



NCCA

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

Consultation Report on the draft Transition Year Programme Statement

February 2024

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1. Introduction

Arising from the Minister of Education's March 2022 announcement on the redevelopment of senior cycle, NCCA developed a [draft revised Transition Year \(TY\) Programme Statement](#) to support the realisation of the vision for a redeveloped senior cycle. The revised TY Programme Statement is scheduled for introduction into schools from September 2024.

Consultation is a key aspect of NCCA's work, where advice is shaped by feedback from the public, schools, other education settings and education interests in general. This report on the consultation of the draft TY Programme Statement presents an overview of the consultation process, followed by a summary of the feedback received. Section four summarises the dominant areas of feedback in relation to enactment, with the conclusion bringing together the key findings from the consultation.

2. Consultation process

The following section presents an overview of the methodological approach employed during this consultation and provides a summary of the extent of engagement during the consultation.

Methodological approach

The consultation on the draft TY Programme Statement included the following modes of engagement:

- Public Survey
- Dedicated Schools Survey
- Co-hosted regional seminars
- School visits
- Bilateral meeting with two researchers with extensive experience and expertise in TY
- Teacher and parent webinars for teachers and for parents

The public survey was open to participants to respond online as an individual or on behalf of an organisation. All post-primary schools were emailed the link to participate online in the dedicated schools survey, which provided self-selecting sampling results.

Two regional seminars were co-hosted, one with ISSU and one with the TY-Teacher Professional Network (TY-TPN). Prior to school visits, an expression of interest form was circulated to all post-primary schools and schools were then chosen at random from a stratified sample. Bilateral meetings took place with two researchers with extensive experience and expertise in the area of TY and webinars were organised for teachers and parents.

The online surveys and webinars facilitated the collection of data from a wide cross-section of respondents, while the school visits, regional seminars and bilateral meetings with TY research experts supported more extensive discussion and feedback.

Students aged 18 years and over consented to their participation in the consultation with parental consent and student assent sought for school visit and ISSU-NCCA participants under the age of

18. A detailed written record of all discussions was made during focus groups on school visits and other in-person events. Data gathered was anonymised and transcribed, and all data from the consultation was stored as digital files in line with the NCCA's Data Protection Policy (2020). The use of a broad range of consultation modes of engagement ensured that anyone who wished to contribute to the consultation could do so.

The instruments used to collect feedback focused on gathering data relating to the following themes:

- Purpose, Rationale, Aims
- Coordination of a revised TY programme
- Progression, continuity and pathways
- Developing a TY programme: Student Dimensions
- Developing a TY programme: Curriculum Dimensions
- Encouraging participation and engagement.

A thematic approach was used for data analysis and was framed by the themes of the consultation, which are described in the next section. This helped to analyse and collate feedback within the data gathered. The findings of this analysis are presented in section three of this report.

Consultation responses

Table 1 sets out the number of responses and participants across the multiple modes of engagement in the consultation.

Table 1: Engagement across the consultation

Mode of engagement	Number of responses/participants
Public Survey	165 respondents - 132 responding as individuals and 33 responding as organisations
Dedicated Schools Survey	52 respondents - 50 through the survey offered in English and 2 through the survey offered in Irish
Co-hosted regional seminars	Consultation event with ISSU: 28 participants Consultation event with TY-TPN: 56 participants
School visits	A representative sample of 10 schools, with 5 focus groups per school. Total number of participants in school visit focus groups: TY Coordinator - 12; Students - 74; School Management - 23; Teachers - 46; Parents - 38.
Webinars	2 teacher webinars: total of 92 participants 1 parents webinar: 32 participants

The individual respondent demographic for the public survey is presented in Table 2.

