



An Roinn Oideachais
agus Óige
Department of Education
and Youth



JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

Handbook for Special Schools and Further Education Sector

2025

Contents

Part 1 Introduction.....	4
1.1 What is the purpose of this Handbook?	4
1.2 What is the Junior Cycle Profile of Achievement (JCPA)?	4
1.3 What is the rationale behind the awarding of the JCPA?	4
1.4 How does ongoing reporting link to the JCPA?.....	5
1.5 What information on student achievement will already have been reported on in advance of students receiving the JCPA?	5
1.6 How will the JCPA differ from the old Junior Certificate?	5
PART 2 Content and format of the JCPA	6
1.7 When will the JCPA be awarded to students in 2025?	6
1.8 What will appear on the JCPA in 2025?	6
1.9 How many short courses can a school offer in its Junior Cycle Programme?	6
1.10 What if a school has offered more than four Short Courses for students who are due to receive their JCPA in 2025?.....	6
1.11 Do all JCPAs follow the same format?	6
1.12 How does the JCPA reflect the school identity?	7
1.13 Our school does not have a Year Head?	7
PART 3 Populating the JCPA	8
1.14 How will data be inputted to the JCPA?	8
1.15 How will centres of education/special school access JCAD?	8
1.16 How will students' achievement in the Classroom-Based Assessments (CBAs) be recorded on the JCPA?	8
1.17 How does a centre of education/special school/special school produce a completed JCPA where some of the assessment data for a student is missing?	8
1.18 Can students appeal the results and assessment descriptors on the JCPA?.....	8
1.19 Will centres of education/special schools need to input data on students' achievements in (CBAs) onto the JCPA?	8
1.20 Will centres of education/special schools need to input data on students' final examination results on to the JCPA?.....	9
1.21 Will information be provided on how to enter data?	9
1.22 How will centres of education input information regarding 'Other Areas of Learning' and 'Other Areas of Wellbeing' on the JCPA?	9
1.23 What kind of learning is reported in the other areas of learning section?	9
1.24 How should a school decide what aspects of a students' "Other Areas of Learning" should be reported on in the JCPA?	10
1.25 How will data relating to students' "Other Areas of Learning" be gathered and stored?	11
1.26 How many references to different types of learning should a school include on the JCPA under Other Areas of Learning?	11
1.27 How should a school decide what aspects of a students' Other Areas of Wellbeing should be reported on in the JCPA?	12
1.28 How is data relating to students' Other Areas of Wellbeing gathered and stored?	12
1.29 Will the DEY have access to the information in the Other Areas of Learning and 'Other Areas of Wellbeing' sections?	12
1.30 Will students' achievements in wellbeing be recorded in the JCPA?	13
1.31 How does the Junior Certificate School's Programme (JCSP) fit with the JCPA?	13

1.32	How will centres of education/special schools enter the student’s achievements in Level 2 Learning Programmes (L2LPs), where relevant?	13
PART 4	Generating the JCPA	15
1.33	How will the JCPA be generated?.....	15
1.34	Are Centres of Education/special schools required to have the JCPA printed by a professional printing company?.....	15
DATA PROTECTION	16
1.35	Are there data protection issues for consideration by centres of education?	16
1.36	Will a copy of the JCPA be saved electronically on the centres system?	17
1.37	Will centres of education/special schools be required to keep copies of JCPAs for their students?	17
Appendix 1 – Logos and Signatures.....	19
Appendix 2 – Privacy Notice and Consent Form	21
Appendix 3 – Sample JCPAs.....	25

Part 1 Introduction

1.1 What is the purpose of this Handbook?

The purpose of this handbook is to support schools in their understanding and production of the Junior Cycle Profile of Achievement (JCPA). It provides details on how to complete the JCPA for students who sat the Junior Cycle examinations in 2025, including any changes that have occurred since JCPAs were first awarded in 2017, so that it can be awarded to students before the end of this calendar year. **JCPAs will be awarded to all students by schools commencing from 17 December 2025 All JCPAs should be produced and awarded to students by 27 February 2026.**

As required, updated versions of this document will be published on the Department's website and a notification will appear on Esinet to this effect.

1.2 What is the Junior Cycle Profile of Achievement (JCPA)?

As part of the Framework for Junior Cycle (2015) the reporting process at junior cycle culminates in the award of the JCPA to students. The JCPA was awarded for the first time to students who completed Junior Cycle in 2017. The school will be required to print out the JCPA for each student. It will report on student achievement across a broad range of areas of learning in Junior Cycle. The JCPA, alongside other reporting arrangements in Junior Cycle, will offer students/teachers/parents/guardians a clear, broad picture of a child's learning journey over the three years of junior cycle.

In the majority of cases, the JCPA will report on student achievement relating to subjects and short courses that are broadly aligned with Level 3 of the National Framework of Qualifications (NFQ).

In some cases, the JCPA may report on achievement for students in the low mild to high moderate range of general learning disabilities where the educational needs of these students are such as to prevent them from accessing some or all of the junior cycle Level 3 subjects and short courses. These students may be engaging with/participating in Level 2 Learning Programmes, or part thereof, which are broadly aligned with Level 2 of the NFQ.

Level 1 Learning Programmes, introduced in 2019, address the learning needs of a very small number of students in the low moderate, and severe and profound range of general learning disabilities. These students are, in almost all cases, enrolled in special schools rather than mainstream schools.

1.3 What is the rationale behind the awarding of the JCPA?

The JCPA captures student achievements in a number of assessment elements undertaken over the three years of junior cycle, including the grades in the state-certified final examinations at the end of the three years. It will also report on students' achievement in Classroom-Based Assessments (CBAs) in subjects and short courses, and in Level 2 Learning Programmes (L2LPs) and achievements in Level 1 Learning Programmes (L1LPs). The JCPA also includes reporting on Wellbeing.

The JCPA will also provide an opportunity for schools to comment on student achievement, participation or progress in other areas of learning that may have been included in the school's Junior Cycle programme.

1.4 How does ongoing reporting link to the JCPA?

Throughout a student's time in junior cycle, the school will report to parents/guardians on the progress he or she is making. Typically, ongoing reporting of this nature will include written reports at Christmas and in the summer during first and second years.

Feedback from stakeholders during consultation organised by the National Council for Curriculum and Assessment (NCCA) highlighted the need for consistency and coherence in the way reporting on student progress and achievement is made across the three years of Junior Cycle, culminating in the award of the JCPA.

