



Written submission: Consultation on the draft Leaving Certificate Physical Education specification

NCCA is redeveloping Leaving Certificate Physical Education. The aim of this consultation is to obtain the open and honest views of all stakeholders: students, teachers, parents, and other interested parties. The feedback gained from the consultation will inform the work of the development group in preparing the final specification.

NCCA would greatly appreciate your feedback on the draft specification which can be found here: [Link to Draft LCPE specification](#).

When providing feedback, observations or comments, please reference the specific section and / or relevant learning outcomes.

The closing date for this consultation is 25th April 2025 at 5pm.

Data protection and open data section

NCCA is committed to protecting your privacy and does not collect any personal information about you through this written submission, other than information that you provide by your own consent. Where a respondent selects 'yes' to the question: *Are you consenting to be listed as a respondent to this survey*, respondents are consenting to having their name / organisation's name published in the final report as respondents to the online survey.

Where a respondent selects 'yes' to the question: *Are you consenting for your submission to be published*, respondents are consenting to having their submission published on ncca.ie.

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NCCA may use the data you provide in the form of quotations. Where this happens, the quote will be anonymised.

Respondent's details

What organisation are you submitting on behalf of?

Physical Education Association of Ireland

Are you consenting to be listed as a respondent to this survey?

☒ Yes
☐ No

If yes, please enter the name you wish to have published in the final report.

Physical Education Association of Ireland

Are you consenting to have the submission published on ncca.ie?

☒ Yes
☐ No



Rationale, Aim, and Key Competencies (pages 2-3, 5 -8)

Rationale: The rationale (pg. 2) outlines the nature of Physical Education and the role and importance of Physical Education in realising the purpose and vision of senior cycle.

Aim: The Aim (pg. 3) outlines the over-arching purpose of the subject and the relevance and expected impact of the subject on student learning.

In your opinion, do the rationale and aim capture the overarching purpose and nature of Physical Education; the importance of the subject in realising the vision of senior cycle and the relevance and expected impact of this subject on student learning. Please provide specific feedback / observations / comments.

We agree that the aim and rationale captures the overarching purpose of Physical Education.

We would like to note a formatting issue regarding page numbers, i.e. Rationale is down as page 2 but is page 5 of the PDF of the specification. For ease of use, page numbers should be revised to correspond with page numbers of the PDF document.

Key Competencies: Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop in an integrated way during senior cycle. These competencies are linked and can be combined; can improve students' overall learning; can help students and teachers to make meaningful connections between and across different areas of learning; and are important across the curriculum.

The draft specification sets out examples of how key competencies can be developed in Leaving Certificate Physical Education on pages 5 – 8.

In your opinion, does this section effectively capture the development of student key competencies in Leaving Certificate Physical Education? Please provide specific feedback / observations / comments.

We agree that this section captures the development of student key competencies in Leaving Certificate Physical Education. It is welcomed that wellbeing is highlighted as a key competency that is developed in our subject.



Strands of study and learning outcomes (pg. 9 - 22)

Course overview: The course overview sets out the knowledge, skills, values and dispositions for students in three strands. The specification emphasises a non-linear, integrated approach to learning across the strands.

The details of the strands are described on page 9 of the specification.

In your opinion, does the structure illustrate the connected nature of the strands and the development of student knowledge, skills, values and dispositions in an appropriate way? Please provide specific feedback / observations / comments.

Broadly, we agree with the structure of the draft specification.

For the “Students learn about” and “Students should be able to” columns, it would read more naturally and logically left to right if the columns were reversed.

Given the breadth and depth of the learning outcomes that are currently all required to be met across the three strands, we would suggest that the Subject Development Group consider some learning outcomes to become elective components of the specification to reduce the volume of content that teachers are required to cover. By creating a rotation of selected learning outcomes for respective year groups studying LCPE, it reduces the content load to be covered but also the inclusion of these learning outcomes in the specification is a reflection of the value they have to the learning experience in LCPE, rather than removing Learning Outcomes altogether.

Strand 1: Skill learning & being physically active pg. 12

Please provide your views on the learning set out in this strand with reference to

- clarity for planning for teaching and learning
- alignment with the rationale and aims
- opportunities for the development of key competencies and
- access and challenge for all students.

Please provide specific feedback / observations / comments.

We have concerns around the alignment of the title of this strand with the learning outcomes listed. Is the phrase “being physically active” too generic? Strand 1 learning outcome 10.2 addressing benefits of PA participation, this seems to be more aligned with Strand 3 (specifically Strand 3 Learning Outcome 11).