Table 2: Respondent demographic for the public survey

Parent/Guardian	41
Student	23
Teacher	57
Employer	2
Lecturer	3
Researcher	3
Other	20

'Other' respondents included guidance counsellor (6), TY Coordinator (1), Student teacher (4), Deputy Principal (2), Former staff member (3), Teachers on secondment (2), Climate ambassador (1) and Health Promoter (1). Some respondents identified as responding from multiple perspectives, e.g. parent/guardian and teacher educator, hence the discrepancy between total number of respondents (149) and the total responses (132).

3. Feedback from the consultation

This section presents an overview of the feedback received during the consultation. The feedback draws on qualitative and quantitative data from across all modes of engagement of the consultation. As mentioned in the previous section, each mode of engagement used the following themes under which the data was gathered and analysed:

- Purpose, Rationale, Aims
- Coordination of a revised TY programme
- Progression, continuity and pathways
- Developing a TY programme: Student Dimensions
- Developing a TY programme: Curriculum Dimensions
- Encouraging participation and engagement.

As part of the final theme of the consultation, encouraging participation and engagement, participants were asked about opportunities and challenges for successful enactment of a revised TY Programme Statement. During the consultation, participants often addressed enactment issues across all themes, which is reflected in the feedback in this section. However there is additionally a section on the dominant, overarching feedback relating to enactment.

The presentation and analysis of the feedback is organised below along the themes of the consultation.

Purpose, Rationale, Aims

Purpose and rationale

There was a strong consensus that the purpose and rationale of the draft TY programme statement capture the context and purpose of TY in a modern and relevant way. The rationale was considered by most participants to be inclusive, outward-looking, aligned to the key competencies of senior cycle, and highly student-centred. There was considerable approval for the level of autonomy schools would have to develop a TY programme while still working within the parameters and guidance of the TY Programme Statement.

'i feel it is modern and inclusive. I feel it puts the greater emphasis on the development of the individual as a person and as a member of society rather than academics. I think this is the right fit for TY.' (Respondent to the dedicated schools survey)

The identity of TY as a standalone programme within senior cycle was seen as emerging strongly from the rationale and the language used to capture this was welcomed:

'Language is a key part of the TY Programme Statement. This language will feed into classrooms automatically. The essence of TY is to branch away from the rigidity of JC and SC' (School visit, TY Coordinator focus group)

Some feedback also suggested that the academic or intellectual element could be slightly more prominent in addition to referencing how students can mature over the year. Some participants

welcomed the emphasis on students being insulated from the stresses associated with the academic treadmill though others felt it might be better to emphasise that managing stress and uncertainty is part of student development during TY. There was also some commentary and discussion around what is meant by TY programmes being inclusive, with points made ranging from suggestions that a reappraisal of fees for TY should be undertaken, to suggestions that disability awareness for all is important for TY programmes to be truly inclusive.

There were also observations that professional creativity and student responsibility to embrace opportunities in TY could be mentioned in the rationale as a key part of effective TY programmes. In this context of revised TY programmes in schools, the purpose and rationale were considered to have captured the essence of TY, often accompanied by the caveat that it needs to be brought to life and enacted.

'[the draft TY Programme Statement] does really reflect the words like exciting, exploration, opportunity – the TYPS provides enough for this to be realised provided it is used properly and built with young people's interests in mind.' (ISSU-NCCA event, student focus group)

Aims

Participants reported that the aims stated, in succinct and accessible language, what TY programmes should do. Across all modes of engagement there was considerable consensus that the aims captured what effective practice looks like while also affirming much of what many schools currently do.

'I think the 4 aims are already in place in a lot of schools in their mission statement. they are the cornerstone of what every school should be trying to achieve.'
(Respondent to the dedicated schools survey)

Some participants suggested that the fourth aim could be more nuanced in the use of the phrase 'evidence-informed' as part of the reflection and renewal process and an evidence informed process was later described in sufficient detail through the Curriculum Dimension of Reflection and Renewal. While most participants welcomed the role of TY programmes within the continuum of lifelong learning, some suggested that TY has an additional role in addressing perceived curricular discontinuities in the transition from junior cycle to senior cycle. There was also a view from some participants that the aims were not bespoke enough to TY and could equally apply to the redeveloped senior cycle discussed in the earlier section of the draft TY Programme Statement.

