



Mr. Michael Gillespie

General Secretary

TUI

73 Orwell Road

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BY EMAIL ONLY

23 April 2026

Re: Additional supports for implementation of Senior Cycle Redevelopment and clarifications provided to the TUI since the TUI's acceptance of the SCRISM in May 2025.

Dear Michael

Further to ongoing engagement with the TUI on Senior Cycle Redevelopment, the latest of which occurred on 22 April 2026, the Department wishes to set out additional supports which it is offering in relation to the implementation of Senior Cycle Redevelopment, as well as clarifications that have been provided throughout that process. It is also providing further clarifications on particular matters of concern to the TUI.

The additional supports are offered on condition that both ASTI and TUI accept them through their relevant decision-making processes.

Additional supports

1. The TUI has been in discussions with the DEY on concerns raised by members in relation to safety in school laboratories and it has been agreed with the TUI that the introductions of laboratory assistants and/ICT technicians will be explored.

To ensure that the new and revised specifications can be best supported beyond the initial stages of enactment, the Department has agreed that an action research pilot



project on laboratory support assistants in schools be developed, to scope out the appropriate nature and extent of laboratory support that would best support teachers in this respect. The full scope of the project, including scoping of role will continue to be developed in consultation with relevant partners, including teacher unions, school management and in consultation with DPER.

As committed to in the SCRISM section 6.4, this project could also include consideration by DEY on how digital support could operate in the pilot schools and potentially how other subjects with practical components could be supported based on feedback from the pilot schools and the teacher unions. The proposal is for an action research project that will by definition encompass close monitoring and evaluation as an integral part of the project. The number of schools supported to be decided with priority for sharing posts between schools. The Department intends to commence the project in September 2026, with planning and preparation taking place in advance.

Further targeted training (through Oide) on health and safety for science teachers will also be put in place.

2. In addition to the supports already provided in the SCRISM, an implementation support grant in the order of €2m in total to be provided to all schools (in the Free Scheme) with discretion at school level as to how it is utilised within the parameters of support to SCR enactment.

Furthermore, the Department confirms that, as confirmed at PPIG meetings since May 2025, it is prepared to review the annual science subject grant immediately following the first Leaving Certificate examinations of the Tranche 1 subjects.

3. It is agreed that a facility will be developed that will allow teachers to provide feedback on training to Oide in addition to feedback that they can give on the day of the training.

Clarifications

The Department confirms the following clarifications that have been issued to the TUI in the course of their extensive engagement on Senior Cycle Redevelopment since May 2025:

1. LCVP

The SCR Implementation Support Measures document at page 20, section 3.6 confirms the Department's continued support for the LCVP Link Modules, where it states:



The LCVP Statement was updated to make the Link Modules available to all students with effect from September 2022. LCVP uptake has risen very significantly since then both in terms of participation generally and the number of results issued by the SEC in 2024 (when compared to earlier years). This increased level of uptake demonstrates the value of the Link Modules as perceived by students and schools and the Department will maintain the current LCVP supports available to schools, including as appropriate the maintenance of a co-ordinator post (i.e., school supports currently provided in respect of LCVP are unaffected by the curriculum redevelopment).

The Department will also ensure that the value of the programme is maintained.

The LCVP Modules are currently being redeveloped as part of Tranche 2 and renamed draft Modules have been the subject of recently concluded public consultation. The parties will work to promote the link modules and student uptake.

The Department will engage with DFHERIS to ensure that the Central Applications Office (CAO) points awarded for the current Link Modules are maintained.

The Department will monitor levels of Link Modules uptake and provide information to the Further and Higher Education sector about the redeveloped modules.

The above section sets out clearly that the Department remains committed to the LCVP Link Modules – whilst acknowledging that they are likely to be renamed as a result of the redevelopment process which is nearing conclusion (this renaming was signposted in the also recently completed consultation process run by the NCCA). The recent increase in uptake of the Modules provides evidence of their value as seen at school level for students. Specifically in regard to the queries raised and as set out in the text of the recently published Support Measures document, there is no intention to remove the Co-ordinator post currently in schools to support the Modules nor is the Department aware of any intention or proposal from the Higher Education Institutions or CAO acting for them to vary or remove the points currently applied to the modules.