Strand 1 Learning outcome 2: Query the need for the phrase “blocked” is synonymous with the more widely used “massed”?

Strand 1 Learning outcome 10.2: Is there a need to include infancy? Start from childhood.

Use of the “*design*” action verb in the specification, for example Strand 1 learning outcome 4, this is not included in the action word list.

Strand 2: Physical & psychological demands of performance (pg. 15)

Please provide your views on the learning set out in this strand with reference to

- clarity for planning for teaching and learning
- alignment with the rationale and aims
- opportunities for the development of key competencies and
- access and challenge for all students.

Please provide specific feedback / observations / comments.

Strand 2 Learning Outcome 2.1 - The more commonly used phrase is “progressive overload” as opposed to “progression” and “overload” being independent of each other.

Strand 2 Learning Outcome 9.1 - Remove the space between ‘a and lactic’ → alactic.

Strand 2 Learning Outcome 11.1 - “Factors impacting Performance” is very generic, could this be made more specific or removed?

Might the Subject Development Group consider Strand 2 Learning Outcome 12 to be an elective component of the specification to reduce the volume of content that teachers are required to cover, but also noting the value of this content being included in the specification.

Use of the “*design*” action verb in the spec, for example Strand 2 learning outcome 6, this is not included in the action word list.

Strand 3: Factors influencing participation in physical activity (pg. 19).

Please provide your views on the learning set out in this strand with reference to

- clarity for planning for teaching and learning
- alignment with the rationale and aims
- opportunities for the development of key competencies and



- access and challenge for all students.

Please provide specific feedback / observations / comments.

Strand 3 Learning Outcome 3.1, typo “Characteristics of effective official” should this be worded “officiating”.

Might the Subject Development Group consider some learning outcomes in Strand 3 to be elective components of the specification to reduce the volume of content that teachers are required to cover, but also noting the value of this content being included in the specification.

Physical Activity

Practical engagement in physical activity is integral to the specification. The details relating to the physical activities is on pg.10 - 11

Please provide specific feedback / observations / comments on this section Please provide specific feedback / observations / comments.

More clarity is needed on the activity options and selection criteria (e.g. p.11; integration of Personal Exercise & fitness; inclusion of some sports not listed, for example: ladies football; rounders; handball.
Is the wording of “including” exclusive of certain physical activities within the named physical activity areas, i.e. is it only activities listed on page 11 that can be studied.

Additional Assessment (AAC) [ADD PAGE NUMBERS]

The AAC for LCPE provides an opportunity for students to demonstrate their understanding and application of physical education knowledge and skills described in the learning outcomes across the specification. This assessment is intended to integrate with and support ongoing learning, motivating students to engage deeply with the processes of planning, performing, and improving in physical activities while engaging with issues affecting physical activity.

Please provide specific feedback / observations / comments on the AAC in Leaving Certificate Physical Education with reference to how the AAC might motivate students, how it aligns to the learning outcomes in the specification and how it facilitates the development of key competencies.

Clarity on AAC requirements.



It is stated at the end of the draft that all students must be made aware of all aspects of assessment in this course. With this in mind, the AAC Assessment Guidelines should be released before students make their subject choices in Jan/Feb of 2026.

Will students be allowed to include footage outside of the PE class similar to the current Physical Activity Project.

Logistical challenges of gathering footage for AAC: Teachers have noted the logistical challenges of the current PA given that all footage had to be completed in PE class. One member noted that other subject departments in their school have gone to teacher unions to challenge any extra time given to PE or students coming out from other classes.

Is 25 hours (3 x 1 hour class weekly = 8 weeks roughly) realistic for a project worth 50%, teacher managing multiple projects / various sports / access to resources etc.

AAC Brief: Clarity is needed on the content and timing of proposed brief for the AAC.

Supports for Successful Enactment

Please provide specific feedback / observations / comments on supports that might be needed for successful enactment of this subject specification.

Similar levels of in-person Professional Learning provided by Oide to match what was provided during the first phase roll out of the current specification.

Members noted concerns about the amount of content to cover has increased and will be a significant challenge for teachers in the absence of elective components to the specification.

It is vital that all schools have adequate facilities and resources provided to them by the Department of Education in order to offer Leaving Certificate Physical Education in their school. Some schools have noted the lack of access to sports halls, fitness suites and computer rooms/digital devices as barriers to offering the subject.