This consistency will be best achieved when the JCPA builds on the same key principles as the school's process for ongoing reporting of student progress. These principles involve aiming to encourage authentic engagement with parents. Similarly, reporting through the JCPA should aim to clearly communicate students' progress in learning, provide information on a broad range of achievement, take an inclusive approach and be sensitive to the self-esteem and general wellbeing of students.

The NCCA has published Guidelines and information on planning for reporting, see <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/reporting>

1.5 What information on student achievement will already have been reported on in advance of students receiving the JCPA?

Reporting at the end of second year will document the achievement of students in Classroom-Based Assessments (CBAs) completed in that year in subjects and short courses and also student achievement in Level 2 Learning Programmes (L2LPs) and Level 1 Learning Programmes (L1LPs), where relevant.

1.6 How will the JCPA differ from the old Junior Certificate?

The JCPA is compiled by the centre of education/special school, adhering to a national format. It recognises student achievement, not solely through the state-certified final examinations, but also through a range of other assessment modes and areas of learning.

The state certified grades are first reported by the State Examinations Commission (SEC) in provisional form in September following the end of third year. These results are subsequently confirmed and included in the Junior Cycle Profile of Achievement (JCPA). A Junior Certificate is no longer issued. The JCPAs are now the only official document containing the final results of the Junior Cycle examinations and schools are the record holders for these.

PART 2 **Content and format of the JCPA**

1.7 When will the JCPA be awarded to students in 2025?

Centres of education/special schools are required to award JCPAs to all students in the week commencing 17 December 2025. Presentation of the JCPAs should be completed by the end of **27 February 2026**.

1.8 What will appear on the JCPA in 2025?

The JCPA in 2025 will report on achievement across all areas of learning as applicable including:

- The student's achievements in the state-certified final examinations (inclusive of the Assessment Task)
- The student's achievements in the Classroom-Based Assessments in subjects and short courses, where relevant
- The student's achievement in other areas of learning and wellbeing.
- The student's achievements in Level 2 Learning Programmes (L2LPs) and Level 1 Learning Programmes (L1LPs), where relevant.

1.9 How many short courses can a school offer in its Junior Cycle Programme?

Centres of education/special schools may offer up to a maximum of four short courses. Currently it is not technically possible to include more than four short courses on a school's Junior Cycle programme.

Students who undertake one or more of the Wellbeing short courses (CPSE, SPHE and PE) may in addition undertake up to four short courses in other areas of the Curriculum

1.10 What if a school has offered more than four Short Courses for students who are due to receive their JCPA in 2025?

In the unlikely event that a centre of education/special school offered more than four short courses to its students finishing Junior Cycle in 2025, student achievement in these courses can be reflected under the Other Areas of Learning Section of the JCPA.

1.11 Do all JCPAs follow the same format?

Yes, national templates have been developed. This will ensure consistency across post-primary schools. There are three templates for the JCPA. The general layout of JCPAs for 2025 is the same as the previous JCPA in 2024.

Template 1

In the majority of cases, students in 2025 will receive a JCPA which reports on students' achievement in:

- The subjects they took in the state-certified examinations;
- Classroom-Based Assessments (CBAs) for subjects and short courses;
- Wellbeing (PE, CPSE, SPHE);
- Other areas of learning;
- Other areas of Wellbeing;

Template 2

A second template has been developed to report on the small number of cases where students are studying Level 2 Learning Programmes (L2LPs) or Level 1 Learning Programmes (L1LPs) exclusively.

Template 3

A third JCPA template is available to report on the achievements of those students who may study a Level 2 Learning Programme but who also take a small number of subjects in the state-certified examinations.

Examples of JCPAs for 2024 can be found in Appendix 1 of this manual.

1.12 How does the JCPA reflect the school identity?

The school crest and signatures of principal and year head will appear on the JCPA if the school provides these to the Department. In order for your school crest and signatures to appear on the JCPAs issued by your school please follow the guidelines attached at Appendix 2. Please ensure that a good quality image is used. If your school submitted a crest and signature in the past which is still valid, then it is not necessary to resubmit these. The signature and logo submitted in 2024 will automatically be included on JCPAs produced by your school in 2025.

1.13 Our school does not have a Year Head?

Principal or co-ordinator are the only signatures that can be printed on the JCPA. **Only one signature will appear** but that can be **either a Principal or a Co-Ordinator**.

It is not possible to substitute the signature of the Deputy Principal or any other signature for the co-ordinator.

If, when generating the JCPA, the system finds that a JCAD School has chosen and entered a Co-Ordinator then it will appear as the title above the signature.

Note that the name of the Principal or Co-Ordinator that will appear in text beside the submitted signature is extracted directly from the school details on Esinet. Please ensure this is updated to reflect any changes to staff.

PART 3 Populating the JCPA

1.14 How will data be inputted to the JCPA?

Centres of education/special schools will use the Junior Cycle Award Database (JCAD) System to input data relating to students which will facilitate the production of JCPAs.

1.15 How will centres of education/special school access JCAD?

Centres of education must appoint an administrator who will have responsibility for inputting data for the JCPA. A log on account will be created for the administrator by the Department of Education and Skills. In order for the administrator account to be created centres of education must provide details relating to the administrator. The administrator will be able to add students to the JCAD system, record their assessment data and produce a JCPA. Please email jcpa@education.gov.ie to request user log in details.

1.16 How will students' achievement in the Classroom-Based Assessments (CBAs) be recorded on the JCPA?

Students' achievement in CBAs for subjects and/or short courses and/or PLUs they have undertaken will be entered onto the JCAD system by the administrator. Up to this point, results of CBAs will be stored locally.

Centres of education will be able to enter relevant descriptors using a dropdown menu with five descriptors: Exceptional, Above Expectations, In Line with Expectations, Yet to meet expectations, and Not Reported. In the case of Level 2 Learning Programmes: Achieved. In the case of Level 1 Learning Programmes: Successfully Completed and Progress Achieved.

1.17 How does a centre of education/special school/special school produce a completed JCPA where some of the assessment data for a student is missing?

There may be a number of reasons why assessment data is missing. Firstly, check that all available assessment data has been entered on JCAD for the student. If no descriptor was awarded for a CBA, 'not reported' should be selected from the drop down menu. 'Not reported' will appear on the JCPA.

If may be necessary to contact the student's previous centre for education / special school to obtain the missing assessment data or information for inclusion in the other areas of learning section.

1.18 Can students appeal the results and assessment descriptors on the JCPA?

The arrangements that apply to ongoing assessment and reporting in the classroom and in-house summative examinations during the three year cycle should also apply in relation to the CBAs

1.19 Will centres of education/special schools need to input data on students' achievements in (CBAs) onto the JCPA?

The administrator will add these details to JCAD for each student and they will appear on the JCPA once generated.

