

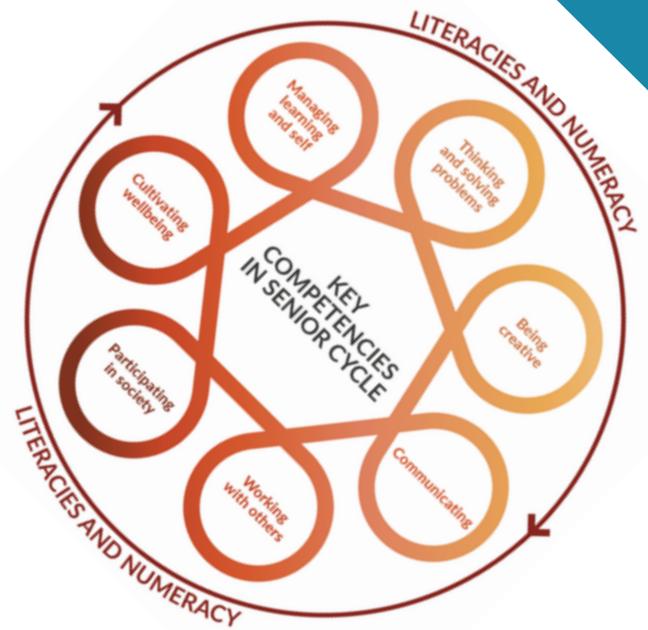


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Supporting the Professional
Learning of School Leaders
and Teachers

Senior Cycle Redevelopment Workshops for School Leaders



Professional Learning Booklet

Department of Education
Senior Cycle Redevelopment
Schools Information Note
November 2023, Issue 1

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Supporting the Professional
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Senior Cycle Social Personal Health Education (SPHE)

Professional Learning Booklet



Senior Cycle SPHE Requirements

Programme	Requirement from:	Specification Programme Guidance	Time Required	Key Notes
TY	September 2025	No Curriculum Specification but must include RSE	One class per week (not exceeding 1 hour)	Student voice and consultation on prior learning at Junior Cycle SPHE, L1LP Personal Care and Wellbeing PLU or L2LP Personal Care PLU (cohort dependant)
LCE	September 2027 (students entering 5th year)	Senior Cycle SPHE Specification 2024 (NCCA)	60 hours over two years	Assessment through 8 (minimum) Key Assignments. Schools can report on assessment and learning through the regular reporting system and/or award a school certificate
LCA	September 2025	Senior Cycle SPHE Specification 2024 (NCCA)	60 hours over two years	The Senior Cycle SPHE specification will replace LCA Social Ed. module 1 (Social and Health Ed. 1) & module 4 (Social and Health Ed. 2). Credits awarded - 4 key assignments at end of year 1 (2 credits). 4 key assignments at end of year 2 (2 credits)
L1LP	September 2025	Senior Cycle Level 1 Personal Care (NCCA)	min. 180 hours (3 modules - 60 hours each)	Personal Care meets SPHE requirements
L2LP	September 2025	L2LP Personal Care (NCCA)	min. 60 hours (1 module)	Personal Care meets SPHE requirements



Senior Cycle SPHE Audit

This audit supports school leaders in reviewing and monitoring SPHE timetabling across all senior cycle programmes. For each statement, indicate whether the area is Developed or Developing.

Transition Year		
Check	Developed	Developing
SPHE is currently timetabled as a component of the TY Student Dimension 'Personal Growth' since September 2025		
It is timetabled for one class period per week not exceeding one hour		
Provision is spread across the year rather than block delivered		
Student voice informs planning (prior Junior Cycle SPHE learning or Personal Care PLU for L1L2LP students)		
No pre-teaching Senior Cycle: TY SPHE is not designed using the Senior Cycle SPHE specification		
RSE continues to be part of the curriculum but now as part of SPHE		



Senior Cycle SPHE Audit

Senior Cycle SPHE – Leaving Certificate Established (LCE)

