



JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

***Handbook for Special
Schools and Further
Education Sector***

November 2018

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Part 1 Introduction

1.1 What is the purpose of this Handbook?

The purpose of this handbook is to support centres of education/special schools in their understanding of the Junior Cycle Profile of Achievement (JCPA). It also provides details on how to complete the JCPA, 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 centres of education in the week commencing from Monday 10 December 2018. All JCPAs should be produced and awarded to students by the end of the Christmas term.**

Updated versions of this document will be published on the Department's website and a notification will appear on Esinet.

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 their junior cycle in 2017. The centre of education/special 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/guardians a clear, broad picture of a 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 achievements in respect of those specifications.

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 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.

Level 1 Learning Programmes are now available to centres of education/special schools and 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. The first JCPAs for students undertaking Level 1 Learning Programmes will be awarded in 2021.

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, in time, achievements in Level 1 Learning Programmes (L1LPs).

The JCPA will also provide an opportunity for centres of education/special 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 centre of education/special 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 year.

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 Junior Cycle culminating in the award of the JCPA. This coherence and consistency is most likely to be achieved by ensuring that the way progress and achievement is reported through the JCPA builds on reporting practice across junior cycle.

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

This consistency will be best achieved when the JCPA builds on the same key principles as the centre of education / special 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.

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 (CBA's) completed in that year in subjects and short courses and also student achievement in Level 2 Learning Programmes (L2LPs), 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.

PART 2 Content and format of the JCPA

1.7 When will the JCPA be awarded to students in 2018?

Centres of education/special schools are required to award JCPAs to all students in the week commencing Monday 10 December. Presentation of the JCPAs should be completed by the end of the Christmas term.

After the end of the Christmas term, the IT system used to produce the JCPA will be unavailable and it will no longer be possible to produce JCPAs.

1.8 What will appear on the JCPA in 2018

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.

1.9 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.

It will be possible for students that enter first year in September 2019 to undertake one or more of the NCCA Wellbeing short courses as part of a Wellbeing Programme in addition to a maximum of four other non-wellbeing short courses and these will first be reported in the JCPA in 2022. This design is currently being developed and centres of education/special schools/mainstream schools will be advised separately on this matter.

1.10 What if a school has offered more than four Short Courses for students who are due to receive their JCPA in 2018?

In the unlikely event that a centre of education/special school offered more than four short courses to its students finishing Junior Cycle in 2018, 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/centres of education/special schools. There are three templates for the JCPA. The layout of JCPAs for 2018 is the same as those used in 2017.

Template 1

Students in 2018 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;
- other areas of learning;

Template 2

A second template has been developed to report on the 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 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 2018 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 2017, then it is not necessary to resubmit these. The signature and logo submitted in 2017 will automatically be included on JCPAs produced by your school in 2018.

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

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. And in the case of Level 2 Learning Programmes: 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_Helpdesk@education.gov.ie and a copy of the JCAD User Guide can also be requested from this email address.

1.22 How will centres of education input information regarding 'Other Areas of Learning' 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' section 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' section for each student onto the saved JCPA. This section should be written in the third person format.

The 'other areas of learning' section 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 v9.1 which was released in August 2008; the latest version is 15 or DC.

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 this section of the JCPA, the centre of education/special 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 elements of the Physical Education (PE), Social, Personal and Health Education (SPHE) curriculum and (CSPE). (From 2020 onwards, engagement with PE, SPHE and CSPE can be recorded under the new Wellbeing section of the JCPA). 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 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, knowledge and values) rather than on activities. This should be borne in mind when decisions are made as to what to include.

The Level 2 template has a limit of approximately 930 characters in size 11 font.

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 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 JCAD. 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. 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.

1.28 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.

1.29 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 79/2018, 2018 students' achievement in CSPE will be reported on in the short course section of the JCPA.

1.30 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 Department will shortly commence a review of the JCSP programme. No new applications are currently being accepted from centres of education/special schools for entry to the JCSP.

1.31 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 (from 2020)
- other areas of learning

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

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.

Examples of JCPAs for 2018, 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

1.32 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 relevant 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.