1.20 Will centres of education/special schools need to input data on students' final examination results on to the JCPA?

No. The final results of the state-certified final examinations will be included on JCAD for each student who sat an exam marked by the State Examinations Commission.

1.21 Will information be provided on how to enter data?

Detailed guidance is available to centres of education/special schools on entering the data has been issued separately. A helpdesk is also available at JCPA@education.gov.ie and a copy of the JCAD User Guide will also be available here: www.gov.ie - [Junior Cycle Profile of Achievement \(JCPA\) \(www.gov.ie\)](http://www.gov.ie)

1.22 How will centres of education input information regarding 'Other Areas of Learning' and 'Other Areas of Wellbeing' on the JCPA?

Centres of education/special schools will download, for each student, a partially completed JCPA via JCAD.

Centres of education/special schools will then record details of students' achievements in the 'Other Areas of Learning' and 'Other Areas of Wellbeing' sections for each student, save and distribute.

This downloaded JCPA should be saved locally for each student.

Centres of education / special schools will then record details of student achievement in the 'other areas of learning' and 'Other Areas of Wellbeing' sections for each student onto the saved JCPA. This section should be written in the third person format.

The 'other areas of learning' and 'Other Areas of Wellbeing' sections of the JCPA is in a 'free text' format. As it will be necessary for Education/special schools to have this information prepared prior to download of the part-completed JCPA in order to ensure quality of such information, centres of education/special schools may collect and store this information in a Word or other document format, for subject copying and pasting.

Centres of education/special schools will require "Adobe Acrobat" or the "Free Adobe Reader" in order to open and edit the dynamic JCPAs that they download from PPOD. The minimum version required is v22 which was released in March 2022; the latest version is v23.

1.23 What kind of learning is reported in the other areas of learning section?

In the 'other areas of learning' section the centre of education/special school has flexibility to report on other learning experiences and events that the student has participated in outside of the junior cycle programme:

- Student engagement with co-curricular or extra-curricular activities such as engaging in a science fair, participation in the school's sporting activities or debating
- Specific learning opportunities that do not form part of subjects or short courses, for example, leadership training; activities relating to guidance; membership of centre of education/special school clubs or societies; membership of their centre of

education/special school student council, sporting achievements, attendance record.

In addition, centres of education/special schools may also refer in this section to student participation in short courses or subjects where the student has not completed the formal assessments and no descriptor has been awarded. For example, students who transfer to a different setting where the subject or short course is not available or students who for some reason do not complete the CBAs or final examination.

Results of short courses from a school where more than four short courses were on offer can be recorded in this section also.

The school may also wish to include broader aspects of reporting in this section, or areas such as attendance, personal and social development and learning dispositions

In summary, centres of education/special schools have considerable flexibility in deciding what information they wish to include on this section of the JCPA.

The following are some suggestions that a school could consider:

1. The school should identify and agree on the possible “other learning experiences” that could be included in the JCPA. These would not necessarily be subject specific. For example if students have participated in the BT Young Scientist Competition, or Robotics Competition or an entrepreneurial project, the school could ask students to identify the learning that had taken place (skills, including key skills and knowledge) and this could be included in this section of the JCPA.
2. The eight key skills and the 24 statements of learning could be used as a basis for staff discussion and identification of the key learning that could be reported on in this section of the JCPA.
3. Each student could keep a reflective journal during each year of junior cycle in which he/she would record his/her significant school-related learning experiences. At the end of each year or at Christmas and summer, the student could identify a small number of the most significant learning experiences and these could be included in the report sent home to parents. At the end of third year the student could discuss with the class tutor the learning achievements that could be included in the JCPA.
4. Teachers could maintain a record of students’ significant learning experiences during junior cycle and could decide in conjunction with the student which experiences should be included in the JCPA.

1.24 How should a school decide what aspects of a students’ “Other Areas of Learning” should be reported on in the JCPA?

This section of the JCPA has limited space dependant on the font size, font type and the layout used (e.g. bullet points will take up more space). For example, a paragraph of size 8 Calibri font will allow approximately 550 characters (with spaces) to fit in the space provided.

It should focus on recognising learning achieved (skills, knowledge and values) rather than on activities. This should be borne in mind when decisions are made as to what to include.

1.25 How will data relating to students' "Other Areas of Learning" be gathered and stored?

Centres of education/special schools have considerable flexibility in deciding the procedures through which information on 'other areas of learning' may be gathered for inclusion in this section of the JCPA. The following are some suggestions that a centre could consider – they are intended only as examples and it is for management and teachers to determine what will work best in the context of their centre of education/special school:

- During a single tutor class or in a single SPHE lesson: teachers could lead students in a reflective exercise on their learning experiences over the course of junior cycle. Arising from this, students would provide a list of those experiences they would to have recorded in their JCPA.
- Students might be given examples to guide them as to the types of information that may be included.
- As a homework task for students: Reflecting on learning achievements might be set for homework. Students could be encouraged to discuss with their parents/guardians the set of experiences to be recorded on the JCPA.
- Teachers could maintain a record of students' significant learning experiences during junior cycle and could decide in conjunction with the student which achievements should be included in the JCPA.
- Subject departments could identify a key teacher, possibly but not necessarily the subject department co-ordinator, who will update school management or a member of staff nominated by the Principal to coordinate this aspect of junior cycle, perhaps at the end of each year of junior cycle or whenever is deemed most appropriate, on what is happening in relation to students' learning experiences in junior cycle.
- Centres of education/special schools could create an online survey for the students to complete. The answers given by students about their participation and learning could be used to populate the other areas of learning.

The learning outcomes identified by students will have to be collected from them and stored locally for entry on to the JCPA at a later date. Centres of education/special schools will choose the mechanism to do this which best suits their individual contexts. For example, a school email address specific to this purpose could be created and students invited, in third year, to email their contribution to this part of the JCPA direct to it. Where this is not feasible, students could provide the information direct to a nominated teacher, for example, the class tutor or year head. The school will determine who is responsible for transfer of the information into the JCPA for each student. Centres of education/special schools may choose to use some of the management hours which have been made available to facilitate the coordination of this work.

1.26 How many references to different types of learning should a school include on the JCPA under Other Areas of Learning?

It is recommended that a school includes between three and five references to *Other Areas of Learning* in this section for each student bearing in mind the word count available on JCPA.

1.27 How should a school decide what aspects of a students' Other Areas of Wellbeing should be reported on in the JCPA?

Students' achievements in wellbeing will be recorded on the JCPA.

