JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

Handbook for Schools

Date of this Version – 02 November 2017
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 to
  students/parents in advance of students receiving the JCPA? ............................... 5
  1.6 How will the JCPA differ from the old Junior Certificate? ............................... 6

Part 2 Content and format of the JCPA ................................................................... 7
  1.7 What will appear on the JCPA in 2017 ............................................................... 7
  1.8 How many short courses can a school offer in its Junior Cycle Programme? .... 7
  1.9 When will students be aware of their results in the State-Certified Final
  Examinations? .......................................................................................................... 7
     Error! Bookmark not defined.
  1.10 When will students be aware of their results in Classroom-Based Assessments
     (CBAs)? ................................................................................................................. 7
     Error! Bookmark not defined.
  1.11 When will the JCPA be issued to students? ....................................................... 7
  1.12 Will all JCPAs follow the same format? ........................................................... 7
  1.13 How does a school produce a completed JCPA where some of the assessment data
     for a student is missing? ...................................................................................... 9
  1.14 How will the JCPA reflect the school identity? ................................................ 8
  1.15 Our Year Head for Third Year changes each year. Is it possible to change signatures
     for inclusion in the JCPA for PPOD schools each year? ..................................... 8

Part 3 Populating the JCPA ....................................................................................... 9
  1.16 When is the data relating to the CBAs collected for each student and where will it be
     kept? ....................................................................................................................... 9
  1.17 How will students’ achievement in the Classroom-Based Assessments (CBAs) be
     recorded on the JCPA? ......................................................................................... 9
  1.18 Can students appeal the results and assessment descriptors on the JCPA? ......... 10
  1.19 We have a number of students who completed CBAs in English but were not awarded
     descriptors of achievement and whose teachers did not conduct SLAR meetings. What
     should we enter in the relevant area of the JCPA? .............................................. 10
  1.20 Will schools need to input data on students’ achievements in (CBAs) onto the JCPA? 10
  1.21 Will schools need to input data on students’ SEC results on to the JCPA? .......... Error!
     Bookmark not defined.
  1.22 Will information be provided on how to enter data? ...................................... 10
  1.23 Will the process to enter data be time consuming? ......................................... 10
  1.24 What role does the school’s Content Management System play in relation to the
     JCPA? .................................................................................................................. 11
  1.25 How will schools input information regarding ‘Other Areas of Learning’ on the JCPA? 11
  1.26 What kind of learning is reported in the other areas of learning section? ......... 11
  1.27 How should a school decide what aspects of a students’ “Other Areas of Learning”
     should be reported on in the JCPA? .................................................................. 12
1.28 How will data relating to students’ “Other Areas of Learning” be gathered and stored? ................................................................. 12
1.29 How many references to different types of learning should a school include on the JCPA under Other Areas of Learning? ................................................................. 13
1.30 Will the DES have access to the information in the Other Areas of Learning section? ........................................... 13
1.31 Will students’ achievements in wellbeing be recorded in the JCPA? ................................................................. 13
1.32 Is there need for the school to report on Wellbeing prior to 2020? ................................................................. 13
1.33 How does the Junior Certificate School’s Programme (JCSP) fit with the JCPA? ......................................................... 14
1.34 How will schools enter the student’s achievements in Level 2 Learning Programmes (L2LPs), where relevant? ................................................................. 14

PART 4 Generating the JCPA ............................................................................................................................. 15
1.35 How will the JCPA be generated? ......................................................................................................................... 15
1.36 Will a copy of the JCPA be saved electronically on a school’s system? ................................................................. 15
1.37 What are the arrangements for the production of students’ JCPAs in Youthreach Centres, Detention Centres and Adult Learners in other non-standard school centres? ................................................................. 15

DATA PROTECTION ........................................................................................................................................... 16
1.38 Are there data protection issues for consideration by schools? ........................................................................... 16
1.39 Is there a limit on the number of users in a school that may access PPOD? ............................................................. 16

1.40 Will schools be required to keep copies of JCPAs for their students? ................................................................. 17
1.41 Other sources of information ............................................................................................................................. 17
Part 1 Introduction

1.1 What is the purpose of this Handbook?

The purpose of this handbook is to support schools in their understanding of the Junior Cycle Profile of Achievement (JCPA). It also provides details on how to complete the JCPA so that it can be awarded to students before the end of this calendar year. It is proposed that JCPAs will be issued to students by schools in the week commencing 11 December 2017.

This document will be updated regularly and updated versions will be published on the Department’s website.

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 will culminate in the award of the JCPA to students. The JCPA is a new kind of award. It will replace the Junior Certificate from 2017. The JCPA will be awarded by the school to the student for the first time in late 2017. The school will be able 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 parents/guardians a clear, broad picture of their child’s learning journey over the three years of junior cycle.