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

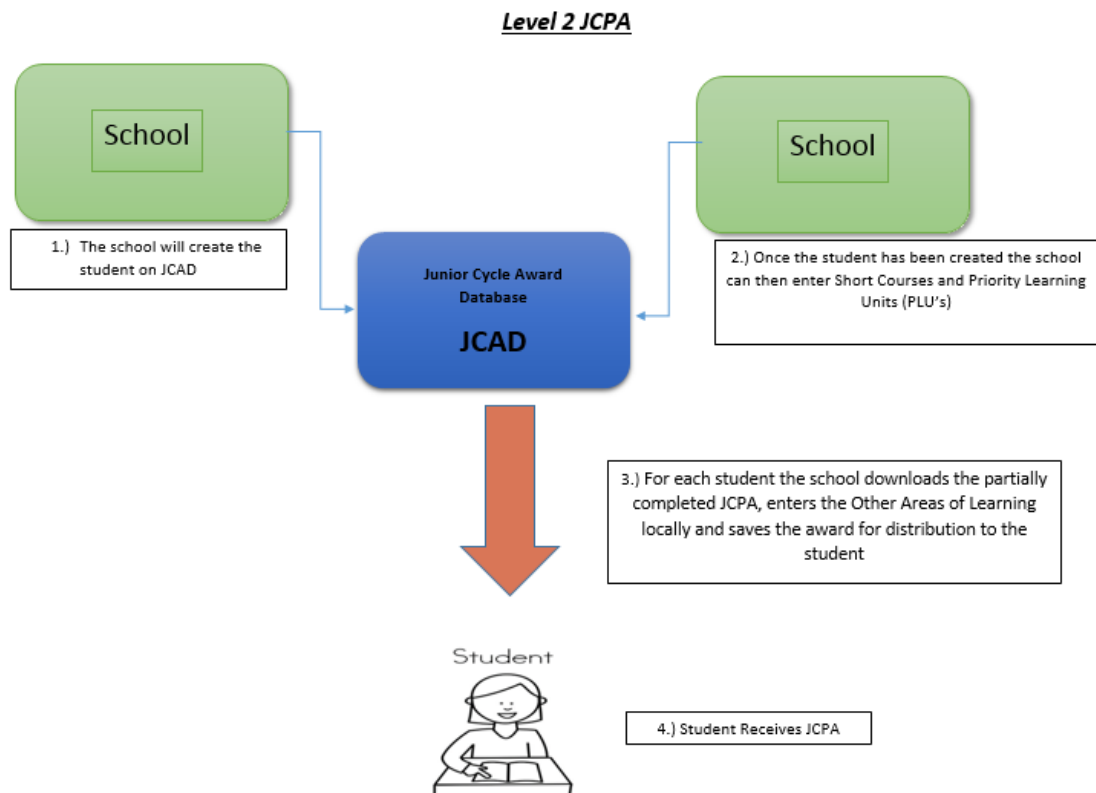
It is not a requirement to employ a professional printing company to carry out the print job. It is at the discretion of each school whether they choose to print the JCPA themselves or employ a professional printer to do so.