This section of the JCPA has limited space dependant on the font size, font type and the layout used (e.g. bullet points will take up more space). For example, a paragraph of size 8 Calibri font will allow approximately 550 characters (with spaces) to fit in the space provided.

It should focus on recognising learning achieved (skills, knowledge and values) rather than on activities. This should be borne in mind when decisions are made as to what to include.

1.28 How is data relating to students' Other Areas of Wellbeing gathered and stored?

In addition to programmes of study in PE, SPHE and CSPE schools may also choose to include other areas in their provision for Wellbeing. Examples are set out in the [NCCA guidelines for Wellbeing in Junior Cycle](#) and include areas such as guidance, school-provided courses/units that address aspects of wellbeing, elements of other subjects that are clearly linked to wellbeing, school initiatives and relevant courses and units developed by outside agencies and organisations.

The learning identified by students will have to be collected from them and stored locally for entry on to the JCPA at a later date. Schools will choose the mechanism to do this which best suits their individual contexts. For example, a school email address specific to this purpose could be created and students invited, in third year, to email their contribution to this part of the JCPA direct to that address. Where this is not feasible, students could provide the information directly to a nominated teacher, for example, the class tutor or year head. The school will determine who is responsible for transfer of the information into the JCPA for each student. Schools may choose to use some of the management hours which have been made available to facilitate the coordination of this work.

Due to technical constraints, it is not possible to reflect subject descriptors for the old Junior Certificate syllabi in the Wellbeing section of the 2025 JCPA. As a result, schools which provided the Junior Certificate syllabi in CSPE, SPHE and/or PE to students will have to reflect their students' achievements in these areas of learning via the free text box entitled 'Other Areas of Wellbeing'. Suggested text has been developed and provided to schools for this purpose. Students who studied the Junior Cycle short courses are not affected by this issue.

Further details concerning wellbeing reporting, including the suggested text referred to above, are available in the letter sent to school Principals outlining arrangements for reporting on wellbeing areas of learning in the JCPA for 2022 on 25 May 2022.

1.29 Will the DEY have access to the information in the Other Areas of Learning and 'Other Areas of Wellbeing' sections?

No. Note: 'other areas of learning' and 'Other Areas of Wellbeing' will not be recorded on JCAD. OALs will be completed for each student of the individual JCPA award.

This data will only be held by the school. The DEY will only have access to the data relating to students' achievement in the SEC examination in subjects, and the data relating to students' achievement in the CBAs and in the L2LPs or L1LPs. Centres of education/special schools should note that should it be necessary to regenerate the JCPA it will be necessary to input the OAL data again.

1.30 Will students' achievements in wellbeing be recorded in the JCPA?

Students' achievements in wellbeing will be recorded on the JCPA.

1.31 How does the Junior Certificate School's Programme (JCSP) fit with the JCPA?

Acknowledgement of students' participation in the JCSP may be recorded under 'other areas of learning'. The planned review of the JCSP programme is currently underway. No new applications are currently being accepted from centres of education/special schools for entry to the JCSP.

1.32 How will centres of education/special schools enter the student's achievements in Level 2 Learning Programmes (L2LPs), where relevant?

As part of the new Junior Cycle, centres of education/special schools can now include programmes called Level 2 Learning Programmes (L2LPs). These are designed for a small number of students with particular special educational needs and are aligned with Level 2 of the National Framework of Qualifications (NFQ).

L2LPs are suited to students where the special/educational needs of these students are such as to prevent them from accessing some or all of the junior cycle Level 3 subjects and short courses. L2LPs are designed around priority learning units (PLUs) that focus on social, personal and pre-vocational skills. These students may also undertake L2LP short courses aligned with Level 2 of the NFQ. Finally, in some cases, these students may also undertake Level 3 subjects and/or short courses at Level 3.

For students who are undertaking L2LPs in combination with a number of subjects and/or short courses, the JCPA may include a report on the students' achievement in:

- the subjects they took in the state-certified examinations
- Classroom-Based Assessments for PLUs and/or subjects and/or short courses
- the area of Wellbeing
- other areas of learning

For students who are undertaking L2LPs or L1LP'S solely, through PLUs and/or Level 2 short courses, the JCPA may include a report on the students' achievement in:

- Classroom-Based Assessments for PLUs and Level 2 short courses
- the area of Wellbeing
- other areas of learning

Centres of education/special schools will have access to a drop down menu which will contain the descriptors 'Achieved' or 'Not Achieved' in respect of L2LP Priority Learning Units (PLUs). Where a student does not achieve the PLU, the PLU in question will not appear on the JCPA.

In relation to students that also undertook Level 1 Learning Programmes, schools will have access to a drop down menu which will contain the descriptors 'Successfully Completed',

'Progress Achieved' or 'Not Achieved' in respect of the relevant Priority Learning Units (PLUs). At both level 1 and Level 2 where a student does not achieve the PLU, the PLU in question will not appear on the JCPA.

Examples of JCPAs for 2024, adhering to this format can be found in Appendix 1 of this handbook. This type of JCPA will contain only information provided by the school, with no information from the SEC.

PART 4 Generating the JCPA

1.33 How will the JCPA be generated?

The JCPA will be generated by centres of education/special schools using the Department's Junior Cycle Awards Database (JCAD).

Following the entry of CBA descriptors on JCAD, a partly completed, pre-populated JCPA for each student will be made available for download to the school in the term following the completion of third year. This will include students' final results in the state-certified final examinations and the descriptors of students' achievement in CBAs. The JCPA for each student should be saved locally by the school. The school should then record, locally, the other Areas of Learning for each student prior to printing the JCPA award.

Note the JCPAs are not compatible with the in-build Pdf. viewer in Google Chrome. If you are using Google Chrome and are having difficulties opening the download, right click on the downloaded JCPA and select the option "Open with System Viewer" if this option is not available there will be an option to choose which program to use to open the download, use this to find the Adobe Acrobat program in your file system and open the JCPA using this.