Check	Developed	Developing
School is planning for mandatory implementation from September 2027		
Curriculum Specification for Senior Cycle SPHE 2024 is being followed		
A minimum of 60 hours across fifth and sixth year is provided		
If using 60-minute periods: one class per week is timetabled If using 40-minute periods: two classes in one year and one in the other		
Planning arrangements are in place for Subject Plan		

Senior Cycle SPHE – Leaving Certificate Applied (LCA)

SPHE is now timetabled as a standalone subject as part of the Social Education Module.		
Curriculum Specification for Senior Cycle SPHE 2024 is being followed		
A minimum of 60 hours across the two-year programme is provided		
Planning arrangements are in place for Key Assignments and certification credits		



Senior Cycle SPHE Audit

Senior Cycle Level 1 and Level 2 Personal Care

Check	Developed	Developing
Personal Care is a Core Curriculum area		
Level 1: A minimum of 180 hours is recommended, three modules are provided over two years		
Level 2: A minimum of 60 hours is recommended, one module over two years		
Provision meets SPHE requirements for these students		
High level of collaboration between the SPHE team, SET Team and parents/guardians		
Process and structure for evidence of learning through portfolio are in place		
Designed for learning to be integrated into subjects, supporting students where appropriate, to engage with their learning alongside their peers.		



List of Key Assignments

Guidelines to support the completion of Key Assignments P.4

Table 1: List of Key Assignments

Key Assignment	Strand Link	✓
I gathered information on the factors that influence holistic health and made a plan to improve one aspect of my health.	Strand 1	
I made a chart/poster/graphic/pamphlet/infographic/video to explain the difference between low mood and depression and signposted where and how young people can access reliable help and support if they are worried about their own or someone else's mental health.	Strand 1	
I created a short presentation on one important factor that effects young people's emotional wellbeing and reflected on what this means for me.	Strand 1	
I made a list of tips for how to stay safe when out socialising and included advice on what to do if myself or someone I know gets into difficulty.	Strand 1	
I collected information on the power of sleep, reflected on what this means for me and made a plan to improve my sleep, if necessary.	Strand 1	
I designed an awareness campaign for people my age highlighting the signs, risks and consequences of different kinds of addictions, and how and where to seek support for an addiction.	Strand 1	
I have become more aware of my thoughts, feelings and behaviours and I created a checklist of strategies that I think will help me to manage myself better emotionally.	Strand 1	
I participated in a series of role plays/scenarios, showing how to communicate effectively in different situations such as conflict, communicating boundaries, ending a relationship.	Strand 2	
I created a short presentation to highlight warning signs in an intimate relationship (including signs of abuse or coercive control) and what healthy relationships look and feel like. This included signposts to relevant supports.	Strand 2	
I created a fact sheet for young people entitled 'Consent - What you need to know?'	Strand 2	
I created a short presentation showing how positive and harmful attitudes around gender are visible in the media.	Strand 2	
I examined case-studies and/or relationship scenarios and suggested possible resolutions/responses, based on respect and care for self and others.	Strand 2	
I created a short presentation on how the law protects people from abusive relationships (including stalking, image-based abuse and domestic, sexual and gender-based violence)	Strand 2 and 3	
I have reflected on the skills I will need to be able to take care of myself when I move on from school and I've created a plan to develop and practice some of these skills now.	Strand 3	
I gathered information about one group of people who are experiencing discrimination and I reflected on practical ways that I can show solidarity with them.	Strand 3	
I designed a resource, e.g. poster, flyer, short video etc, to let my peers know about their work-place rights or their rights and responsibilities in online communications, before the law.	Strand 3	
I wrote a letter to my 12 year old self, with advice about how to make it through adolescence, make healthy choices and be your own person.	All three strands	
I created a 'notice-board' of relevant, trust-worthy and useful websites, services and supports for health and wellbeing that would be helpful for young people to know about.	All three strands	

Supporting the Provision of SPHE in your school for your students

Leadership Foundations

- Is there an SPHE coordinator and core team who meet regularly with senior management to review provision?
- Are teachers consulted before being assigned to SPHE?
- Is appropriate time allocated for SPHE and for collaborative planning?
- Are SPHE teachers enabled to engage in collaborative planning on a par with other subject departments?

