowed for progression from junior cycle and was age and stage appropriate for senior cycle.

Strand 4 goes completely off topic on the subject of Business. It is mainly concerned with Personal Finance (which many schools, including ours, does as a separate discipline in TY). It does not fit within the context of the subject and goes off in tangents in several areas. It is not appropriate. (Written Submission)

The learning in Strand Four is vital for students, this is absolutely necessary in today's world. We can't assume that this learning will be taken care of. (Regional Focus Group)

Finally, the focus on developing a range of competencies across the learning outcomes in the specification was welcomed with teachers and students seeing opportunities to build on junior cycle learning in both Business Studies and beyond.

The cross-cutting themes

The cross-cutting themes were broadly welcomed by participants in the consultation and seen as a suitable means of integrating these elements of the contemporary world of business. The majority of participants acknowledged that the themes had been appropriately woven into the learning outcomes and noted that this would support teacher planning. It was also suggested that CPD could reassure teachers that the themes had already been embedded into the learning outcomes where appropriate and relevant, and that teachers could plan using the learning outcomes, confident that they were embedding the cross-cutting themes. The themes of digital transformation and ethics and sustainability were seen as clearly woven across the strands while participants felt that the entrepreneurial mindset, and business and financial literacy were less visible but acknowledged that they were developed through particular aspects in the Unifying Strand, Strand Two, and Strand Four in the case of financial literacy in particular. There were a small number of requests for a greater focus on sustainability including net zero and the need to explore business through the lens of global inequality.

I really like the idea of the cross-cutting themes and all four will really add to a student's experience and preparation for life after school. These are probably the more interesting areas in any study of business, so it is great to see them being placed front and centre. (Written Submission)

Specifying learning using the two-column approach

The new approach to setting out student learning through the use of the two columns was broadly welcomed with the majority of teacher participants feeling that this provided greater clarity and parameters which was welcomed. In many cases, teachers noted that the level of detail was much greater than that provided in the current syllabus and that this was further supported through the terms set out in the glossary.

I definitely welcome the layout. The two columns are much clearer than junior cycle and even provide more detail than the current Leaving Certificate Business syllabus. (Teacher Focus Group)

Face-to-face engagements during the consultation also suggested that teachers would require some time to become accustomed to the use of the two columns and suggested that this would be included in CPD. In some cases, the need for additional clarity was suggested for a small number of learning outcomes where further detail was requested in the left-hand column.

Manageability

A significant number of participants in the consultation expressed concerns regarding the manageability of the learning set out when combined with the time required for completion of the Additional Assessment Component (AAC). However, there was no consensus amongst participants regarding the areas that should be refined to support manageability with those who

questioned the newer areas of learning mentioned in the previous section believing that these could be removed, while others who had questioned the suitability of the spread of learning in Strand Four, suggested that this was an area that could be reviewed.

There appears to be far too much to cover in 2 years. Very little has been removed but a lot has been added. This would be an excellent specification for 3 years but will be incredibly difficult to cover in 2 years. My concern is that this will place excessive pressure on teachers and students. (Survey Response)

The introduction of the learning outcomes focusing on applying learning to real-life business articles and reports in the media was widely welcomed by participants. It was felt that it would require some time to build student capacity in this respect, but that it would be time well-spent as it helped to realise the Rationale and Aim while also supporting students in working towards their Additional Assessment Component.

It was also clear from discussions during the face-to-face engagements during the consultation that the action verb used in the learning outcomes was a key factor in the time that would be required to engage with the learning set out across the strands and that this would need to be considered when planning for teaching and learning.

The Additional Assessment Component

The introduction of the Additional Assessment Component (AAC) in LC Business was cautiously welcomed with participants noting that it brought the subject in line with other subjects where students had an opportunity to complete some of the final assessment before the traditional examination period in June. The opportunity to assess a broader range of competencies than those traditionally examined in the final examination was also welcomed.

A great change but I think it is a lot to do in 20 hours. More time would be needed. I think it would be good to give this to students in year one, so they have more time to work on it outside of 6th year when they are also being assessed in the written exam. (Survey Response)

The format of the component was widely discussed during the consultation. It was acknowledged that it provided an opportunity for students to further develop and build on skills developed in junior cycle, including research, analysis, and evaluation skills. However, a number of participants expressed disappointment with the format of the component believing that students should have an opportunity to present their findings either in a recorded presentation or through an interview where they would have an opportunity to discuss their findings. A number of participants also suggested that the Investigative Folder proposed in the section on Teaching and Learning should have a greater role in the AAC and would then be more valued by teachers and students alike. There were significant concerns regarding the weighting of 40% with many students and the majority of teachers and parents preferring a lower weighting for the AAC.