1.34 Are Centres of Education/special schools required to have the JCPA printed by a professional printing company?

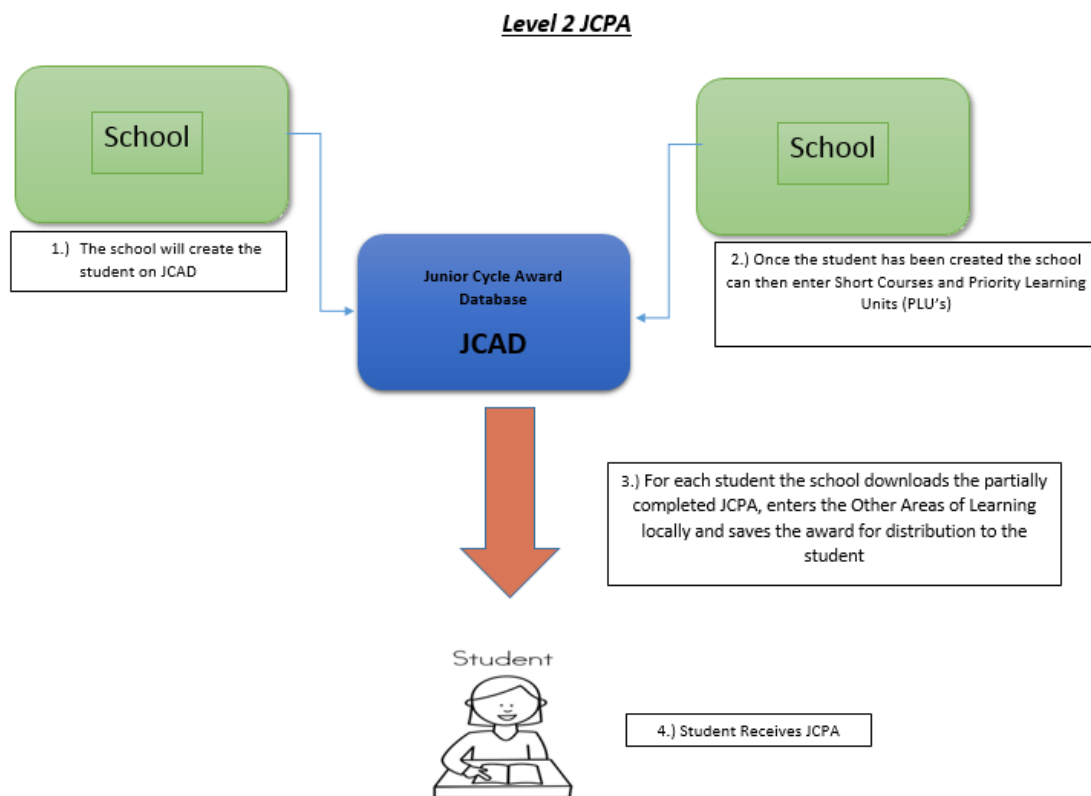
It is not a requirement to employ a professional printing company to carry out the print job. It is at the discretion of each school whether they choose to print the JCPA themselves or employ a professional printer to do so.

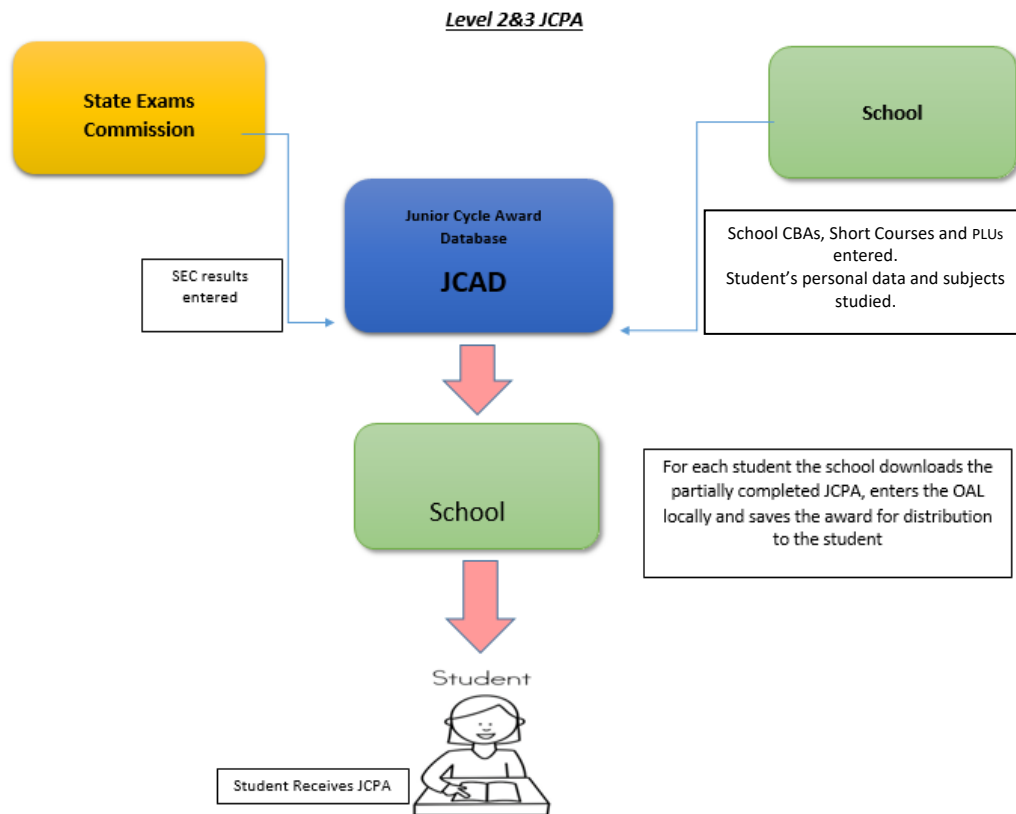
DATA PROTECTION

1.35 Are there data protection issues for consideration by centres of education?

It is required by data protection law that before centres of education/special schools commence processing of any personal data a centre of education/special school must first bring a privacy notice on how the student's personal data will be processed to the attention of parents/guardians. Appendix 3 includes templates for Privacy Notices which should be brought to the attention of parents/guardians of students who will receive a Junior Cycle Profile of Achievement (JCPA) award in 2025.

The diagram below shows the data flow process in relation to student JCPA data.





1.36 Will a copy of the JCPA be saved electronically on the centres system?

Centres of education/special schools will have the ability via JCAD to download the partially completed JCPA (without OALs or OAWs) to their local system.

In order to save a full copy of the JCPA in 2025 the 'other areas of learning' and 'Other Areas of Wellbeing' sections must be completed and it will be necessary for centres of education to save these on their system as a PDF, scan a copy and retain electronically or alternatively keep a hard copy on file.

1.37 Will centres of education/special schools be required to keep copies of JCPAs for their students?

Centres of education are required to save the JCPA for each student – either electronically or in paper copy. Current guidelines to centres of education on data retention which have been prepared by the Management Bodies advises retention of "results of in-school tests/exams (i.e. end of term, end of year exams, assessment results)" for 7 years after the age of majority (18).