Building Teacher Capacity

- Are interested and appropriately upskilled teachers deployed to teach SPHE?
- Are teachers encouraged and facilitated to engage in ongoing professional learning?
- Is professional learning used strategically to build and sustain whole-school capacity in SPHE?

Working Together

- Do SPHE teachers have regular opportunities (formal and informal) for collaborative planning and professional dialogue?
- Are appropriate supports in place to help SPHE teachers reflect on and process their classroom experiences?
- Is the SPHE coordinator part of, or consulted by, relevant whole-school teams?
- What structures are in place to ensure meaningful student voice and participation in SPHE planning and review?
- What structures are in place to communicate with parents/guardians about the SPHE curriculum?

Culture and Sustainability

- Are the SPHE and RSE policies in place, up to date and aligned with other relevant school policies?
- Is there a current SPHE subject department plan?
- Is SPHE positioned within a whole-school approach to wellbeing?
- Is there planning in place for the future teaching and sustainability of SPHE (succession planning)?

Key Documents to Support Senior Leaders in Implementing Senior Cycle SPHE

Key Document	Why it matters
Circular 0012/2025	Confirms Senior Cycle SPHE replaces LCA Social & Health Education modules 1 and 4, and sets out the change for LCA entrants 2025/26
Circular 0043/2018	Sets best-practice safeguards for selecting and using wellbeing programmes/external speakers, including for SPHE and RSE
Circular 0037/2010	Reminds schools of obligations to develop an RSE policy and implement RSE from 1st–6th year
Senior Cycle SPHE Specification (2024)	Defines content, strands, learning outcomes and 60-hour requirement for LCA and LCE
Senior Cycle SPHE – Key Assignment Guidelines (2024)	Explains assessment expectations and Key Assignments for LCA and LCE
Transition Year Programme Statement	Sets expectations for TY SPHE planning
Student Voice in Planning TY SPHE	Supports schools in using structured student consultation to inform the planning of TY SPHE, ensuring learning builds on Junior Cycle SPHE, reflects student needs and interests, and aligns with student-centred planning expectations
Senior Cycle Level 1 Learning Programme: Personal Care	Sets out how students following Level 1 programmes fulfil their SPHE requirement through the Personal Care curriculum area
Senior Cycle Level 2 Learning Programme: Personal Care	Sets out how students following Level 2 programmes fulfil their SPHE requirement through the Personal Care curriculum area
NCCA SPHE Toolkits (TY and Senior Cycle)	Supports planning and implementation of TY and Senior Cycle SPHE through practical guidance, classroom resources and flexible micro-modules

Professional Learning Supports

Tacú: Implementing Change Senior Cycle SPHE

Tacú: Implementing Change

Reflective professional conversations on leadership insights and practical advice for implementing change to support Senior Cycle Redevelopment

A reflective professional conversation with David McCormack sharing his knowledge and experience of implementing change.

This initial conversation will focus on Senior Cycle SPHE.

More conversations with school leaders to follow
These conversations will be available on our website and via our mailing list

Tuesday 20th January 2026
Conversation focusing on Senior Cycle SPHE

Tuesday 27th January 2026
Conversation focusing on the TY Programme Statement

Oide Wellbeing Team Resources Senior Cycle SPHE

SPHE Senior Cycle

News & Updates

Key Documents

Professional Learning Materials

Preparation for Teaching and Learning

Resources



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Supporting the Professional Learning of School Leaders and Teachers



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Supporting the Professional Learning of School Leaders and Teachers

Planning and Preparing for Sensitive Issues in Junior Cycle and Senior Cycle SPHE