I do like the idea of the AAC and being able to have marks in advance. I like the idea of doing research on something that interests me. But I would be worried that the 40% would be a lot and that it might be stressful with lots of these to do. (Student Focus Group)

Linked to the issue of weighting were concerns regarding the time allocation proposed for the component. Participants expressed significant concerns regarding manageability and indicated

that the 20-hour allocation would be highly pressurised for both teachers and students which would be magnified in schools with relatively limited access to digital resources. Comparisons were also drawn with existing components such as that in Economics where there is a maximum of 20% available for the Research Study which requires 20 hours.

Having completed project work, worth only 20%, with groups of LC Economics students I would argue that 20 hours is nowhere near the time required to complete the AAC. Particularly true given the wide range of aptitudes in any class group. Kids could spend hours upon hours just trying to generate an idea for the AAC. (Survey Response)

Participants in the consultation requested that more information on the component would be included in the final specification with a need for clearer timelines and more detailed information on the brief, the work involved for students in completing the study and the role of the teacher. Many felt it was difficult to respond to the consultation questions regarding the AAC in the absence of such information, and that this section of the specification was too vague. It was noted that guidelines to support the component would be helpful, but that it was still important to have sufficient detail in the specification. Responses across the modes of consultation also highlighted the need for a range of additional support materials which are detailed in the next section.

Advances in technology and Artificial Intelligence (AI) in particular, were seen as posing challenges for the AAC with significant concerns that students could use AI or similar technologies to complete some or all of the component. There were also significant concerns regarding equity as some participants felt that students would have access to varying degrees of support while teachers also expressed concerns about their role in authenticating student work in the era of AI and similar technologies.

Supports for successful enactment

All participants referred to the need for significant support for successful enactment. These fell broadly into three categories – supports in terms of resources such as sample papers and briefs, CPD supports, and broader resourcing issues.

In terms of sample papers and briefs, participants across all modes of consultation requested that these would be made available prior to the introduction of the new specification. The assessment supports seen as essential included sample papers and marking schemes for both Higher and Ordinary Levels, sample AAC briefs and templates with marking schemes, accompanying guidelines, in addition to requests for examples of AACs at each level. In face-to-face engagements, discussions suggested that the guidelines should provide support for both teachers and students and that prompt and reflection questions to support students would be very useful. In terms of examples of AACs, participants acknowledged that the provision of examples of student work on a basis similar to that provided for CBAs would be challenging due to these being authentic examples from practising classrooms which are gathered during the school year, while the AAC will be externally assessed.

We need supports that come in time. Before the students start in 5th year. There needs to be sample papers – not just one paper and it has to show the marks, we can't be guessing, sample briefs with marking schemes, marking schemes are vital

and it would be great to have samples of AACs at different levels. (Teacher focus group)

In terms of CPD supports, teachers participating in the consultation requested multiple CPD opportunities where core CPD would be face-to-face to support networking with colleagues. It was suggested that CPD should focus on supporting teachers in planning for and teaching the new specification and consider newer aspects of the new course, the new approach to specifying student learning in the two columns and developing the competencies required for the AAC. Teachers working through the medium of Irish requested that their CPD would be provided in tandem with the CPD provided to English-medium schools and that resources developed to support the new specification would be available simultaneously in both Irish and English.

We need CPD that supports collaboration. For Economics they had support groups where you could link with colleagues to share and ask questions. We need cluster days to meet other teachers but these need to be face-to-face. Online doesn't work in the same way for people. And CPD needs to focus on what is important and give us time to understand it - things like the new learning outcomes structure are really important (Teacher Focus Group)

The final aspect identified for successful enactment focused on broader resourcing issues in schools. The main area of focus was access to IT, and it was apparent that schools had varying levels of access to devices depending on the school's individual IT policy and their ability to invest in and maintain both devices and internet access speeds. Teachers expressed concerns that the completion of CBAs at junior cycle had already placed demands on IT access and that the introduction of AACs would exacerbate this demand.

We wish to highlight a concern regarding the potential exacerbation of the digital divide. With the inclusion of seven subjects, each requiring a separate project, in 6th year, there is a risk of widening disparities between schools equipped with one-to-one device programs and those reliant on shared devices [...] We urge careful consideration of strategies to mitigate this divide, ensuring equitable access to resources and support for all students, regardless of their school's technological infrastructure. (Written submission)

Other areas of feedback

The final examination was also discussed by participants throughout the consultation and there was a strong desire, from both teachers and students, for student choice in the examination and for a mixture of short and long questions. There was also some discussion about the Applied Business Question that is currently a mandatory question on the Higher-Level paper with some participants hoping that this would be retained while others were of the view that it should be replaced by the AAC or at least be more meaningful in terms of the stimulus used.