LCVP has now been replaced by LCW, and the Department re-iterates that the number of students who undertake Life Community and Work (LCW) will be counted in the calculation for level of SCR post and quantum of hours for the Programme Co-ordinator post.

2. SEC preparatory fee arrangements (involving fees paid by the State Examinations Commission)

On 28 May 2025, the Department advised the TUI that the SEC preparatory fee arrangements are unaffected by the provisions set out in Senior Cycle Redevelopment Implementation Support Measures. Currently, in a very small number of Leaving



Certificate Established, Leaving Certificate Applied and Junior Cycle examinations which have practical components, subject teachers are required, by the SEC, to prepare materials for candidates in advance of the examination. Teachers who undertake this preparatory work are paid a fee by the SEC for this work. Such preparatory work is limited to eight examinations across the three examination programmes, referenced above.

3. Safety in school laboratories

On 28 May 2025, the Department produced a number of documents in relation to safety in school laboratories, including Safety in School Science and Safety in the School Laboratory (most recently updated in 2001) which remain relevant. The introduction of revised science subject specifications does not alter their relevance as the key principles of safety in a science laboratory remain the same.

Detailed guidelines produced by the Health & Safety Authority (HSA), in collaboration with the education sector, provide practical assistance to school authorities including advice and recommendations on how to implement and operate Health & Safety systems in their schools. The HSA website provides a number of useful resources for schools, including one published in 2024, for primary and post primary school staff and post primary school students to raise awareness of the safe use and management of chemicals in schools.

Individual school authorities are best placed on a day-to-day basis to monitor and ensure that their Health & Safety systems and practices will contribute to ensuring that schools are safe and suitable environments for the entire school community.

4. Workload Working Group and the AI Taskforce and the Post Primary Implementation Group

The DEY and the TUI have engaged with each other on the following working groups: Workload, AI, and the Post Primary Implementation Group since May 2025. The TUI has guaranteed representation on each of these groups, has attended and will continue to attend in order to advance concerns raised by our members. Furthermore, given the additional workload involved with AACs, this group will discuss the timing and frequency of formal reporting to parents in the context of Senior Cycle Redevelopment.

5. Legal protection

As confirmed during the SCRISM talks and as confirmed by the Minister, the SEC in November 2025 published a consolidated document called: ***Coursework Rules and***



Procedures 2025-2026 (available at: [viewer.php](#)) in line with the relevant section of SCRISM¹ and following consultation with relevant parties including unions.

The published Coursework Rules and Procedures document sets out at Section 18.1 (page 28) the protections afforded to various parties, including teachers, in instances where coursework cannot be authenticated. The relevant text states:

*“Having engaged with the DoEY on this matter, the SEC can advise that a class teacher or school principal who cannot, for good, valid and stated reasons, authenticate coursework which then gives rise to reporting of a suspected inauthentic coursework in good faith to the SEC, the said teacher, school principal or school authority **will not be liable for any consequences arising from a subsequent decision of the Minister that there has been, or as the case may be that there has not been; a breach of the regulations relating to coursework** (and as a result of same that a candidate’s work either cannot be authenticated or accepted for assessment or that it can as the case may be). This is provided that the report is made based on a reasonable belief, in line with the Coursework Rules and Procedures, that the coursework concerned cannot be authenticated, and not the unreasonable withholding of authentication by any of the parties concerned. The Form P.20 must document the reasons or evidence giving rise to the report of suspected inauthentic coursework having been made.”*

Furthermore, as advised to the TUI, these provisions provide legal protection for all those involved in the authentication process provided the report is made based on a reasonable belief, in line with the Course work Rules and Procedures that the course work concerned cannot be authenticated, and not the unreasonable withholding of authentication by any of the parties concerned. The State accepts it has a liability in respect of withholding decisions taken by the Minister. As set out in the Coursework rules and procedures, a teacher, principal, or school authority shall not be liable for any consequences arising from the decision of the Minister.