During the years in which students are studying existing Junior Certificate subjects alongside subjects for which new Junior Cycle specifications have been provided, the results of both will be included in the JCPA. From 2022 all of the new Junior Cycle specifications will have been introduced and the JCPA will from that year include results in respect of those specifications.

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 a small number of cases, the JCPA may report on achievement for some 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. These students may be engaging with/participating in the Level 2 Learning Programmes (L2LPs), or part thereof, which are broadly aligned with Level 2 of the NFQ. The L2LPs are designed around priority learning units (PLUs) that focus on social, personal and pre-vocational skills.

The NCCA has also developed Level 1 Learning Programmes (L1LPs) to be made available to schools from 2017 on a trial basis. These programmes will 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 will, in almost all cases, be enrolled in special schools rather than mainstream schools.

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

The JCPA will capture 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).

It 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.

Schools may also wish to include broader aspects of reporting in this section or areas such as personal and social development and learning dispositions. Students may engage in other learning activities set out in a school’s programme for junior cycle. These can include social, cultural, pastoral, scientific, entrepreneurial and other activities that can support the 24 statements of learning and the 8 key skills.

In this way student engagement, progress and achievement in a wide range of other learning experiences outside of the schools junior cycle programme may be acknowledged in a student’s JCPA, including areas such as participation in a school musical, membership of the student council or membership of a school’s sports team. This kind of reporting gives every student the chance to have his/her particular strengths and engagement in areas of school life other than the traditional academic areas recognised and affirmed.

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 coherence and consistency is most likely be achieved by ensuring that the way progress and achievement is reported through the JCPA builds on reporting practice across all three years of junior cycle. The NCCA will shortly publish an additional booklet on reporting to complement the already published Focus on Learning booklets.

This consistency will be best achieved when the JCPA builds on the same key principles as the school’s process for reporting student progress. These principles involve aiming to encourage genuine engagement with parents. Similarly, reporting through the JCPA should aim to clearly communicate students’ 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.

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

The school will have already reported to students and parents on the achievement of students in the Classroom-Based Assessments (CBAs) in subjects and short courses during second and third year and also student achievement in Level 2 Learning Programmes (L2LPs) where relevant. In addition, the SEC will already have reported to students/parents on students’ provisional grades in the state-certified final examinations early in the term following that examination.
1.6 How will the JCPA differ from the old Junior Certificate?

The JCPA will be compiled by the school, adhering to a nationally determined format. It will recognise student achievement, not solely through the state-certified final examinations, but also through a range of other assessment modes and areas of learning.
PART 2 Content and format of the JCPA

1.7 What will appear on the JCPA in 2017

The JCPA 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.
- The student’s achievements in Level 2 Learning Programmes (L2LPs), where relevant.

During the years when students are studying subjects for which new specifications have been provided alongside existing Junior Certificate subjects, the results of the latter will be included in the JCPA. The format of the JCPA will evolve as the various phases of junior cycle reform are rolled out.

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

A school may offer up to a maximum of four short courses in the junior cycle programme.

The Framework for Junior Cycle 2015 and Circulars 24/2016 and 15/2017 states that ‘Schools may include up to a maximum of four short courses in their junior cycle programme but are strongly advised to limit the number of short courses that they offer, especially in the early years of the implementation of the Framework for Junior Cycle’.

1.9 When will the JCPA be issued to students?

Before the end of the first term following the completion of the Junior Cycle, each student will receive a Junior Cycle Profile of Achievement from his/her school.

A one week window – the dates will be advised shortly, within which all schools will issue their students with their JCPA, will apply.

1.10 Will all JCPAs follow the same format?

The NCCA has developed a set of templates for the JCPA which will be used in schools to report on students’ achievement in junior cycle. This will ensure consistency across post-primary schools. There are three templates for the JCPA.

Template 1
In the vast majority of cases, students 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
• The area of Wellbeing (from 2020)
• other areas of learning

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) exclusively.

Template 3
A third JCPA template is available to report on the achievements of the small number of students who may study a Level 2 Learning Programme but who also takes a small number of subjects in the state-certified examinations

Examples of JCPAs for 2017 can be found in Appendix 1 of these FAQs.

1.11 How will the JCPA reflect the school identity?

The school crest and signatures of the principal and year head will appear on the JCPA where 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 3.

1.12 Our Year Head for Third Year changes each year. Is it possible to change signatures for inclusion in the JCPA for PPOD schools each year?

Yes, the school can supply a new signature when needed.