Coordination of a revised TY programme

Across the consultation, and in particular amongst school practitioners, it was suggested that this section captured the importance of the role of the TY Coordinator and the structures needed for effective coordination of TY programmes. The importance of a collaborative approach was seen as essential, underpinned by the full support of school management working with the TY Coordinator and TY Core team.

'The Programme will only succeed if there is input and buy-in from senior management, core team and teachers.' (Respondent to the dedicated schools survey)

Some participants suggested that the role of school management could be more explicitly enhanced in this section. Others emphasised that membership of the TY core team is a voluntary role and successful coordination depends upon considerable time and goodwill from across the school community.

TY Coordinators and school management, in particular, reported that planning and preparing for the enactment of the programme in September 2024, the role of guidance counsellors and the TY Core Team and the varying school contexts in which TY programmes operate regarding enactment of the revised TY Programme Statement was essential to its successful implementation.

Progression, Continuity, Pathways

The importance of this section within the draft TY Programme Statement was emphasised across all modes of the consultation. Participants spoke of the need for continuity from junior cycle in order for students to progress into the remainder of senior cycle, drawing attention for example to core subjects, SPHE, an emphasis on global citizenship and how currently TY often raises awareness of alternative pathways. Discussions around continuity from junior cycle and choosing careers featured strongly across the consultation.

'Exposure to apprenticeships and other routes to qualification/learning is important, there is no one single way to achieve and progress. There has to be a whole change of mindset around how we perceive qualifications and pathways.' (School visit, parents focus group)

Some participants spoke of the perceived low status attached to pathways that were not third level pathways and a perceived lack of diversity in career pathways open to students or chosen by students.

Feedback from some participants related to the potential pressure for TY to be misused in schools, as a way to spread the curricula of senior cycle subjects over three years rather than the two years of 5th and 6th year. Some participants suggested that there could be an important role for the Department of Education in terms of monitoring the implementation of the programme in schools.

Developing a Programme: Student Dimensions

Participants were asked for their general response to the Student Dimensions, and then their response to each Student Dimension in turn.

General Response to the Student Dimensions

Participants reported that the four Student Dimensions capture the development of the student as envisaged by the rationale. The equality of each dimension, the lack of hierarchy, was seen as fundamental to the purpose of TY programmes.

'Hugely positive that Personal Growth is given the same emphasis as Being a learner and Career Readiness, because this is the most important learning in TY.' (School visit, student focus group)

The overwhelming consensus across all modes of engagement was that the developmental indicators associated with each of the four Student Dimensions are a valuable and accessible description of how students can develop and learn during TY. The student experiences across the four Student Dimensions were considered to be well aligned to the developmental indicators and served to act as a practical guide for developing and reviewing TY programmes.

'It provides a level of consistency of student experience that has possibly been lacking before and ensures there is accountability in the delivery of the programme at school level.' (Respondent to the dedicated schools survey)

'Having the suite of indicators and experiences is a helpful touchstone for seeing if you've got the balance of experiences right across the year.' (School visit, TY Coordinator)

Participants reported that schools would need to be clear in their understanding of new terminology including Student Dimensions and developmental indicators and that early dissemination with CPD would be necessary. Many students found the language of the Student Dimensions to be accessible, and neither too simple nor too complex, though some students reported that they would need the language of the developmental indicators to be made more accessible. Some student participants in the consultation who had already completed TY said that they found the developmental indicators acted as a canvas for self-reflection.

Some participants acknowledged the usefulness of developmental indicators but suggested that the draft TY Programme Statement could be clearer on how the developmental indicators could be used. In addition, some participants acknowledged that the inspection model needs to be clear on expectations around developmental indicators.