February 2026	
Date	Venue
February 23 rd	West Cork Education Support Centre
February 23 rd	Wexford Education Support Centre
February 24 th	Carrick on Shannon Education Support Centre
February 24 th	Athlone Education Support Centre
February 24 th	Limerick Education Support Centre
February 24 th	Waterford Education Support Centre
February 26 th	Cork Education Support Centre
February 26 th	Tralee Education Support Centre
February 26 th	Clare Education Support Centre
February 26 th	Drumcondra Education Support Centre
February 26 th	Mayo Education Support Centre
February 27 th	Monaghan Education Centre
February 27 th	Dublin West Education Centre
February 27 th	Laois Education Support Centre
February 27 th	Kilkenny Education Support Centre
March 2026	
Date	Venue
March 2 nd	Sligo Education Centre
March 2 nd	Blackrock Education Support Centre
March 2 nd	Athlone Education Support Centre
March 3 rd	Dublin West Education Support Centre
March 3 rd	Drumcondra Education Support Centre
March 3 rd	Galway Education Support Centre
March 3 rd	Kildare Education Support Centre
March 5 th	Blackrock Education Support Centre
March 6 th	Cork Education Support Centre
March 13 th	County Donegal Education Support Centre
March 13 th	Navan Education Support Centre

Teaching RSE across the Post-primary Continuum

This two-day Professional Learning Experience (PLE) is designed to support all teachers of SPHE. This new PLE builds upon previous introductory SPHE days and will look at planning and facilitating RSE in both junior and senior cycle SPHE. This PLE will be offered nationwide starting Monday, 9th March 2026. Please see below for details. Substitution is available as required. Each PLE will begin at 9:15 am and finish at 3.45pm.

March		April	
Date	Venue	Date	Venue
9 th and 10 th March	Blackrock Education Support Centre	13 th and 14 th April	Sligo Education Centre
9 th and 10 th March	County Donegal Education Support Centre	13 th and 14 th April	Kildare Education Support Centre
9 th and 10 th March	West Cork Education Support Centre	13 th and 14 th April	Blackrock Education Support Centre
9 th and 10 th March	Wexford Education Support Centre	13 th and 14 th April	Dublin West Education Support Centre
18 th and 19 th March	Laois Education Support Centre	13 th and 14 th April	Galway Education Support Centre
18 th and 19 th March	Limerick Education Support Centre	16 th and 17 th April	Cork Education Support Centre
18 th and 19 th March	Waterford Education Support Centre	16 th and 17 th April	Drumcondra Education Support Centre
18 th and 19 th March	Navan Education Support Centre	16 th and 17 th April	Carrick on Shannon Education Support Centre
23 rd and 24 th March	Tralee Education Support Centre	16 th and 17 th April	Athlone Education Support Centre
23 rd and 24 th March	Drumcondra Education Support Centre	23 rd and 24 th April	Cork Education Support Centre
23 rd and 24 th March	Mayo Education Support Centre		
26 th and 27 th March	Monaghan Education Centre		
26 th and 27 th March	Dublin West Education Support Centre		
26 th and 27 th March	Athlone Education Support Centre		
26 th and 27 th March	Kilkenny Education Support Centre		
26 th and 27 th March	Clare Education Support Centre		

Book via Teachers - Oide
Search for RSE to see available dates and venues.



Book via Teachers - Oide
Search for SPHE to see available dates and venues.

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@Oide_SPHE www.Oide.ie

While a wide range of professional learning opportunities are available to support teachers of SPHE, there is no requirement for teachers to have completed SPHE-specific CPD prior to teaching SPHE. Circular 0012/2025 refers to Oide professional learning as being provided “to support Senior Cycle SPHE teachers in planning, teaching and assessing the new Senior Cycle SPHE specification”, with schools asked to prioritise access where possible.