1.13 Our school does not have a Year Head?

If a year head is not recorded on the PPOD application by the school then the Heading “Year Head” will not appear on the JCPA award.
PART 3 Populating the JCPA

1.14 When is the data relating to the CBAs collected for each student and where will it be kept?

Typically, following the relevant Subject Learning and Assessment Review (SLAR) meeting in a school, subject teachers will maintain a record of their students’ achievements in CBA’s in line with schools existing reporting practices.

1.15 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 PPOD system by the school in the first term following their completion of third year. Up to this point, results of CBAs will be stored locally. This will mean that for this year, there will be a requirement for the results of CBAs to be entered twice. To facilitate the additional administrative workload necessitated in 2017, a once-off administration grant will be made available to schools.

It is planned that for all subsequent years, schools will record students’ CBAs on the PPOD system immediately following the awarding of descriptors for students’ CBAs.

Schools 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. And in the case of L2LP’s: Achieved.

1.16 How does a 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 PPOD 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 the data is not available to your school because a student transferred to your school having completed a Classroom Based Assessment in another school, firstly ensure you have followed the procedures set out in the PPOD Inter-School Transfer (IST) facility guide which can be found at www. https://www.education.ie/en/Schools-Colleges/Services/Returns/Post-Primary-Online-Database-P-POD-Project/ppod-guide-4-inter-school-transfers.pdf. These steps are taken when a pupil moves between recognised post-primary schools. It facilitates the transfer of a student’s records on PPOD from their old school to their new school, including their history, assessments and exemption(s), if applicable.

The responsibility for producing the JCPA rests with the school where the student is attending at the time of the production of the JCPA. If may be necessary to contact the student’s previous school to obtain the missing assessment data or information for inclusion in the other areas of learning section.
1.17 Can students appeal the results and assessment descriptors on the JCPA?

The arrangements that apply to other classroom based assessments and in-house examinations should apply in relation to the CBAs.

1.18 We have a number of students who completed CBAs in English but were not awarded descriptors of achievement and whose teachers did not conduct SLAR meetings. What should we enter in the relevant area of the JCPA?

For 2017 schools will be asked to enter only those CBAs the student has undertaken and for which an agreed descriptor has been awarded following the completion of a Subject Learning and Assessment Review (SLAR) process. In the case where a student did not do a CBA or where a descriptor has not been awarded, schools must select the option ‘Not Reported’ in the JCPA PPOD system and it will be represented on the JCPA in this manner.

The window for completion of CBA1, oral communication, by the students currently in 3rd year has passed. Students in this cohort who did not receive a descriptor for their oral communication following a review meeting in May 2017 will have ‘not reported’ on their JCPA in relation to CBA1.

1.19 Will schools need to input data on students’ achievements in (CBAs) onto the JCPA?

No. The outcomes in CBAs will be included on a part completed JCPA for each student in schools where the student data is retained on PPOD.

1.20 Will 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 a part completed JCPA for each student in schools where the student data is retained on PPOD.

1.21 Will information be provided on how to enter data?

Detailed guidance will be provided to schools on entering the data. A helpdesk is also available at JCPA_Helpdesk@education.gov.ie

1.22 Will the process to enter data be time consuming?

A fast entry screen will be available to schools showing all students in that school entitled to receive a JCPA award for the end of 3rd Year. The fast entry screen can be used by schools to record results of classroom-based assessments, short courses and PLUs to facilitate ease of data entry.

---

1.23 What role does the school’s Content Management System play in relation to the JCPA?

The Department will be updating the current web service to allow for the synchronisation of Junior Cycle Assessment data (not SEC data). The Department will be in contact with all Software Suppliers, prior to the update, to inform them that they will be required to update their software to allow for the syncing of data to take place. It should be noted that all updates to School Administration Software System is outside the control of the Department.

1.24 How will schools input information regarding ‘Other Areas of Learning’ on the JCPA?

Schools will download, for each student, a partially completed JCPA via PPOD.

Schools will then record details of students’ achievements in the ‘other areas of learning’ section for each student, save and distribute.

Information regarding ‘other areas of learning’ will be entered in a ‘free text’ section of the JCPA. The text may be copied and pasted from a Word document.

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 v9.1 which was released in August 2008; the latest version is 15 or DC as it is now called.

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

In the ‘other areas of learning’ section the school has flexibility to report on other learning experiences and events that the student has participated in outside of the schools junior cycle programme:

- Student engagement with co-curricular or extra-curricular activities offered by the school 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 school clubs or societies; membership of their school’s student council

In this section of the JCPA, the school may also include reference to student engagement in learning experiences that form part of the formal timetabled curriculum but that are not reported on in other sections of the JCPA, for example: engagement with a school’s own religious education programme; engagement with elements of the Physical Education (PE), Social, Personal and Health Education (SPHE) curriculum and (CSPE). In addition, 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.