'How many indicators do you need to hit to "pass" TY or be successful – Page 9 blurb could address this before the table comes.' (Participant, TY-TPN event)

It was suggested that the graphical overview could be revised to reflect how the Student Dimensions in particular interconnect and interlock. Most participants felt the developmental indicators were sufficient to give a comprehensive picture of how students could develop. Others felt there could be less indicators while some felt they could be fleshed out further. The common thread of setting and reviewing goals across all four Student Dimensions was welcomed and the guided creation of portfolios was viewed as supporting this. Participants felt that the nature and use of portfolios may need to be supported for some schools.

Response to each Student Dimension

Specific feedback for each Student Dimension is captured in Table 3.

Table 3: Summarised feedback for each Student Dimension

Student dimension	Summarised Feedback
Personal Growth	<p>Strong consensus:</p> <ul style="list-style-type: none"> considered central to the development of students in TY the language and parameters of the dimension regarded positively <p>Some further feedback suggested:</p> <ul style="list-style-type: none"> maturing and maturity could be referenced more explicitly assessing and reporting on this dimension may be difficult. The student portfolio could be a useful tool for assessing and reporting.
Being a Learner	<p>Strong consensus:</p> <ul style="list-style-type: none"> the emphasis on learning strategies and skills was welcomed, with clear progression and continuity from junior cycle highlighted the programme statement captures TY as a standalone programme in senior cycle while also acknowledging the need to experience a broader range of subjects and learning methodologies <p>Some further feedback suggested:</p> <ul style="list-style-type: none"> this dimension offers the potential to bridge the transition from junior to senior cycle, while others suggested it does not sufficiently bridge that transition independence and autonomy are needed as students move from Classroom-Based Assessment (CBA) in junior cycle to portfolios in TY and coursework in the final two years of senior cycle a centralised portal containing supports and resources for developing TY modules would be useful the academic element of the curriculum across senior cycle may be downplayed too much in this dimension and in TY, leading to a negative impact on learning.
Civic and Community Engagement	<p>Strong consensus:</p> <ul style="list-style-type: none"> the developmental indicators and student experiences described in this dimension are invaluable to students and are comprehensively captured the openness of the dimension presents exciting opportunities for students and schools developing awareness and empathy through social participation are key elements of TY <p>Some further feedback suggested:</p> <ul style="list-style-type: none"> the success of engaging with this dimension may be dependent, to a certain extent, upon factors such as student maturity and the social capital of families and schools the opening text, '<i>Shaped by their personal values</i>' could present cultural and social challenges for some students

	<ul style="list-style-type: none"> • volunteering could be referenced more explicitly
Career Readiness	<p>Strong consensus:</p> <ul style="list-style-type: none"> • it is an essential aspect of student development in a modern world • structured exploration of career options, and exposure to possibilities, is captured well in this dimension <p>Some further feedback suggested:</p> <ul style="list-style-type: none"> • the term Career 'Readiness' does not adequately reflect the developmental language of the description and indicators contained in this Student Dimension. A number of alternative suggestions for the title of this dimension were presented including: Career Awareness, Career Exploration, Future Pathways, Career Development, and Career Preparation • challenging career-related areas for schools include Garda Vetting, insurance and the availability of guidance counsellors to support this dimension • the reference to 'practical skills' within the Student Experiences may need more context or some added detail • there are a variety of reasons why schools opt to provide Work / Community Placement either as concentrated blocks (full week(s)) or as 1-day per week throughout the school year, and often these decisions are highly contextual. The flexibility and autonomy provided to schools in the programme statement was welcomed in this regard.

Developing a Programme: Curriculum Dimensions

Participants were asked for their general response to the Curriculum Dimensions, and then their response to each Curriculum Dimension in turn.