External Professional Learning

Agency / Programme	Professional Development Focus	Website Link
HSE Professional Learning	Training to support teachers delivering SPHE, particularly HSE-developed resources available through the SPHE Toolkit (in partnership with the Department of Education and NCCA).	https://hsehealthandwellbeingnews.com
NEART	National programme of mental health and wellbeing supports for post-primary schools (collaboration between Jigsaw and NEPS/Department of Education and Youth).	https://jigsaw.ie/neart/
DRCC – BodyRight Programme	Teacher training to facilitate the BodyRight programme: consent, sexual violence awareness, law, boundaries, sexting and supports for young people.	https://drccportal.powersappsportals.com/Education/training_signup_bodyright/
Bodywhys	Training on supporting students with eating disorders and promoting positive body image in secondary schools.	https://www.bodywhys.ie
DCU – Graduate Diploma in SPHE/RSE Level 9	Postgraduate qualification supporting teachers in delivering the new SPHE/RSE curriculum (Junior & Senior Cycle).	https://www.dcu.ie/courses/postgraduate/school-human-development/graduate-diploma-social-personal-and-health
Active* Consent	Second-level teacher training to facilitate the Active* Consent programme in schools (consent, sexual scripts, social norms).	https://www.activeconsent.ie
Shout Out	ShoutOut training sessions offer a comprehensive understanding of LGBTQI+ identity, terminology and allyship.	https://www.shoutout.ie/workshops
Belong to	Interactive educator training including videos, exercises and quizzes to equip staff to better listen to, understand, respond to and support LGBTQ+ young people.	https://www.belongto.org

Senior Cycle SPHE Readiness Audit

This worksheet supports school leaders to reflect on current practice and identify priorities and next steps for the planning and implementation of Senior Cycle SPHE.

1. Current Strengths

What is already in place in our school that will support effective SPHE implementation? (e.g. existing wellbeing structures, staff expertise, student voice practices, policies)

2. Areas for Development

Is there one area in SPHE provision that will require focused planning or leadership attention??
(e.g. timetabling, assessment, teacher confidence, parent communication, core team)

3. Supports Needed

What support(s), resource(s) or decision(s) would help move this priority forward? (e.g. CPD, planning time, guidance from NCCA toolkits, leadership structures)



Leading Effective Subject Planning in Senior Cycle

Professional Learning Booklet

The technical form of curriculum specifications for subjects and modules in a redeveloped Senior Cycle



Planning to support student learning

Section 1: Key Reflection

What does effective subject planning look like in your school?

How does effective subject planning support student learning?

Over to you...

This worksheet supports school leaders to reflect on current practice and identify priorities and next steps for subject planning at Senior Cycle.

What will we prioritise this year to improve subject planning, learner outcomes, and experiences?



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Leading an Inclusive and Coherent Transition Year



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Key Learning Reflection

Please take a few moments to reflect on the following: What? So What? Now What?

What?

One idea I'm taking away from leading an inclusive TY Programme is...

So What?

How inclusive is our TY programme?

Now What?

One conversation I will be having as a result of today...



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Leading a Whole School Approach to Supporting AACs

Professional Learning Booklet

State Examinations Commission
**Coursework Rules
& Procedures
2025-2026**



LEAVING CERTIFICATE EXAMINATION LEAVING CERTIFICATE VOCATIONAL PROGRAMME SCHEDULE OF EXAMINATION AND COMPLETION DATES 2026/2027