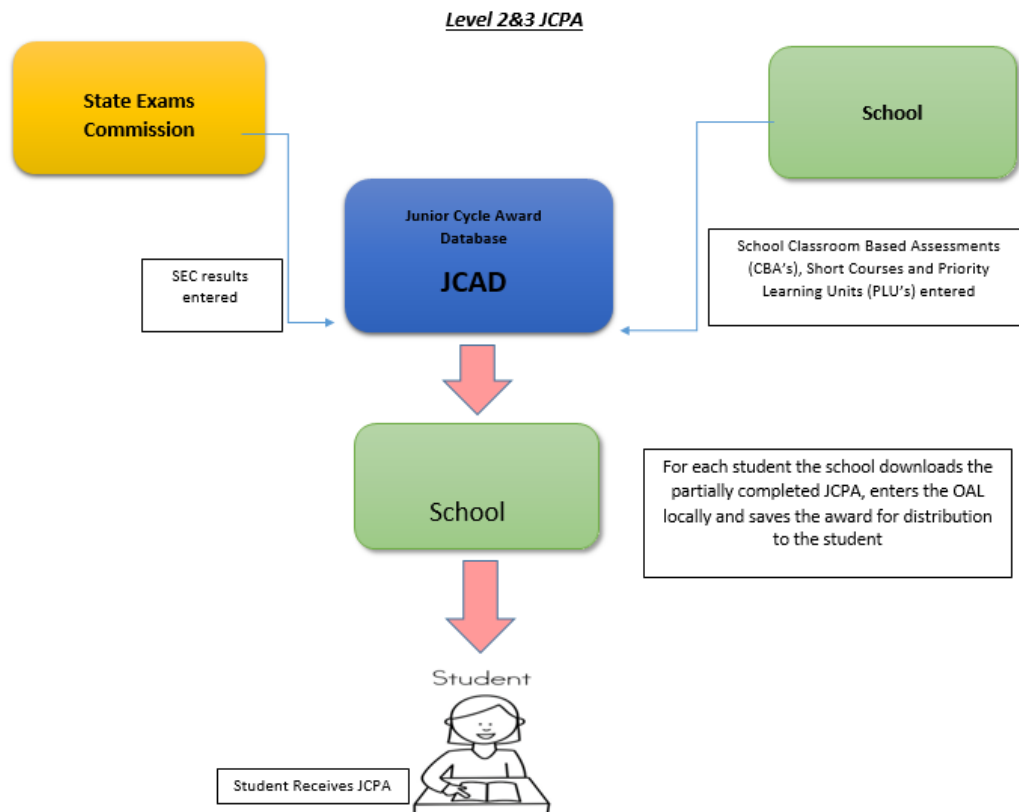
DATA PROTECTION

1.34 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 2018

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





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

No. In order to save a full copy of the JCPA in 2018 including ‘other areas of learning, it will be necessary for centres of education, after generating the JCPA for each student, to scan a copy and retain electronically or alternatively keep a hard copy on file.

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


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

Centres of education will be 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.

Appendix 1 – Sample JCPAs

SAMPLE Level 3 JCPA

 JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018
Rita Harcon		DOB: 01 January 2001
STATE CERTIFIED FINAL EXAMINATIONS Examination number: 99998		
English (H)	Higher Merit	
Irish (H)	B	
Mathematics (H)	A	
History (H)	C	
Geography (H)	B	
French (H)	A	
Business Studies (H)	A	
Music (H)	B	
Science (H)	B	
Classroom-Based Assessments - English		
Oral Communications	Exceptional	
Collection of Texts	In Line with Expectations	
Classroom-Based Assessments - Short Courses		
STEM (Science, Technology, Engineering, Maths) 1	Above Expectations	
CSPE (Civic, Social, Political Education)	Exceptional	
Other Areas of Learning		
(Empty section for other areas of learning)		
Principal John Hancock 		Roll Number: 10000X Springfield Elementary School 19 Plymton Street, Springfield D11 X999 
This JCPA recognises and records achievements in Junior Cycle.		

This JCPA recognises and records achievements in Junior Cycle.

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 of the NFQ.

Grading of the Final Examination for subjects at Level 3 of the NFQ

For English 2018

H = Higher Level
O = Ordinary level

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 (NG)	≥ 0 and < 20

For all other subjects

H = Higher Level
O = Ordinary level
C = Common Level
F = Foundation Level

Grade Descriptor	Percentage
A	≥ 85 to 100
B	≥ 70 and < 85
C	≥ 55 and < 70
D	≥ 40 and < 55
E	≥ 25 and < 40
F	≥ 10 and < 25
Not Graded (NG)	≥ 0 and < 10

Classroom-Based Assessment Descriptors for subjects and short courses at Level 3:

Exceptional
Above Expectations
In line with Expectations
Yet to Meet Expectations

(Where a descriptor for a Classroom-Based Assessment has not been given to a student, the term 'Not Reported' is used.)

Achievement in PLUs and Level 2 short courses is recorded on the JCPA as 'Achieved'.

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 Commission emphasises that in all cases the grade 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.