General Response to the Curriculum Dimensions

The overwhelming consensus across all modes of engagement was that the Curriculum Dimensions offer valuable guidance and support to schools in planning, reviewing, and renewing their TY programmes. The four Curriculum Dimensions working together were considered to offer a coherent and inclusive structure for TY programmes with a foundation rooted in the Student Dimensions. TY Coordinators across several modes of engagement stated that they are already using the draft TY Programme Statement to audit their existing programme.

'When I was creating the programme, if I had had something like this, I would have been very happy. I was looking at what other schools were doing and it was hard to know how they were organising things.' (TY Coordinator focus group, school visit)

'The delineation of four dimensions is helpful both as a programme planning tool and a guide for students and parents.' (Respondent to the public survey)

The prescriptions within the Curriculum Dimensions were generally seen as necessary and fair to all schools, in particular time allocations and reporting mechanisms.

'Guidance of the time allocation for each component is greatly welcomed. This will ensure consistency of experience for students irrespective of the school they attend and the quality of the TY programme in previous years.' (Respondent to the dedicated schools survey)

However, the level of prescriptions was also viewed as continuing to respect the need for autonomy and flexibility in the design and everyday implementation of the programme for the context of each school. *Table 3: Accommodation of components in a TY curriculum* on pages 16-17 of the draft TY Programme Statement was considered particularly practical and accessible, across all modes of engagement though feedback also noted that there could be more consistent and unambiguous use of terms in the table. This is summarised in table 4 below, along with further specific feedback on each Curriculum Dimension.

Response to each Curriculum Dimension

Specific feedback for each Curriculum Dimension within this section is captured in Table 4.

Table 4: Summarised feedback for each Curriculum Dimension

Curriculum Dimension	Summarised feedback
Components	<p>Strong consensus:</p> <ul style="list-style-type: none"> • balance and breadth of components across all four Student Dimensions reflects current practice in many schools • the explicit reference to TY being a standalone programme and not being “misused” was welcomed • <i>Table 3: Accommodation of components in a TY Curriculum</i> (p.16-17) <ul style="list-style-type: none"> - the time allocation of 2 hours for continuity components were generally seen as important and part of a balanced programme, and feedback indicated that the subjects referenced in Table 3 were appropriate - the importance of sampling of senior cycle subjects and other areas of learning was emphasised <p>Some further feedback suggested:</p> <ul style="list-style-type: none"> • the graphical overview of the programme statement could highlight the interlocking nature of each dimension. Suggestion to revisit and revise the graphic • guidance and CPD are needed for the Guided Reflective Practice component • the word ‘core’ was generally seen to suggest that all other components are not essential. Suggestions to replace core, included use of the term ‘continuity’ or ‘ongoing’ • various other subjects (Modern Foreign Languages (MFLs), ICT, religion, for example) could be core • need for consistency in language around notification of additional experiences to students, teachers and parents • important to retain flexibility for the career guidance and the guidance counsellor’s involvement in the programme

	<ul style="list-style-type: none"> • offering a broad range of components can often be more difficult for smaller schools.
Teaching and Assessment	<p>Strong consensus:</p> <ul style="list-style-type: none"> • clear progression and continuity from Junior Cycle, with teacher autonomy and judgement respected, and the variety of approaches emphasised were most commonly reported • the collective and individual practice described were found to be helpful, student-centred and necessary in TY <p>Some further feedback suggested:</p> <ul style="list-style-type: none"> • a credit-based system can be effective though there needs to be caution around assessment becoming too dominant in TY • student responsibility could be emphasised more through the student portfolio and this could support students in managing their learning • retaining an academic focus throughout TY is more important than other aspects of TY • clarity is needed on the meaning of inclusive practices • the language of “<i>enabling the renewal of classroom practice</i>” may need to be re-phrased.
Recognising and Reporting	<p>Strong consensus</p> <ul style="list-style-type: none"> • this dimension is fundamental to the reach and impact of a TY programme across all stakeholders • a structure for reporting is essential for TY and the three elements of reporting are a welcome addition, in particular the self-reporting element of the TY portfolio <p>Some further feedback suggested:</p> <ul style="list-style-type: none"> • greater direction is needed on the purpose of TY portfolios, either within the statement or as support for enactment, and a template for school reporting would be beneficial to schools • this Curriculum Dimension is consistent with the CBA model in junior cycle • there are potentially useful overlaps from how the school report is structured to how the school's TY programme is presented • certification for external modules often adds credibility to TY programmes but caution needed not have too many certificates that may only serve to record rather than meaningfully report.
Reflection and Renewal	<p>Strong consensus</p> <ul style="list-style-type: none"> • annual school reviews and renewal of the TY programme are crucial to the effective evolution of a schools TY programme • reflection and renewal is time-consuming and the outcomes need to be communicated • this Curriculum Dimension can be highly effective when coordination of the programme is fully supported by school management and collaborative in nature <p>Some further feedback suggested:</p> <ul style="list-style-type: none"> • school autonomy in this Curriculum Dimension is essential but requires resources and tools to support