NOVEMBER / DECEMBER 2026		JANUARY / FEBRUARY 2027	
Monday, 2 November	Home Economics Food Studies Coursework	Friday, 15 January	Design & Communication Graphics Practical Coursework
Tuesday, 3 November – Friday, 5 November	Coursework Submission Window 1		Classical Studies Research Study Report
Friday, 27 November	Latin Research Study Report Ancient Greek Research Study Report	Monday, 18 January – Thursday, 21 January	Coursework Submission Window 2
Friday, 11 December	Physics in Practice Investigation Economics Research Study	Friday, 26 February	LCVP: Link Modules Portfolio of Coursework Biology in Practice Investigation
Friday, 18 December	Physical Education Physical Activity Report		
MARCH / APRIL 2027		APRIL 2027	
Monday, 8 March – Thursday, 11 March	Coursework Submission Window 3	Friday, 9 April	Applied Mathematics Mathematical Modelling Project Agricultural Science Individual Investigative Study
Friday, 5 March	Engineering Project Component		
Friday, 12 March	Business Alive Investigative Study Climate Action and Sustainable Development Action Project	Friday, 16 April	Geographical Investigation Report Textile Studies Elective Coursework in Home Economics. Scientific and Social Art Practical Coursework
Friday, 19 March	Computer Science Coursework Project Physical Education – Performance Assessment Technology Practical Coursework	Friday, 23 April	Drama Film and Theatre Studies Creativity in Practice Project Chemistry in Practice Investigation
		Tuesday, 20 April – Thursday, 22 April	Art Practical Examinations
Saturday, 20 March – Thursday 25 March	Leaving Certificate Oral Examinations: Irish, French, German, Spanish, Italian, Russian, Japanese, Mandarin Chinese, Lithuanian, Portuguese, Polish and Arabic	Monday, 26 April – Thursday, 29 April	Coursework Submission Window 5
		Tuesday, 27 April – Thursday, 29 April	Construction Practical Examinations
		Wednesday, 28 April	LCVP: Link Modules Written Examination (10.00 – 12.30)
Tuesday, 6 April – Friday, 9 April	Coursework Submission Window 4	Friday, 30 April	Politics & Society Citizenship Project History Research Study Report Religious Education Practical Coursework Construction Studies Project Component Music, Higher Level Elective in Composing
Monday, 5 April – Friday, 16 April	Music Practical Examinations		
MAY 2027		JUNE 2027	
Tuesday, 4 May – Friday, 7 May	Coursework Submission Window 6	Tuesday, 8 June – Wednesday, 23 June	Marking (in schools) of Leaving Certificate: Construction Studies Practical and Project Components Engineering Practical and Project Components Textile Studies, Elective Coursework in Leaving Certificate Home Economics Scientific and Social Technology Practical Coursework Art Coursework and Practical Components
Tuesday, 4 May – Thursday, 6 May	Engineering Studies Practical		
Wednesday, 19 May	Leaving Certificate Computer Science - Written Examination Higher and Ordinary Level. Section A & B: 9.30 – 11.00 Section C: 11.30 – 12.30		

Glossary

Term	Description
Coursework	is a key component of both teaching and learning and is any work completed over an extended period of time that results in the creation of an item for external assessment by the SEC.
Authentication	a process by which class teachers closely monitor and authenticate their candidates' work across several distinct stages of activity, ensuring that it is the candidate's own authentic and individual work. The school principal verifies that the authentication process was carried out in accordance with the Coursework Rules and Procedures.
Additional Assessment Component (AAC)	components of external assessment other than the final written examination. AACs aim to assess skills and competencies from each subject specification that might not be readily assessed in the terminal written examination. AAC is a term used in respect of subjects that are introduced or redeveloped as part of the Senior Cycle Redevelopment programme and therefore apply to relevant subjects in Leaving Certificate 2027 and subsequent years.
Recognised School/Centre	refers to the location (school or centre) where a candidate undertakes, authenticates and submits their coursework for assessment to the SEC. This is a school or centre that is recognised by the SEC for the delivery of State examinations.
School Authority	the management of the recognised school/centre.
School Principal	throughout this guide, 'principal' should be taken to include the director of a centre or other such person in the position corresponding to a school principal.
Class teacher	refers to the teacher who is employed by the school/centre and is responsible for overseeing and authenticating the coursework undertaken and submitted by candidates.
Candidates	post-primary students entered for State examinations.
External candidates	a person who enters for an examination but is not enrolled as a student at the school/centre where they sit the examination.
Base school/centre	the school or centre in which the candidate is entered to sit their written examinations.
Host school/centre	a school or centre that is recognised by the SEC for State examinations where a candidate not enrolled in this school, is carrying out coursework for submission by this school.
Breach of Regulations	any inappropriate behaviour by candidates, resulting in the contravening of the Coursework Rules and Procedures, or any omission or act by a candidate which prevents the fulfilment of the Regulations concerning the completion and submission of coursework.
Timetabled subject	the subject in which the coursework is being completed must be timetabled by the school/centre, with the timetable available to the SEC. Classes that are organised outside of the normal school day may still be considered 'timetabled', if they are indeed being offered by the school authority.