Participants in the consultation focused not just on the redevelopment of Leaving Certificate Business, but also on broader senior cycle redevelopment and concerns about potential negative impact on student wellbeing. There were significant concerns that once all subjects had been updated, the workload for students in terms of AACs would adversely impact on students through increasing stress across both 5th year and 6th year while there were concerns that there would be

a significant impact on timetabling in terms of access to IT, extra-curricular activities and resourcing.

Section 3: Considerations and Conclusions

Considerations

Overall, the draft specification for Leaving Certificate Business was well-received and the consultation fulfilled its objective of initiating discussion and debate on key aspects of the design of the redeveloped subject. The consultation yielded feedback which has provided direction and guidance for the Development Group when finalising the specification for Leaving Certificate Business.

Issues raised for consideration in this context include:

- The requirement for clarity regarding the potential for students to study LC Business 'ab initio' so that students are not discouraged from choosing LC Business as a subject in senior cycle.
- The need to review newer topics or aspects of student learning across the different learning outcomes to ensure that they are relevant for this age and stage of learning; that there is opportunity and challenge for all students; and that the learning outcomes and glossary provide adequate clarity for teachers around these newer areas of learning.
- The need to review and consider the manageability of the learning set out within the 180 hours in light of the introduction of the Additional Assessment Component.
- How to ensure that the learning set out in the Unifying Strand is integrated across student learning in the two years of senior cycle and that this is clear within the specification.
- The request to provide further clarity for a small number of learning outcomes in the specification where it was felt that the parameters could be clearer in the left-hand column.
- The need to consider the economic-related learning set out in the specification to ensure that it is not overlapping excessively with the subject of Economics but provides for contextual understanding of the important interplay between Ireland's economic context and the world of business.
- Consider the diverse perspectives on student learning set out in Strand Four: Making Informed Decisions to decide on the most relevant learning for students of LC Business, while ensuring opportunities to build on student prior learning in this area.
- Greater clarity around the AAC, including the 20 hours allocated to the completion of the component, the timing of the release of the brief, the format of the component, the role of the Investigative Folder and greater clarity regarding student expectations when completing the component.

Feedback gathered during this public consultation highlighted a number of issues that are broader systemic considerations related to senior cycle redevelopment. These included significant concern for student wellbeing and potential levels of stress and pressure through the introduction of AACs

in all subjects as part of senior cycle redevelopment coupled with widespread concerns about access to resources (and digital resources in particular) in schools when students are completing their AAC.

In terms of implementation, provision of timely supports was a strong overarching theme in the consultation with a request for timely and equitable access to effective CPD supports which should be face-to-face and which address the needs of the teachers in understanding what they need to know about senior cycle redevelopment and the redevelopment of specific subjects.

Conclusion

The consultation process has been highly informative and the engagement of those who participated in the consultation is acknowledged. NCCA is grateful for the open, honest, committed, experience-based and expert feedback received. Consultation feedback indicates there are positive views on the draft specification, while also acknowledging that some review and reconsideration of particular aspects will be required. The provision of effective and timely professional learning supports and resources and additional clarity and support regarding assessment, are also fundamental to successful implementation.

The high level of teacher and student input to the consultation is gratefully acknowledged and the positive response from teachers indicates a sense of optimism about the opportunity to revitalise learning in Leaving Certificate Business, given that it has not undergone any meaningful changes in several decades while the world of business and the business landscape has changed significantly.

References

Department of Education (2022) *Minister Foley announces plan for reform of Senior Cycle education - Equity and Excellence for All* available <https://www.gov.ie/en/press-release/f7bf7-minister-foley-announces-plan-for-reform-of-senior-cycle-education-equity-and-excellence-for-all/> [accessed 2 May 2024]

National Council for Curriculum and Assessment, NCCA. (2023) *Data Protection Policy*, Dublin, NCCA [online] available https://ncca.ie/media/dj4fyqfx/ncca-data-protection-policy_2023.pdf [accessed 3 May 2024]

National Council for Curriculum and Assessment, NCCA. (2023) *Research Strategy*, Dublin, NCCA [online] available <https://ncca.ie/en/publications-and-research/research-strategy/> [accessed 3 May 2024]