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, schools will have considerable flexibility in deciding what information they wish to include on this section of the JCPA.

1.26 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 a limit of 150 words or 760 characters, dependant on the font size, font type and the layout used (e.g. bullet points will take up more space).

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

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.

1.27 How will data relating to students’ “Other Areas of Learning” be gathered and stored?

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 school 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 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.

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. 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 would 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. Schools may choose to use some of the management hours which have been made available to facilitate the coordination of this work.

1.28 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.

1.29 Will the DES have access to the information in the Other Areas of Learning section?

No. Note: ‘other areas of learning’ will not be recorded on PPOD. OALs will be completed for each student of the individual JCPA award.

This data will only be held by the school. The DES 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.

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

Students’ achievements in wellbeing will be recorded for the first time on the JCPA in autumn 2020 (circular 15/2017).

1.31 Is there need for the school to report on Wellbeing prior to 2020?

While it is not mandatory to report on students’ achievements in Wellbeing prior to 2020, the school may consider reporting on students’ individual achievements in PE and SPHE in the ‘other areas of learning’ section of the JCPA. CSPE will form part of the reporting by the State Examinations Commission for most students sitting the Junior Certificate examination, the last of which will occur in CSPE in 2019. Alternatively, for students who have instead undertaken the
CSPE short course specification as allowed for in circulars 20/2014, 24/2016 and 15/2017, students’ achievement in CSPE will be reported on in the short course section of the JCPA.

1.32 How does the Junior Certificate School’s Programme (JCSP) fit with the JCPA?

The JCSP will continue as usual. Acknowledgement of students’ participation in the JCSP may be recorded under ‘other areas of learning’.

1.33 How will schools enter the student’s achievements in Level 2 Learning Programmes (L2LPs), where relevant?

Schools will have access to a drop down menu which will contain the descriptors ‘Achieved’ or ‘Not Achieved’. Where a student does not achieve the PLU, the PLU in question will not appear on the JCPA.

As part of the new Junior Cycle, 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 (from 2020)
- other areas of learning

An example of a sample JCPA, for 2017, adhering to this format can be found in Appendix 1 of this booklet.

For students who are undertaking L2LPs 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 (from 2020)
- other areas of learning

An example of a sample JCPA, for 2017, adhering to this format can be found in Appendix 1 of these FAQs. This type of JCPA will contain only information provided by the school, with no information from the SEC.
PART 4  Generating the JCPA

1.34  How will the JCPA be generated?

The JCPA will be generated by schools using the Department’s Post-Primary Online Database (PPOD).

Following the entry of CBA descriptors on PPOD, 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 relevant CBAs.

1.35  What are the arrangements for the production of students’ JCPAs in Youthreach Centres, Detention Centres and Adult Learners in other non-standard school centres?

In the case of Youthreach Centres, Detention Centres and Adult Learners in other non-standard school centres, where students undertake the Junior Cycle, detailed arrangements will shortly be communicated to these centres. It is proposed that a part-completed JCPA template will be provided to these centres in respect of students who complete the programme in the centre. The template will include the outcomes of any state-certified final examinations (incorporating the Assessment Task) taken by students. The partially produced JCPA will be generated with SEC results and assessment data and the ‘other areas of learning’ will be entered locally.
DATA PROTECTION

1.36 Are there data protection issues for consideration by schools?

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. Appendix 2 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 2017.

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

1.37 Will a copy of the JCPA be saved electronically on a school’s system?

No. In order to save a full copy of the JCPA in 2017 including ‘other areas of learning, it will be necessary for schools, after generating the JCPA for each student, to scan a copy and retain electronically or alternatively keep a hard copy on file.

Schools will have the ability via PPOD to download the partially completed JCPA (without OALs) to their local system.
The data files required to reproduce JCPAs will only be accessible until Wednesday 17 January 2018.

**1.38 Will schools be required to keep copies of JCPAs for their students?**

Schools will be required to save the JCPA for each student – either electronically or in paper copy. Current guidelines to schools 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’, schools 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.

**1.39 Other sources of information**

Further information on the arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 can be found in Circular 0015/2017 and in Circular 029/2017 available on the Department’s website at [http://www.education.ie](http://www.education.ie)

Information regarding the inputting of data can be found at the following link [https://www.education.ie/en/Schools-Colleges/Services/Returns/Post-Primary-Online-Database-P-POD-Project/ppod-guide-13-jcpa-ppod-user-guide.pdf](https://www.education.ie/en/Schools-Colleges/Services/Returns/Post-Primary-Online-Database-P-POD-Project/ppod-guide-13-jcpa-ppod-user-guide.pdf)