Samuel Jefferson

DOB: 13 February 1967



STATE CERTIFIED
FINAL EXAMINATIONS

Examination number: 99995

English (O)

Merit

Classroom-Based Assessments - English

Oral Communications

Above Expectations

Collection of Texts

In Line with Expectations

Classroom-Based Assessments - Short Courses

CSI: Exploring Forensic Science

Achieved

SPHE (Social, Personal, Health Education)

In Line with Expectations

Priority Learning Units

Communicating and
Literacy

Achieved

Personal Care

Achieved

Preparing for Work

Achieved

Living in a Community

Achieved

Numeracy

Achieved

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.

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 of the NFQ.

Grading of the Final Examination for subjects at Level 3 of the NFQ

For English 2018

H – Higher Level
O – Ordinary level

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 (NG)	≥ 0 and < 20

For all other subjects

H – Higher Level
O – Ordinary level
C – Common Level
F – Foundation Level

Grade Descriptor	Percentage
A	≥ 85 to 100
B	≥ 70 and < 85
C	≥ 55 and < 70
D	≥ 40 and < 55
E	≥ 25 and < 40
F	≥ 10 and < 25
Not Graded (NG)	≥ 0 and < 10

Classroom-Based Assessment Descriptors for subjects and short courses at Level 3:

Exceptional
Above Expectations
In line with Expectations
Yet to Meet Expectations

(Where a descriptor for a Classroom-Based Assessment has not been given to a student, the term 'Not Reported' is used.)





Achievement in PLUs and Level 2 short courses is recorded on the JCPA as 'Achieved'.

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 Commission emphasises that in all cases the grade 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		2018	
<p>Dexter Kane</p>		<p>DOB: 15 January 2003 Student ID number: 4561</p>	
Priority Learning Units		Classroom-Based Assessments - Short Courses	
Living in a Community	Achieved	Personal Project: Caring for Animals	Achieved
Preparing for Work	Achieved	CSI: Exploring Forensic Science	Achieved
Communicating and Literacy	Achieved		
Numeracy	Achieved		
Personal Care	Achieved		
Other Areas of Learning			
<p>Principal</p> <p>John Hancock</p> 		<p>Roll Number: 10000X</p> <p>Springfield Elementary School 19 Plympton Street, Springfield D11 X999</p> 	
<p>This JCPA recognises and records achievements in Junior Cycle.</p>			

This JCPA recognises and records achievements in Junior Cycle.

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 Priority Learning Units (PLUs) and short courses. Short courses are broadly aligned to either Level 2 or 3 of the National Framework of Qualifications. The assessment of PLUs and short courses is classroom-based and is performed by the teacher .

Achievement in PLUs and Level 2 short courses is recorded on the JCPA as 'Achieved'.

Assessment of achievement in Level 3 short courses is recorded by use of the following descriptors:

- Exceptional
- Above Expectations
- In line with expectations
- Yet to meet expectations

(Where a descriptor for a Classroom-Based Assessment has not been given to a student, the term 'Not Reported' is used.)

Other areas of Learning

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

Appendix 2 – 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 Skills. 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 by Wednesday 06 December, 2018.

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		
<input type="checkbox"/> Co-Ordinator		

Appendix 3 – 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 2018

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 either Level 3 or Level 2** 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 Learning Programmes are designed for students with particular special educational needs and is broadly aligned to Level 2 of the National Framework for Qualifications (NFQ). In some instances students will undertake a combination of a Level 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 the formal timetabled curriculum. The

¹ Please see separate Privacy Notice on general use of P-POD at <https://www.education.ie/en/Schools-Colleges/Services>Returns/Post-Primary-Online-Database-P-POD-Project/Data-Protection.html>

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

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 data to be anonymised once JCPAs are produced and used in statistical analysis. No identifiable individual data is used by the Department

It should be noted that only a small number of staff within the Department of Education & Skills has access to the personal data and then solely to provide technical support to your school/centre of education when it is using PPOD or JCAD.

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 & Skills

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 P-POD available on <https://www.education.ie/en/The-Department/Data-Protection/FAQ.html>

The Department of Education & Skills 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 p-podhelpdesk@education.gov.ie

The Data Protection Officer for the Department may be contacted by e-mailing gdpr@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
- 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 P-POD** 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 P-POD

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 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 undertaken by the above named student being recorded on PPOD or JCAD 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.