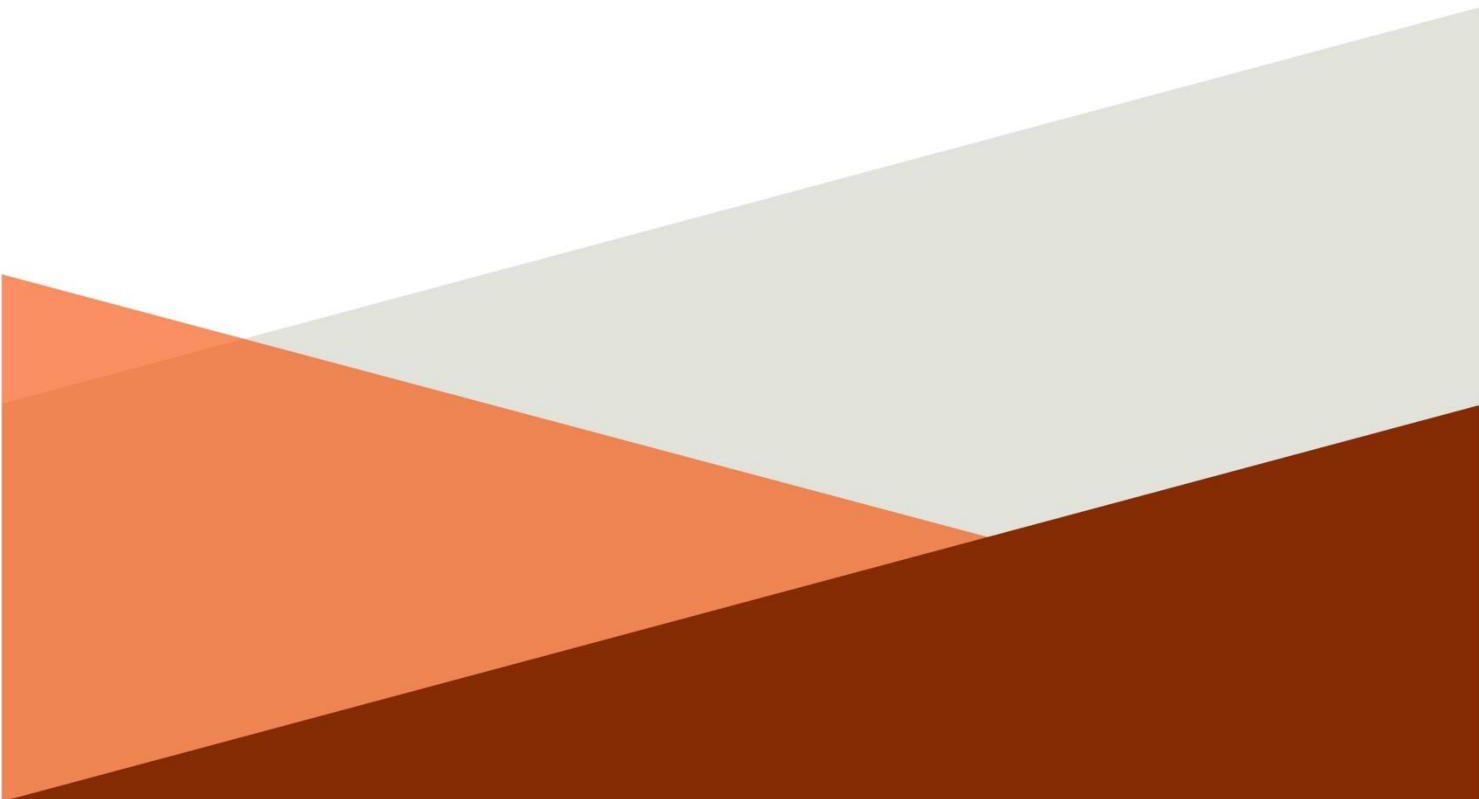
National Council for Curriculum and Assessment, NCCA. (2022) *Senior Cycle Advisory Report*, Dublin, NCCA [online] available https://ncca.ie/media/5399/scr-advisory-report_en.pdf [accessed 2 May 2024]

Appendix One: List of Contributors

The following list indicates the individuals and organisations who consented to be named as participants in the consultation via the survey or online submission:

- Aoife Barry
- Brian McKee
- Business Department of Mercy College Woodford
- Business Studies Teachers of Ireland (Galway Branch)
- Business Studies Teachers of Ireland [multiple submissions]
- Carndonagh Community School
- Catherine Barrett
- Catholic University School
- Competition and Consumer Protection Commission
- Christian Brothers College
- CMCO
- Coláiste Iosaef
- Coláiste Muire Cobh
- Convent of Mercy Roscommon
- Cooney
- De la Salle College, Churchtown
- Department of Enterprise, Trade and Employment
- Elaine O' Sullivan
- Gallen Community School, Ferbane
- Intermediate School Killorglin
- Irish Development Education Association (IDEA)
- Irish Taxation Institute
- James Doyle, St Andrews College & UCD School of Education
- Jennie Diver
- Joseph O'Callaghan Consultancy
- Just Forests
- M Mc Hale
- Mary Barry
- Mary Quill
- Mungret Community College
- National Parent's Council
- Noel Sheridan, St. Aidan's CBS Whitehall Dublin 9

- Patrick O Flaherty, Coláiste Iognaid
- Presentation College Athenry
- Sacred heart secondary school
- Sandra Devlin
- Scoil Mhuire, Buncrana, Donegal Ireland
- Sharon Hughes
- Sinéad Griffin
- Trisha
- Worldwise Global Schools



NCCA

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