In order to save a full copy of the JCPA including 'Other Areas of Learning', centres of education when generating the JCPA for each student will scan a copy and retain electronically or alternatively keep a hard copy on file. This has the advantage that a former student need only go to one source for the full data and also responsibility rests with the school.

Schools may also choose to issue the JCPA electronically to students, in addition to the print version of the JCPA formally presented to students.

NB: Schools need to be fully aware of their responsibility to retain a JCPA for each individual student for up to 7 years and to provide JCPAs to students on request.

Appendix 1 – Logos and Signatures

JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

Guidelines for inclusion of the School/Centre for Education Crest or Logo and/or Signatures on the JCPA award

The following 2 images may be pre-populated on the JCPA award, should the school/centre for Education wish to do so:

School/Centre Crest/Logo: This image appears in two separate areas on the JCPA award.

- a. The cover page (large image)
- b. Results page (small image – appears at the bottom of the JCPA results page)

Signature of Principal/Coordinator: (appears at the bottom of JCPA results page)

In order for the above to be automatically pre-populated upon the generation of the JCPA the school/centre for Education should forward the above to the Department of Education and Youth. Details on how to send the images to the Department are as follows:

School/Centre Crest or Logo

- 1) School/Centre for Education crest or logo should not contain any additional text beyond the central logo.
- 2) Sample crest shown (shown opposite; size 5.4 cm x 5.7 cm)) is the **actual** size which will be printed on the JCPA cover page. Please ensure that your crest is of sufficient quality/resolution to render clearly at this size.
- 3) Larger images will be accepted by the Department and will be resized to render clearly at the appropriate size.
- 4) Images will be accepted as any image file (.jpg/.tiff etc)
- 5) Where an image is sent to the Department with additional text (school name under, over or around the main image) then this will be removed by the Department.
- 6) Please save the image as “YourSchoolCentreNumber”_Crest. (e.g. for school roll number 12345X the image should be named 12345X_Crest.jpg OR 12345X_Crest.tiff).



Signatures

- 1) Where a school/centre for Education chooses, the Principal or Coordinator signature can be included on the JCPAs which will be generated by the system.
- 2) In order to include the image then please:-
 - a. Complete the details as contained in the form below.
 - b. Scan the completed page and save the file as "YourSchoolRollNumber"_signature. (e.g. for school roll number 12345X the file should be named 12345X_signature.jpg OR 12345X_signatures.pdf).

Please forward both (i) Crest/Logo Image and (ii) Signature Image to JCPA@education.gov.ie in one single email as soon as possible. Any queries on this should be addressed to JCPA@education.gov.ie.

Signatures for inclusion in the JCPA

Name (block capitals)

Signature (please ensure signature fits within the container)

Signature <input type="checkbox"/> Principal Or <input type="checkbox"/> Co-Ordinator		
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Appendix 2 – Privacy Notice and Consent Form

PRIVACY NOTICE - Junior Cycle Profile of Achievement Award For the information of parents/guardians of students who will receive a Junior Cycle Profile of Achievement (JCPA) award in 2025

Introduction

It is required by data protection law that before schools commence processing of any personal data a school must first bring a privacy notice on how the student's personal data will be processed to the attention of parents/guardians. This privacy notice relates to those students who have undertaken **Junior Cycle at Level 3, Level 2 or Level 1** of the National Qualifications Framework. Junior Cycle Level 3 includes exams set by the State Examinations Commission (SEC), where the provisional results are provided to schools and students in the September following the sitting of the State examinations. Junior Cycle Level 2 and Level 1 Learning Programmes are designed for students with particular special educational needs and is broadly aligned to Level 2 and 1 of the National Framework for Qualifications (NFQ) respectively. In some instances students will undertake a combination of a Level 1, 2 and Level 3 programme.

Process

This document sets out the information in relation to how students' Junior Cycle assessment data will be used to produce the Junior Cycle Profile of Achievement (JCPA). The JCPA has replaced the Junior Certificate award. Where student details are currently maintained on the Department's Post-Primary Online Database (PPOD¹) the JCPA will be produced by schools via PPOD. Where student details are not held on PPOD (e.g. special schools) the JCPA will be produced via the Junior Cycle Assessment Database (JCAD²). Schools will be enabled to record additional assessment student data on PPOD or JCAD for the purpose of producing a **Junior Cycle Profile of Achievement (JCPA)** for each of their students who completes the Junior Cycle.

This approach enables

- a. schools to record on PPOD or JCAD the descriptors awarded in Classroom-Based Assessments in subjects and short courses and also reflect achievement in Priority Learning Units (PLUs) for students with special educational needs.
- b. the State Examinations Commission (SEC) to provide state examinations final results electronically to the Department of Education and Skills for upload to PPOD and JCAD and association of these results with each student.
- c. the Department of Education and Skills to provide the JCPAs electronically to schools/centres of education for each student.
- d. Schools/centres of education to complete the 'other areas of learning' section of the JCPA for each student and deliver the award to students. The 'other areas of learning' section of the JCPA allows the school/centre of education to report on other learning experiences and events that the student has participated in outside

¹ Please see separate Privacy Notice on general use of P-POD at <https://www.gov.ie/en/service/43ddb5-post-primary-online-database-p-pod/#data-protection>

² JCAD is the DES database developed to facilitate the production by Special Schools and Centres of Education of the JCPA.

the formal timetabled curriculum. The data entered at school level for 'other areas of learning' will not be stored on the Department's database.

- e. following production of the JCPA for each student the school/centre of education to retain a copy of the full JCPA for each student. The Department will retain a copy of a draft version of the JCPAs for 7 years after the age of majority (18).
- f. the data to be anonymised once JCPAs are produced and used in statistical analysis. No identifiable individual data is used by the Department except to provide, on request, draft copies of the JCPA to schools.

It should be noted that only a small number of staff within the Department of Education has access to the personal data and then solely to provide technical support to your school/centre of education when it is using the PPOD or JCAD application. Student data as set out below will not be shared with anyone else other than another post-primary school in which the student enrolls.

Pursuant to Section 3 and Section 4 of the Data Protection Acts, you may access your personal data and request a copy of your data held on PPOD by contacting your school, or if you are a former student by contacting the Department of Education. Under data protection law you may object to the processing of your data or seek to have the data corrected.

More detail on use of personal data by the Department is contained in the FAQ on PPOD available on <https://www.education.ie/en/The-Department/Data-Protection/FAQ.html>.