6. Clarification re oral examinations - as per TUI policy, existing NCCA documentation and previous clarifications:

Practical effect to this commitment as set out in the SCRISM² has taken place since May 2025 building on the development of Arabic in Tranche 1. The NCCA has convened a Modern Foreign Languages (MFL) Subject Development Group (SDG) and separately one for Irish as part of its work on Tranche 4 of the redevelopment schedule. The MFL Group is

¹ Section 3.2.3

² Section 3.2.1



charged with developing a revised specification for French, German, Italian, and Spanish. The work of each Group is guided by a background paper and brief which includes, at Appendix 1 of each document; an overview of the parameters that apply to assessment in the given subjects. The relevant papers are available online at www.ncca.ie.

Specifically for Irish, the parameters set are as per TUI policy, existing NCCA documentation and previous clarifications:

Written examination (**inclusive of aural**, composition and comprehension): minimum 50% weighting

- **Oral assessment:** minimum 40% weighting

In respect of the MFLs, the parameters set follow a common structure as follows:

- Written examination: min 45% weighting. Assessment components:
- **Oral assessment:** minimum 20% weighting
- **Aural assessment:** minimum 20% weighting

The NCCA is currently advancing the nomination process of the Tranche 5 Subject Development Groups. The MFL SDG convened for Tranche 4 will remain in place for the relevant Tranche 5 curricular language subjects. The languages concerned are:

- Japanese • Lithuanian • Mandarin Chinese • Polish • Portuguese and • Russian.

The Tranche 5 assessment parameters – as set out in what will become Appendix 1 of the relevant Background Papers and Briefs are as per TUI policy and existing NCCA documentation – contains a similar structure for the assessment weightings as currently applies in Tranche 4; i.e.:

- Written examination: min 45% weighting.
- **Oral assessment:** minimum 20% weighting
- **Aural assessment:** minimum 20% weighting



Furthermore, the published English specification provides for an oral in this subject which will be enacted when these specifications are introduced as per TUI policy and existing NCCA documentation.

7. Right to Disconnect

The DEY will engage with the TUI and other relevant stakeholders, including management bodies, about the right to disconnect, with consideration of the relevant section of the ETUCE/EFEE policy on the Right to Disconnect. This discussion will take account of:

1. raising awareness of the right to disconnect and its fair and transparent use;
2. encouraging respectful internal and external communication practices;
3. making use of technological solutions to facilitate disconnection and
4. creating clear policy frameworks, such as internal policies, guidelines or codes of conduct.

8. SCR and L1/L2 posts

It has been confirmed to the TUI that the SCR and L1/L2 posts as per CL37/2026 and CL38/2026 will be permanent and operate in the same way and have the same status as other AP1/AP2 posts. However, the time allocation for these posts will be returned to schools and given in full to the teachers appointed to these posts irrespective of the contract hours of said teachers.

9. Use of personal devices

The DEY is prepared to discuss the appropriate use (if any) of personal devices for work purposes with the TUI and other relevant stakeholders, including management bodies.

10. Timetabling for Senior Cycle

In line with Section 5.1 of the SCRISM, the TUI and the DEY, in consultation with the Management bodies, will discuss best practice time-tabling for Senior Cycle with regard to contractual obligations and associated collective agreements to ensure that students receive 28 hours of tuition time per week.



11. Voluntary Re-location Scheme

The DEY is prepared to consider any joint proposal from the TUI and ETBI on the introduction of a pilot voluntary relocation scheme in the ETB sector.

I would appreciate the views of the TUI on the above as soon as possible. My colleagues and I remain available to address any queries you may have in the interim.

Le gach dea-mhéin / with every good wish

A handwritten signature in blue ink, appearing to read 'Tomás', is written over the text 'Le gach dea-mhéin / with every good wish'.

Tomás Ó Ruairc
Rúnaí Cúnta / Assistant Secretary