



Written submission: Consultation on the draft Leaving Certificate Construction Technology specification

NCCA is redeveloping Leaving Certificate Construction Technology. 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: [Draft Leaving Certificate Construction Technology specification](#)

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

The closing date for this consultation is 2nd May 2025 at 5pm. Please email your written submission to scconsultations@ncca.ie.

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 consultation*, respondents are consenting to having their name / organisation's name published in the final report as respondents to the consultation.

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.

Any personal information you volunteer to the NCCA will be respected and NCCA will apply the highest standards of security and confidentiality in accordance with GDPR (2016) and the Data Protection Acts (1998 - 2018). Further information on the NCCA's Data Protection Policy can be found at <https://ncca.ie/en/legal-disclaimer-and-data-protection/>.

NCCA, as a public body operating under the Open Data and Public Service Information Directive (2021), is required to publish publicly funded research. In accordance with this Directive, any data from this will be anonymised and aggregated and only made available after the final report is published. This is expected to be in June 2025. All open data is made available alongside the report itself on the website www.ncca.ie



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?

Irish Planning Institute

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

✓ Yes

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

Irish Planning Institute

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

✓ Yes



Rationale, Aim, and Key Competencies [Pages 2, 3 and 5]

Rationale: The rationale (Page 2) outlines the nature of Construction Technology and the role and importance of Construction Technology in realising the purpose and vision of senior cycle.

Aim: The Aim (Page 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 Construction Technology; 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.

See below

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 Construction Technology on pages [Pages 7 and 8]

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

See below



Strands of study and learning outcomes [Page 9-23]

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

The details of the strands are described on pages [Pages 9 and 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.

See below

Strand 1: The Built Environment [Page 11]

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.

See below

Strand 2: Design, Craft Skills, and Materials [Page 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.

See below

Strand 3: Building Fabric [Page 17]



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.

See below

Strand 4: Services and Control Technology [Page 20]

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.

See below

Additional Assessment (AAC1) [Page 26]

Exploring the Constructed Environment

Please provide specific feedback / observations / comments on the AAC in Leaving Certificate Construction Technology 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.

See below

Additional Assessment (AAC2) [Page 28]

Craft Skills Assessment



Please provide specific feedback / observations / comments on the AAC in Leaving Certificate Construction Technology 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.

See below

Supports for Successful Enactment

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

See below

NCCA
ESRI Building
Whitaker Square
Sir John Rogerson's Quay
Dublin 2
D02 K138

[Sent by email: scconsultations@ncca.ie]

29/04/2025

Dear Sir/ Madam,

RE Draft Specification for Leaving Certificate Construction Technology

The Irish Planning Institute (IPI) welcomes the opportunity to comment on the consultation on the draft leaving certificate construction technology specification.

Celebrating its 50th anniversary in 2025, the Irish Planning Institute is the all-island professional body representing professional planners engaged in physical, spatial and environmental planning in Ireland and Irish planners practicing overseas. Representing over 1,000 planners across the public and private sector, members of the Irish Planning Institute work in Local Authorities, An Bord Pleanála, Central Government, Regional Assemblies, Academia, in Private Practice as Consultants, for large developers and for semi state organisations.

The IPI is an accrediting body to all planning programmes at third level in the Republic of Ireland. We offer membership to planners from around the world based on an assessment of education and experience. Furthermore, the Institute has a key role in shaping planning education particularly in meeting the needs of society at a local and global level. The institute is also the relevant statutory body for mutual recognition under EU Directive 2005/36/EC for town and spatial planners. Our submission is structured under two headings below:

1. Including the role of Planning more centrally

The IPI welcomes the inclusion of the specific references to Planning within the new Leaving Certificate Construction Technology specification. We would welcome some additional mention of planning, as we believe this could strengthen some of the policy and practice linkages in the Curriculum.

The IPI considers the amendment of the rationale to include for planning as follows would ground the learning process in terms of policy and process:

"Students explore the interconnectedness of architectural design, construction techniques, and the role of planning and environmental considerations, developing an awareness for their impact on the natural world, society, individual behaviours, and the economy."

The IPI would welcome the inclusion of planning as a career in the section Beyond Senior Cycle:

“Leaving Certificate Construction Technology provides students with a foundation for a wide range of careers in areas such as architecture, construction, engineering, urban planning, education, manufacturing, and management.”

There is an opportunity in relation to *Strand 1 Built Environment*, with respect to climate and its impacts on the environment (physical and human), that construction technology students would be encouraged, not only to consider the impact of the built environment on climate change, but also the impact that public policy and the planning system have on this at a national and local level. The IPI considers that Design Principles and learning outcomes should consider land use, zoning and planning policy.

The IPI would welcome between 1.9 – 1.12 the role of public participation by young people and the wider community, the provisions in policy for these and the impact that meaningful involvement by young people can have on shaping their areas. This aspect, in particular, supports one of the key Senior Cycle Guiding Principles “Participation and Citizenship”

In *Strand 2 Design, Craft Skills and* we would welcome the inclusion of planning considerations in the process of material selection and appropriateness to the context of a building i.e. traditional shop fronts, protected elements of buildings and/or how buildings and their materials contribute to an area e.g. Architectural Conservation Areas.

In *Strand 3 Materials* and *Strand 3 Building Fabric* the Institute would encourage the inclusion of the role of planning policy in the consideration of design principles. We would welcome if an additional learning outcome could be added to this unit, highlighting knowledge related to planning, policy and legislation.

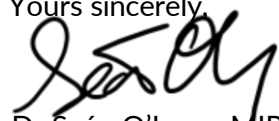
2. Engagement with Policy Development

In addition, the Institute considers that Construction Technology is vitally important as a subject at senior cycle. The Institute would welcome generally an introduction into the role of policymaking and the part that the public plays in the operation of a meaningful and representative planning system within this curriculum. The IPI recognises the need to introduce young people, who are interested in pursuing a career in the built environment, to the planning process at the earliest opportunity.

3. Conclusion

The Institute appreciates the opportunity to provide its views on the construction technology curriculum thus far. If the Institute can be of any further assistance, please do not hesitate to contact us.

Yours sincerely,



Dr Seán O'Leary MIPi
Irish Planning Institute