



Written submission: Consultation on the draft Leaving Certificate Community, Life and Work Studies (formerly known as LCVP) specification

NCCA is redeveloping Leaving Certificate Community, Life and Work Studies (formerly known as LCVP). 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: <https://ncca.ie/media/dtyb0gbv/draft-specification-for-community-life-and-work-studies-formerly-known-as-lcvp-en.pdf>

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

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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?

National Council for Special Education

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

☒ Yes

☐ No

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

Mateusz Masternak

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

☒ Yes

☐ No



Rationale, Aim, and Key Competencies p. 2 – 3, 6 - 8

Rationale: The rationale (p. 2) outlines the nature of Community, Life and Work Studies (formerly known as LCVP) and the role and importance of Community, Life and Work Studies in realising the purpose and vision of senior cycle.

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

In your opinion, do the rationale and aim capture the overarching purpose and nature of Community, Life and Work Studies; the importance of the modules in realising the vision of senior cycle and the relevance and expected impact of these modules on student learning. Please provide specific feedback / observations / comments.

I believe the aims and rationale are both clear and concise. They effectively capture the vision of the Senior Cycle and clearly outline the expectations for student learning and its relevance.

I think the preparation for post-school life, development of workplace and career foundations are all crucial skills for all of our students, especially ones with Special Educational Needs and the rationale and aims both capture those effectively.

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 Community, Life and Work Studies on pages 6 – 8.

In your opinion, does this section effectively capture the development of student key competencies in Leaving Certificate Community, Life and Work Studies?

Please provide specific feedback / observations / comments.

There is a heavy focus on literacy and numeracy throughout this section.

This section doesn't account for the variance of experiences that students would have depending on the context of the school. A rural school will have less opportunities for engagement with the community than one central to towns and cities.



“ Through the competency of communicating, students develop their communicative repertoire by engaging with and presenting information in a clear and coherent manner in a variety of formats, such as reports, presentations and interviews.” – Focus should be on presentations and interviews rather than report writing. A key consideration would be allowing students to use accessibility features to assist with writing such as speech to text, spell checker and grammar aids.

I like how the key competencies explicitly state managing challenging situations and outlines that mistakes are part of the process of learning. Building resilience is also mentioned in this section although insufficient information is provided on how that might be achieved within the curriculum. An example might be to use some tools or methods from the NCSE Relate document.

This section tries to showcase some examples of gaining skills through engagement with community, although all of them are vague. There is mention of access to learners with additional needs who might be taking on this curriculum. It is essential that there will be choice and flexibility with the level of engagement that students have to learn outside school.

Strands of study and learning outcomes [p. 9 - 24]

Course overview: The course overview sets out the knowledge, skills, values and dispositions for students in four strands, across two modules. The specification emphasises a non-linear, integrated approach to learning across the strands. The details of the strands are described on pages 9 – 24 of the specification.

The details of the **cross cutting elements** are described on pages 9 - 10 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.

Whilst the diagram illustrates clearly the overview of the specification, the textual explanation of each module and strand could have been more concise as it seems to be repeating a lot of the points made previously in the document.



Module 1, Strand 1: Understanding Myself [p. 11 - 14]

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.

The section is clear, well aligned with the aims and rationale and has a good structure.

I do think that personal values can be a challenging topic, although one that is important for learners to cover, as they discover more about themselves and explore the paths they might take after their senior cycle.

I feel that the section 2, being much more practical and less abstract than section 1, is more accessible to learners.

Learning task 1 is well designed. I do like that it is not just based on writing and that it allows for students to include photos, videos and supporting audio as this will make the project more accessible for learners who struggle with writing tasks.

Module 1, Strand 2: Understanding my Progression Opportunities [p. 15 - 18]

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.

Asking students to explore their progression opportunities and potential career field is a positive. Seeing a pathway after the school can significantly influence engagement and motivation across the curriculum and being able to explore those options both in guidance and in LCVP are really positive.



Employment reasons, rights and tax are all essential life skills for young adults to understand, which don't get enough coverage in schools. Having a subject that offers this as a programme is a welcome addition.

Task 2 allows time for personal research on student's own career path and potential training courses that they could undertake in the future. It is a wholistic way to support learners in SC. I would like the task to reference multiple potential pathways at various levels or institutions, so that every student taking LCVP would explore internships, higher education as well as potential university courses.

Whilst some LOs seem more challenging than others (section 2 LO4), this section seems accessible to learners with additional needs and the planning that arises from the LOs is clear.

Module 2, Strand 1: Appreciating my Community [p. 19 - 21]

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.

Promotion of volunteering and community work is both beneficial to the future of the students as well as the community. This experience might allow learners with additional needs to secure employment in the future.

Accessibility of visiting the local community can be a challenge for learners with mobility issues. Therefore, other ways of engagement need to be explored such as video consultations or using locations within the community with good accessibility points.

Good scope for differentiation within this section. LO's like section 3 LO 5 can be differentiated to any level of need.

Assessment task 3 will greatly focus on the community resources available in students' area. I would worry that learners from more rural towns will have limited opportunities for engagement with the community issue. Flexibility should be given to schools on how they engage.



Module 2, Strand 2: Engaging with the Workplace [p. 22 - 25]

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.

Strategies for developing resilience are important for learners of all ability.

Good plan for teaching and learning derives from this section.

Finding work experience that is meaningful for learners of all abilities can be a challenge depending on the location and willingness of businesses to engage with it. Schools need to ensure that they are developing adequate transition plans for all their learners across their school community and building good local networks.

Additional Assessment (AAC) [p. 28 - 30]

The Additional Assessment Component (AAC), My Learning in Practice, provides an opportunity for students to demonstrate their learning across the Community, Life and Work Studies course. Students will be required to understand and critically explore an issue(s) related to a brief and develop a personal profile, by using and drawing their portfolio. A portfolio is an individual collection of evidence and reflections of a students engagement with a variety of learning experiences over the two years of study. A brief, topical in nature, that relates to the learning outcomes of the specification, will be published annually by the SEC in Term 2 of Year 1. Students will complete and submit a multi-modal digital report to the SEC in Term 2 of Year 2.

Please provide specific feedback / observations / comments on the AAC in Leaving Certificate Community, Life and Work Studies (formerly known as LCVP) 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.



Scaffolding and gradually building up learning through various modules is very beneficial for students and having multiple modalities in the assessment component is a positive.

Clarity will need to be given in the assessment guidelines as to how barriers can be removed as much as possible and students supported with accessibility features.

Supports for Successful Enactment

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

NCSE would query whether including a paragraph around Reasonable Accommodations in Subject Specifications is both inclusive and appropriate.

Page 29 Reasonable Accommodations - final paragraph.

If we are aiming for an education system inclusive of diversity, subject specifications cannot state that students “should carefully consider whether or not they can achieve the learning outcomes, or whether they may have a special educational need that may prevent them from demonstrating their achievement of the outcome, even after reasonable accommodations have been applied.” Rather, teachers need to develop their own pedagogy to include all learners in their class. While RACE could be improved for inclusion too, once the teacher has cognisance of RACE and thorough pedagogy has been delivered, the results will speak for themselves.

Furthermore, the English specification has removed the wording above and has mentioned specifically the UDL framework that can be applied to remove barriers for all students. Teachers need to be reminded that it is their responsibility to design the curriculum around the needs of their students and to always plan for variability. The LCVP teachers “adapts teaching approaches, as required, to meet individual needs and specifically, to facilitate the achievement of targets that are set in the Student Support Plans, as appropriate to the subject area.” (Pg. 25 Guidelines for Post-Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes, DOE, 2024).