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10.3 Role and responsibility of the principal

In line with the principles of fairness, equity and objectivity, the principal's role is to be able to stand over the process applied to the completion of the coursework in each class to ensure the fair treatment of individual candidates. The principal is also required to ensure that a fair, transparent and consistent process is applied within the school (see sample checklist in Appendix 7). As the principal's role is concerned with the process for the completion of the coursework, they do not require any subject specific knowledge.

The principal is required to ensure that, insofar as is possible:

- All class teachers and candidates are made aware of the authentication process and submission procedures for coursework outlined in these SEC Coursework Rules and Procedures.
- All class teachers understand their role in closely monitoring and authenticating their candidates' work across several distinct stages of activity over the window for completion of the coursework in each subject.
- All class teachers carry out this role consistently and with integrity across all coursework components.

State Examinations Commission

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- Subjects with coursework submitted for assessment are timetabled in the school and are available for monitoring by the SEC.
- At the final authentication process stage, they sign the **Authentication Form P.2** (Appendix 4), to verify that they are satisfied that the process to ensure that the work is each candidates' individual authentic work was followed and complies with the SEC Coursework Rules and Procedures, and that they are satisfied that the class teacher has appropriately authenticated the work of each candidate.
- In the case of subjects where the coursework component is retained for marking by the SEC in the school/centre, the school authority must ensure that the coursework is stored in a secure place until the examining process (including appeals) has concluded.

Note:

Where the final coursework cannot be authenticated as being the candidate's own individual authentic work, the class teacher and the school principal must notify the candidate and then follow the Report of Inauthentic Coursework (P.20 Process) outlined in Section 18.1 of these Coursework Rules and Procedures.

Appendix 7 – Authentication Process in Schools: Suggested Checklist to support Principals

This sample checklist has been compiled to support school principals in completing their role in the authentication process for coursework for assessment. These are to be treated as a guide as opposed to specific essential tasks. The role and responsibilities of the school principal are outlined in Section 10 of the Coursework Rules and Procedures.

1. Before coursework begins:

	Become familiar with the Coursework Rules & Procedures
	Arrange for class teachers to be provided with a copy of the Coursework Rules & Procedures
	Arrange for the distribution of the subject specific brief and any supporting material
	Confirm that candidates have been advised of their responsibilities in relation to coursework being undertaken and the implications of breaching regulations
	Provide a secure location for any physical coursework material
	Agree a method of progress update between teacher and principal (template document/ meeting/email)

2. During Coursework:

	Liaise with class teachers with regard to the ongoing oversight of coursework development
	Encourage discussion with class teachers in relation to any cases of inability to oversee coursework as it is being developed and progressed by candidates (e.g. candidates not making coursework available to teachers)
	Record any suggestions of suspected breaches of regulations

3. Coursework authentication, verification and submission:

	Confirm that candidates have been reminded of their responsibilities in relation to coursework and understand the implications of breaching regulations before signing the Form P.2
	Confirm each candidate signs the Form P.2 as appropriate
	Indicate on the P.2 if a candidate is from another school centre by indicating the Form P.3 column
	Identify any student on the Form P.2 that is suspected of a breach of regulations by ticking the Form P.20 column
	Verify that the correct authentication process was undertaken by signing the Form P.2
	Ensure a copy of the Form P.2 is submitted to the SEC by post and a copy is retained for the school records
	Arrange for the submission of digital coursework via the Schools Portal

Role of the teacher

The teacher has an important role to play in supporting and supervising student work on the Business Alive Investigative Study. Teaching and learning related to the additional assessment component should be integrated into ongoing classroom practice to maximise opportunities for students to achieve the learning outcomes of the specification and support the development of key competencies.