- the writing and dissemination of a school's TY programme is linked strongly to this Curriculum Dimension and how reporting is carried out.

Encouraging participation and engagement

The most common feedback on this section suggested that encouraging participation and engagement is necessary but could be strengthened with more guidance based on the experiences of schools. The areas were primarily in communications, the influence of student voice and stakeholder understanding of the purpose of the TY programme.

There was consensus that participation can be encouraged through senior cycle students explaining to junior cycle students the benefits and expectations of participation in effective TY programmes. The benefits of natural interactions between students, through certain components such as market/themed days, mentoring or PE activities, was also suggested for this section.

'Sometimes the benefits of taking part in TY are uniquely and clearly communicated to younger students and to parents by current TY students or recent participants in the programme.' (Bilateral meeting)

Participants across all modes of the consultation viewed *access* to participation in an effective TY programme as being closely tied with the student's *responsibility* to engage. Student responsibility to engage tended to be emphasised throughout the consultation as a key element of an effective TY programme.

'You will get out of TY what you put into it. Straightforward language is appreciated by students.' (School visit, parents focus group)

The role and involvement of parents was also mentioned by participants, and it was suggested this could be reflected in this section. Participants discussed, for example, the financial commitment that is required, the importance of a range of communication channels with parents, their understanding of the purpose of the TY programme and the *'importance of parents encouraging students to participate'* (School visit, parents focus group).

There was also some commentary around the reasons why students might do TY and why some students may not do TY or why TY may not suit them. Many students, either in the ISSU-NCCA event, online survey or in student focus groups in schools, tended to refer to their growth and development as young adults through participation in existing TY programmes.

'You do it to grow yourself and grow as a person.' (School visit, student focus group)

4. Feedback relating to enactment

As mentioned in the previous section, participants discussed opportunities and challenges for the successful enactment of a revised TY Programme Statement throughout the consultation.

In relation to supporting the programme statement, there were three dominant, overarching areas of feedback:

- Continuing Professional Development (CPD)
- Funding a TY programme
- Time and space for coordination.

CPD

There was a strong consensus across all consultation modes that professional learning and continuous professional development (CPD) will be essential once the revised TY Programme Statement is published. Additionally, it was emphasised that ongoing professional learning is crucial for meaningful engagement with the Programme Statement and preparation for its implementation in schools. Participants suggested a timetable of CPD to commence immediately upon the time of the publication, for TY Coordinators and school leaders. This CPD could support schools in auditing their current TY programme to renew and align it to the parameters of the revised Programme Statement. Feedback also suggested long-term whole-school CPD would support the ambitions and aims of the Programme Statement once it is introduced into schools.