The Department of Education Data Controller for PPOD is the Principal Officer in the Parents, Learners and Database Section within the Department who can be contacted by e-mailing ppodhelpdesk@education.gov.ie

The Data Protection Officer for the Department may be contacted by e-mailing dpo@education.gov.ie

List of post-primary student personal data³ recorded by post-primary schools on PPOD or JCAD for the purpose of producing the Junior Cycle Profile of Achievement (JCPA).

Sensitive Personal Data for some students with a special education need

- Priority Learning Unit descriptor
- Priority Learning Unit medium – Irish/English
- Priority Learning Unit outcome

Written consent should be sought from the parents/guardians of students with special educational needs (see template below).

For each subject where an examination held by the State Examinations Commission was taken

- Level taken in the final examination
- Outcome of Classroom-Based Assessments 1 and 2⁴ (NB Only if recorded on PPOD)
- Predicted medium through which final examination taken *Irish/English*
- Overall grade awarded by State Examinations Commission
- Annotation of result to indicate a subject was assessed except for a particular element e.g. aural is missing

For each short course taken

- Title
- Level of Learning Programme - 2 or 3
- Medium Irish/English
- Outcome of Classroom- Based Assessment

In addition the following data provide by the State Examinations Commission will be printed on your JCPA

- Forename and Surname – as provided to the State Examination Commission
- Date of Birth – to aid identification whether there are more than two students with the same name
- State examination candidate number – to assist with any follow up query with State Examinations

Information on other personal data stored outside of PPOD and used by your school in producing your JCPA is available in your school's *Data Protection Policy* a copy of which may be obtained from your school.

Information on the all other personal data of students collected and processed by schools using PPOD is available in the **Fair Processing Note for PPOD** copies of which are available at www.education.ie

³ Details on retention periods, legal basis for collection by the Department and the school are contained in the Fair Processing Notice for PPOD

⁴ Classroom-Based Assessments are part of the new specifications for English, Business Studies and Science.

CONSENT FORM for the recording of assessment data relating to the Level 2 Learning Programmes and Level 1 Learning Programmes for students with particular special educational needs.

NAME OF SCHOOL _____

ADDRESS OF SCHOOL _____

NAME OF STUDENT _____

Date of Birth of Student _____

I consent to details of the outcomes of any Level 2 Learning Programmes and Level 1 Learning Programmes undertaken by the above named student being recorded on the Department of Education PPOD or JCAD computer applications in order that the above school may include this information on the student's Junior Cycle Profile of Achievement (JCPA).

Signed

PRINT NAME

DATE

Please return completed forms to the student's school

This form should be retained by the school for the duration of the student's enrolment and made available for inspection by an officer of the Department or the Office of the Data Protection Commissioner, if required.

Appendix 3 – Sample JCPAs

SAMPLE Level 3 JCPA

JUNIOR CYCLE PROFILE OF ACHIEVEMENT	JANE DOE 2024
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State Certified Final Examination	
Irish L2 (H)	Achieved
English (H)	Achieved
Mathematics (H)	Achieved
History (C)	Achieved
Geography (C)	Achieved
Engineering (C)	Achieved
Business Studies (C)	Merit
Science (C)	Merit
Wood Technology (C)	Achieved
Religious Education (C)	Achieved

Classroom-Based Assessments - Subjects		
Irish L2	Language Portfolio	Not Reported
	Communicative task	Not Reported
English	Oral Communication	In Line with Expectations
	The Collection of the Student Texts	Not Reported
Mathematics	Mathematical Investigation	Yet to Meet Expectations
	Statistical Investigation	Not Reported
History	The Past in My Place	In Line with Expectations
	A Life in Time	Not Reported
Geography	Geography in the news	In Line with Expectations
	My geography	Not Reported
Engineering	Engineering in action	Not Reported
	Research and Development	Not Reported
Business Studies	Business in action	In Line with Expectations
	Presentation	Not Reported
Science	Extended Experimental Investigation	In Line with Expectations
	Science in Society Investigation	Not Reported
Wood Technology	Wood science in our environment	In Line with Expectations
	Student self-analysis and evaluation	Not Reported
Religious Education	A Person of Commitment	In Line with Expectations
	The human search for meaning	Not Reported

Other Areas of Learning ?

Classroom-Based Assessments - Short Courses	

Wellbeing	
Physical Education	
SPHE (Social, Personal, Health Education)	
CSPE (Civic, Social, Political Education)	

Other Areas of Wellbeing ?

Principal Mr. John Smith	Year Head Testing	Roll Number: 10000X My Schoolá Cornamaddy, Ballymahon New Road, Atthlones, Co. Westmeath N37 TR23
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This JCPA recognises and records achievements in Junior Cycle.

JANE DOE

My School's



JUNIOR CYCLE PROFILE OF ACHIEVEMENT

UNDERSTANDING YOUR JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

This Junior Cycle Profile of Achievement records student achievement in subjects and short courses broadly aligned to Level 3 of the National Framework of Qualifications (NFQ), and Priority Learning Units (PLUs) and short courses broadly aligned to Level 2 and Level 1 of the NFQ.

Grading of the Final Examinations

Grade Descriptor	Percentage
Distinction	≥ 90 to 100
Higher Merit	≥ 75 and < 90
Merit	≥ 55 and < 75
Achieved	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40
Not Graded	≥ 0 and < 20

CBA Descriptors

Exceptional
Above Expectations
In line with Expectations
Yet to Meet Expectations
Where a student does not receive a descriptor for a CBA, the term 'not reported' is used.

Priority Learning Units

Level 2 PLU and Short Course Descriptor Achieved
Level 1 PLU and Short Course Descriptors Successfully Completed
Progress Achieved

For the cohort of students who completed their Junior Cycle in 2024, revised assessment arrangements for the completion of classroom-based assessments were introduced as a result of the disruption to learning students experienced. These revised assessment arrangements required each student to complete a minimum of one CBA in each subject rather than the usual two.

Other Areas of Learning



This section provides an opportunity for schools to report on achievements in other areas of learning in which the students has engaged.

Inclusiveness measures in the State Examinations

Inclusiveness and transparency are core principles underpinning the Junior Cycle Examination. In certain circumstances it is open to a candidate to choose to have his/her result in a particular subject based upon all except some element of the examination in that subject. The State Examinations Commission emphasises that in all cases the grade descriptor awarded is a full and accurate reflection of the candidate's performance in the examination.