The release of the common brief by the SEC in term two of year one allows teachers to signpost the requirements and content of the brief from an early stage of learning in the subject. It will also facilitate teachers in planning for the integration of the AAC, as appropriate, into the natural flow of teaching and learning in the classroom.

- clarifying the requirements of the Business Alive Investigative Study brief
- helping students to understand how the brief issued by the State Examinations Commission for the Business Alive Investigative Study links to the Leaving Certificate Business specification
- identifying any particular areas of the specification that students may need to engage with in order to undertake the AAC
- ensuring students are aware of the descriptors of quality associated with the AAC
- offering prompt questions, such as those supplied on pages 16-19 to stimulate and support students' planning and critical thinking throughout the process
- encouraging students to focus on the requirements of the brief and to relate their work to the learning outcomes in the specification
- guiding students in the continued development of their research skills
- helping students to appreciate the importance of good referencing practices and the necessity to avoid any form of plagiarism
- facilitating access to appropriate resources
- providing appropriate access arrangements for students with additional learning needs, in accordance with the State Examinations Commission provision of reasonable accommodations
- making students aware that they must comply with any relevant mandatory regulations or requirements such as those relating to health and safety, General Data Protection Regulations (GDPR), accessing public or private property etc.
- using feedback appropriately to promote a reflective approach to work on the AAC
- providing instructions at strategic intervals to facilitate the timely completion of the AAC
- drawing students' attention to any requirements in relation to the submission of the AAC specified in the brief
- promoting opportunities afforded by the AAC to develop Senior Cycle key competencies.

In order to facilitate the authentication process, teachers should engage regularly with students' work on the AAC. Teachers should be aware that only work which is the student's own can be submitted for assessment to the State Examinations Commission and that each student must submit their work on an individual basis. Where more than one student within a class is working on a similar AAC, it is important that each student takes an individualised approach to work. The feedback provided to students should be general and nondirective in nature. Teachers should not provide any excessive or inappropriate support to students, such as editing draft work or providing model text or answers to be used in the students' evidence of learning.

NCCA (2025), Guidelines to support the completion of the Business Alive Investigative Study, p. 14-15

Activity

In small groups, consider the role of the teacher in AACs. For each of the four lenses, discuss how teacher practice can enhance the student experience

Clarity

- Do students understand what is expected?
- Is the purpose of the AAC clearly explained?
- Are success criteria transparent?
- Do students understand the boundaries of teacher support?

Predictability

- Is there regular structured engagement?
- Are timelines and check-ins visible?
- Is feedback provided at strategic intervals?
- Are expectations consistent across subjects?

Balance

- Are students overwhelmed by competing demands?
- Is the level of scaffolding appropriate, ie. not too much, not too little?
- Are teachers protecting boundaries near submission?
- How is class time being used?

Voice

- Do students feel able to ask questions?
- Are they encouraged to explain and justify decisions?
- Is reflection built into the process?
- Do they experience ownership of the work?
- Are they asked about the experience?

Activity

Think-Pair-Share

What protocols / common practices are needed?

How will these be communicated to students and parents?

Whole School AAC considerations

<p>Where are AAC-type assessments already happening in our school?</p>	
<p>What existing systems support authentication of project work?</p>	
<p>Does the school's Assessment Policy address AAC processes? Is authentication referenced?</p>	
<p>What whole-school clarity and support might be needed for:</p> <ul style="list-style-type: none">• Referencing• AI use• Feedback• Other	
<p>What might students and parents need to understand about AACs?</p>	