Funding a TY programme

Across the consultation, participants placed enormous value on each of the Student Dimensions and in providing a variety of possible opportunities and contexts to support student learning and development through the student experiences within these dimensions. However, some participants suggested that some meaningful student experiences would require additional funding in order to enable schools to achieve them. Commonly cited areas which schools found challenging to finance included transportation costs and costs associated with additional growth and learning experiences such as workshops and life-skills courses. There was also a desire amongst participants to control the TY fee charged to families but they noted that this would need to be supported by an increase in the TY capitation grant provided by the Department of Education. Participants emphasised that this would also help to address the imbalance in terms of equity of access and funding across TY programmes, which participants tended to link to socioeconomic status.

Time and space for coordination

Practitioners frequently fed back that as the nature of TY has evolved over the past 50 years, the role of the TY coordinator has also evolved and is considerably more demanding. This is accompanied by the raised expectations within the school community around the nature of a modern TY programme. Meaningful recognition of this role through provision of additional time and space for the TY Coordinator, and the supporting TY Core Team, was frequently raised by participants across most modes of consultation. A designated middle-management post for TY coordination was often suggested, particularly amongst school practitioners.

There was also considerable feedback from practitioners that the absence of clarity on the status of the TY Coordinator role has the potential to lead to inconsistent practice in how that role is assigned and managed in schools. Time and recognition were also raised across the consultation in relation to planning and preparing for the enactment in September 2024, the role of guidance counsellors, the TY Core Team and the varying contexts in which TY programmes operate.

5. Conclusions and next steps

The consultation on the draft TY Programme Statement generated rich discussion and led to useful feedback from multiple perspectives. The quality and quantity of responses to the consultation and the thoughtful and considered feedback indicate the extent to which TY is widely valued as a key component of senior cycle and second-level education in Ireland.

There was strong agreement that the draft TY Programme Statement is an important step forward in the evolution of transition year. The draft TY Programme Statement was positively received, for the following reasons, which were most commonly expressed during the consultation:

- The draft programme statement affirms current, effective practice while now placing more structure upon the design of TY programmes through the Student Dimensions and Curriculum Dimensions
- A strong identity of TY as a standalone programme in senior cycle and the four Student Dimensions underpin this identity
- The level of autonomy for schools was welcomed while also providing parameters and guidance within which schools will work to develop the TY Programme.

The following points were consistently raised, which provided useful feedback to the development group as they finalised the TY Programme Statement:

- the section on encouraging participation and engagement could be strengthened through some further guidance
- there could be more clarity on how the developmental indicators are expected to be used
- the main graphical overview of the programme statement could convey how the Student Dimensions interconnect, while retaining the parity of each dimension
- some of the descriptions and naming of Student Dimensions could be more aligned to the overall thrust of the programme statement
- there needs to be more emphasis on the responsibility of the student to contribute to the effectiveness of their school's TY programme.

Other feedback relating to enactment which emerged from the consultation can be categorised into three main areas:

- **Continuing Professional Development (CPD):** There is a real need for immediate and ongoing professional learning supports
- **Funding a TY programme:** Realising the ambition of the Student Dimensions, and in particular the student experiences, requires schools to source significant additional funding
- **Time and space for coordination:** The evolution of TY requires an evolution in thinking about the role of the TY Coordinator and about coordination of the programme in general. A standalone programme was generally seen as requiring a standalone post.

This report has presented an overview of the range of views and perspectives across the consultation process. The feedback presented in this report informed the work of the

Development Group in finalising the revised TY Programme Statement. There is a strong consensus that the draft TY Programme Statement affirms the change in the nature of TY programmes and builds positively upon it. The observations and feedback on the draft statement itself have helped to further strengthen the development of a revised TY Programme Statement.

NCCA would like to thank all of those who participated in the consultation, across all of the various modes of engagement. Furthermore, NCCA are grateful to the school leaders and TY coordinators who facilitated the focus groups in their schools and to all of those who supported student participation in the consultation.