Explanation of the various numeric codes that accompany a grade in any case where an element of the examination was not assessed:

2. All parts of the examination in this subject were assessed except the aural element.
3. All parts of the examination in this subject were assessed except the practical element.
4. All parts of the examination in this subject were assessed except spelling and written punctuation elements.
5. All parts of the examination in this subject were assessed except the reading element.
6. All parts of the examination in this subject were assessed except spelling and some grammatical elements.
7. All parts of the examination in this subject were assessed except the project element.
15. All parts of this examination were assessed except for the testing of graphical skills in the written paper.

 JUNIOR CYCLE PROFILE OF ACHIEVEMENT		JOHN DOE 2024	
State Certified Final Examination		Classroom-Based Assessments - Subjects	
English (O)	Merit	English	Oral Communication: Exceptional The Collection of the Student Texts: Exceptional
Mathematics (O)	Merit	Mathematics	Mathematical Investigation: Exceptional Statistical Investigation: Exceptional
History (C)	Merit	History	The Past in My Place: In Line with Expectations A Life in Time: Yet to Meet Expectations
French (C)	Merit	French	Oral Communication: Above Expectations The Student Language Portfolio: In Line with Expectations
Science (C)	Merit	Science	Extended Experimental Investigation: Exceptional Science in Society Investigation: In Line with Expectations
Wood Technology (C)	Merit	Wood Technology	Wood science in our environment: Not Reported Student self-analysis and evaluation: Exceptional
Priority Learning Units		Classroom-Based Assessments - Short Courses	
Preparing for Work (Level 2)	Achieved	CSI: Exploring Forensic Science (Level 2)	Achieved
Living in a Community (Level 2)	Achieved	Artistic Performance	Exceptional
Personal Care (Level 2)	Achieved	Chinese Language and Culture	Above Expectations
Communicating and Literacy (Level 2)	Achieved	Digital Media Literacy	Yet to Meet Expectations
Wellbeing		Other Areas of Wellbeing ?	
(Empty Wellbeing section)		(Empty Other Areas of Wellbeing section)	
Other Areas of Learning ?		(Empty Other Areas of Learning section)	
Principal		Roll Number: 10000X	
John Hancock 		Springfield Elementary School 19 Plympton Street, Springfield D11 X999	
This JCPA recognises and records achievements in Junior Cycle.			

JOHN DOE

Springfield Elementary School



JUNIOR CYCLE PROFILE OF ACHIEVEMENT

UNDERSTANDING YOUR JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

This Junior Cycle Profile of Achievement records student achievement in subjects and short courses broadly aligned to Level 3 of the National Framework of Qualifications (NFQ), and Priority Learning Units (PLUs) and short courses broadly aligned to Level 2 and Level 1 of the NFQ.

Grading of the Final Examinations

Grade Descriptor	Percentage
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Higher Merit	≥ 75 and < 90
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Achieved	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40
Not Graded	≥ 0 and < 20

CBA Descriptors

Exceptional
Above Expectations
In line with Expectations
Yet to Meet Expectations
Where a student does not receive a descriptor for a CBA, the term 'not reported' is used.

Priority Learning Units

Level 2 PLU and Short Course Descriptor Achieved
Level 1 PLU and Short Course Descriptors Successfully Completed
Progress Achieved

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Explanation of the various numeric codes that accompany a grade in any case where an element of the examination was not assessed:

- All parts of the examination in this subject were assessed except the aural element.
- All parts of the examination in this subject were assessed except the practical element.
- All parts of the examination in this subject were assessed except spelling and written punctuation elements.
- All parts of the examination in this subject were assessed except the reading element.
- All parts of the examination in this subject were assessed except spelling and some grammatical elements.
- All parts of the examination in this subject were assessed except the project element.
- All parts of this examination were assessed except for the testing of graphical skills in the written paper.



Joseph Bloggs

DOB: 25 November 2008

Student ID number: 16808

Priority Learning Units

Preparing for Work (Level 2)

Achieved

Living in a Community (Level 2)

Achieved

Personal Care (Level 2)

Achieved

Numeracy (Level 2)

Achieved

Communicating and Literacy (Level 2)

Achieved

Classroom-Based Assessments - Short Courses

A Personal Project: Caring for Animals (Level 2)

Achieved

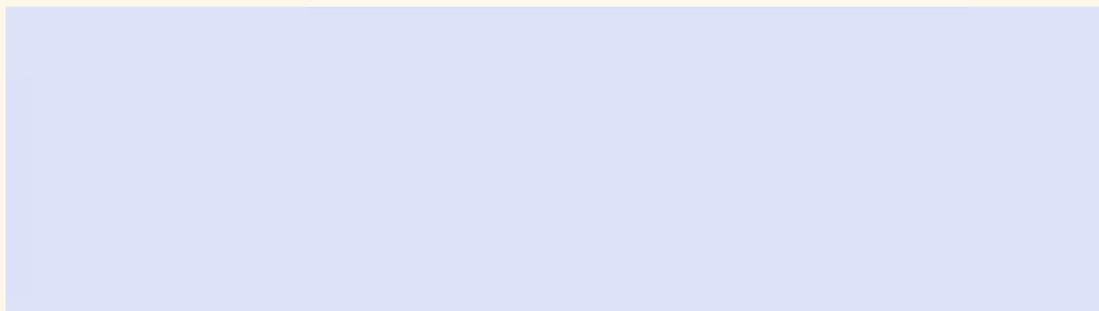
CSi: Exploring Forensic Science (Level 2)

Achieved

Wellbeing



Other Areas of Learning



Principal

John Hancock

Roll Number: 10000X

Springfield Elementary School
19 Plympton Street,
Springfield
D11 X999



This JCPA recognises and records achievements in Junior Cycle.

This JCPA recognises and records achievements in Junior Cycle.

Examination number:

DOB: 25 November 2008

Joseph Bloggs

Springfield Elementary School



JUNIOR CYCLE PROFILE OF ACHIEVEMENT

UNDERSTANDING YOUR JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

This Junior Cycle Profile of Achievement records student achievement in subjects and short courses broadly aligned to Level 3 of the National Framework of Qualifications (NFQ), and Priority Learning Units (PLUs) and short courses broadly aligned to Level 2 and Level 1 of the NFQ.

Priority Learning Units

Level 2 PLU and Short Course Descriptor
Achieved

Level 1 PLU and Short Course Descriptors
Successfully Achieved
Partially Achieved

For the cohort of students who completed their Junior Cycle in 2024, revised assessment arrangements for the completion of classroom-based assessments were introduced as a result of the disruption to learning students experienced. These revised assessment arrangements required each student to complete a minimum of one CBA in each subject rather than the usual two.

Other Areas of Learning

This section provides an opportunity for schools to report on achievements in other areas of learning in which the students has engaged.