Proposed next steps are:

- Present the TY Programme Statement to the Board for Senior Cycle and Council for approval
- Develop supports for schools in implementing the revised TY Programme Statement
- Work with schools and external organisations to develop TY micro-modules of learning and development

6. References

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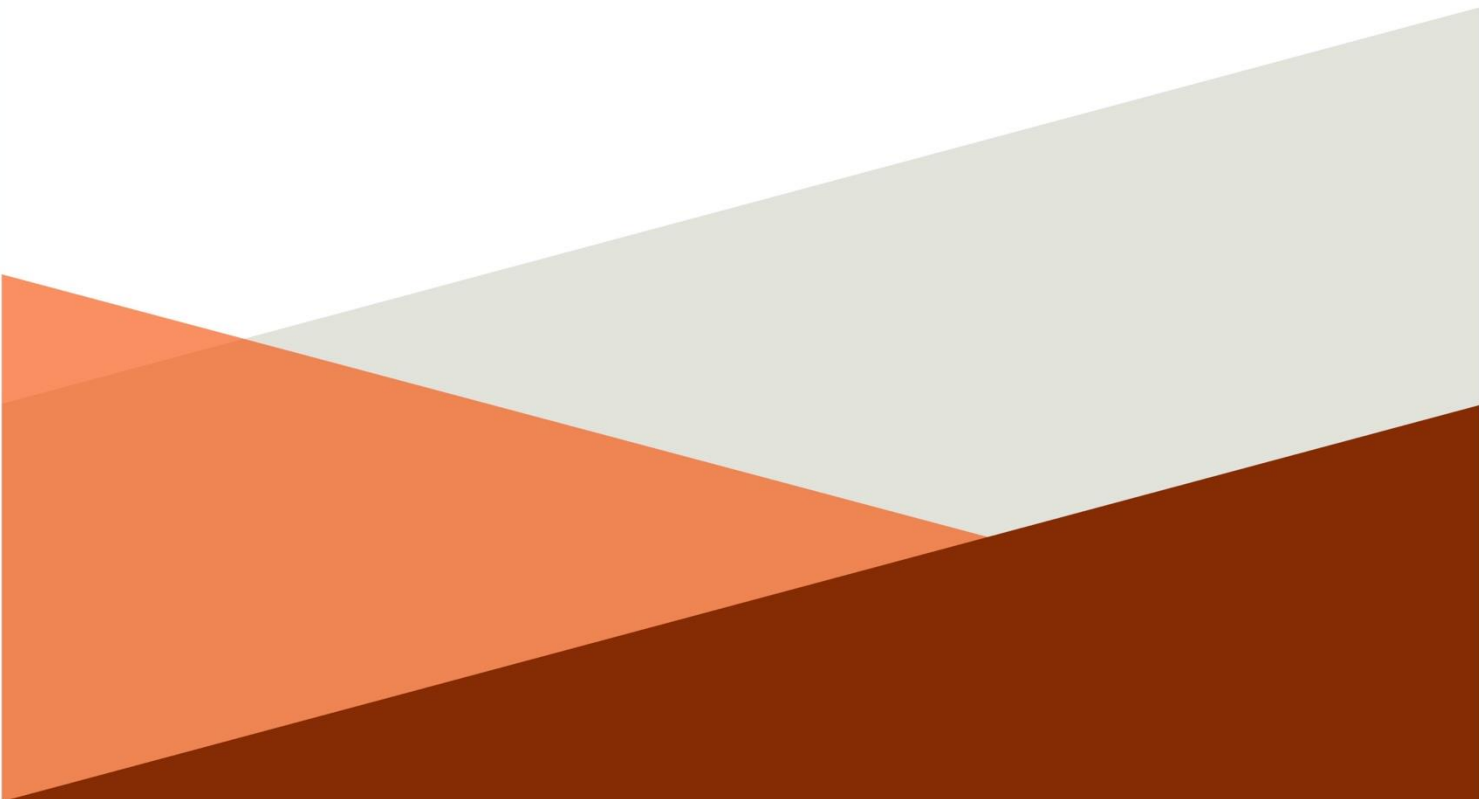
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