



NPC Submission to NCCA Parents' perspectives on The redevelopment of the Leaving Certificate Design and Communication Graphics



NPC

SUPPORTING PARENTS
SUPPORTING CHILDREN

NPC Vision

The National Parents Council want to see an Ireland where every child has the opportunity to reach their full potential

NPC Mission

The National Parents Council exists to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC will work to increase the capacity and capability of the education sector, to achieve true partnership and deliver better outcomes for all children and young people.

Values

NPC knows that when parents and schools work together, children do better. Therefore, NPC believes that in order to achieve this parents must feel:

Engaged: Parents must be actively engaged in the education of their children.

Supported: Parents' involvement in children's education must be supported by the attitudes, beliefs and practices of all members of the school and broader education community.

Partners: Parents must be viewed as partners in facilitating children's learning and be supported in this role by the school and broader education community.

Valued: Parents should be viewed as full partners in the decisions that affect their children and their family.

Welcomed: Parents should be welcome in the school, and their support and assistance sought as a valuable resource to support children's education in the school.

Connected: All communication and dialogue with parents must be regular, open, two-way and meaningful.

National Parents Council

Key Activities

SERVICE DELIVERY

NPC's services are developed to empower parents so that they can support their children in all aspects of education.

HELPLINE

The NPC helpline is a national confidential service for parents. The helpline staff listen and give information and support to parents to help them make the best possible decisions for and with their children.

TRAINING AND DEVELOPMENT

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level.

WEBSITE

The NPC's website www.npc.ie aims to provide parents with information regarding education at early years, primary and post primary levels.

ADVOCACY

NPC engages in awareness-raising activities and campaigning and lobbying at a national level on the objectives of its Strategic Plan.

REPRESENTING PARENTS

NPC represents the voice of parents through representation on external bodies and other mediums. NPC consults with parents and brings parents' views to bear on education policy.

BUILDING PARTICIPATION

NPC builds participation strategies and activities to ensure parents and children are an integral part of the work of NPC.



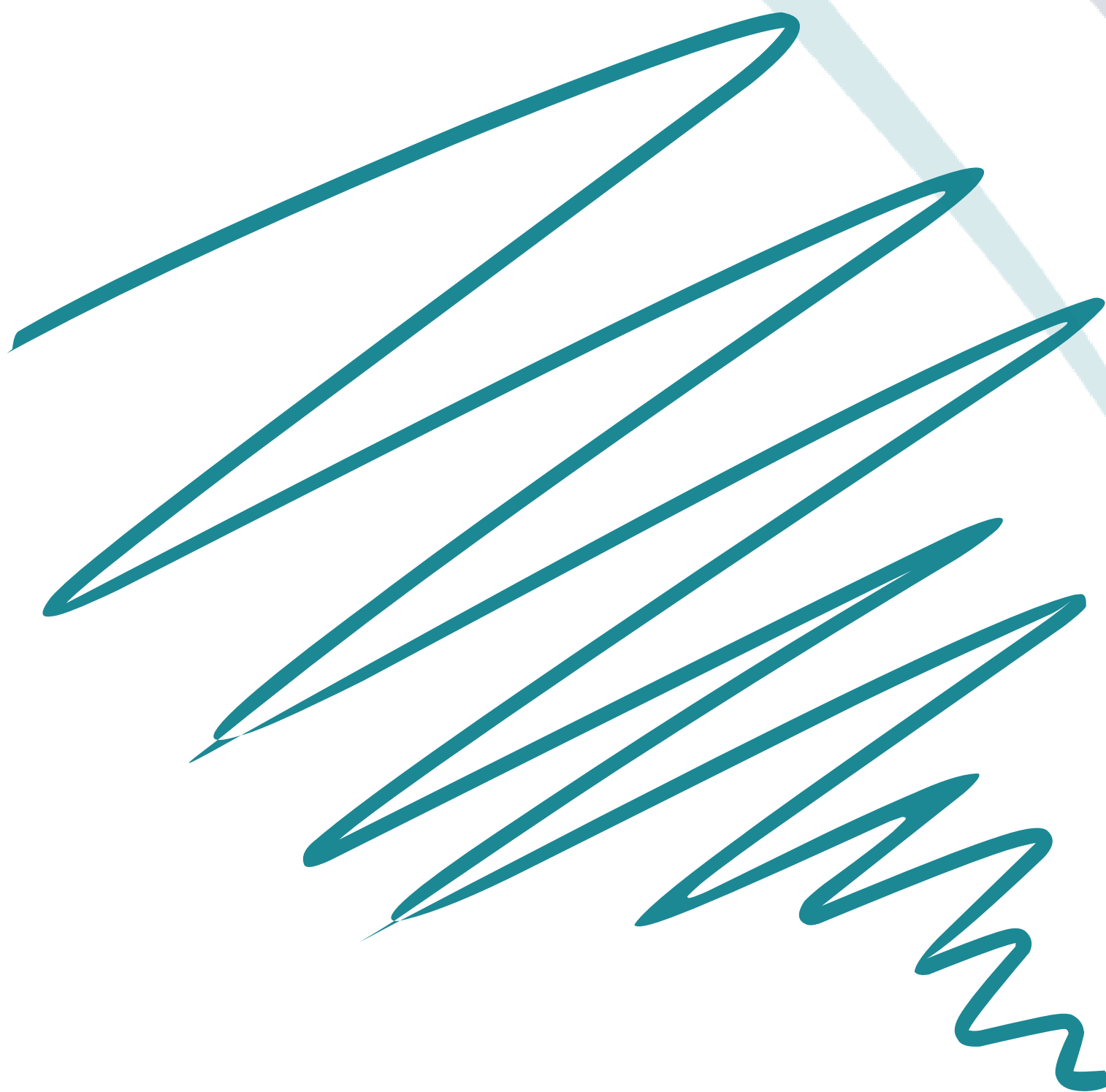
Table of Contents

INTRODUCTION	05
SURVEY	06
SURVEY FINDINGS	07
OPEN TEXT QUESTIONS	15
CONCLUSION	18

Introduction

The National Parents Council (NPC) are delighted to share the views of parents on the redevelopment of Leaving Certificate Design and Communication graphics with the NCCA. We have gathered and analysed feedback from parents regarding their opinions on the development of this subject. This report will explore key areas of focus, such as parental awareness of the development of subject content and assessment methods, understanding of the competencies which will be taught as part of this subject, and the impact of these developments on students' learning, critical thinking, and overall educational growth.

The findings presented in this report are based on a survey conducted by the NPC in January 2026. The survey was sent to all parents on the NPC mailing list who had consented to receiving such invitations. The surveys were open from January 5th, 2026, to January 14th, 2026. During this time, a total of 128 responses were collected. The opinions of the 128 parents who completed the survey will be shared in this report.



Survey

A survey titled Leaving Certificate Design and Communication Graphics was sent to parents to gather feedback on the proposed changes to the subject. The survey included a mix of multiple-choice questions, rating scales, and open-ended questions. This allowed parents to select answers that reflected their views and also share additional comments.

Parents were asked about their understanding of the subject, the skills they believe their children will develop, such as problem-solving, creativity, teamwork, communication, and managing their own learning, and their opinions on how students should be assessed. This included views on the balance between written exams and project work and preferences for ongoing assessment throughout the two-year cycle.

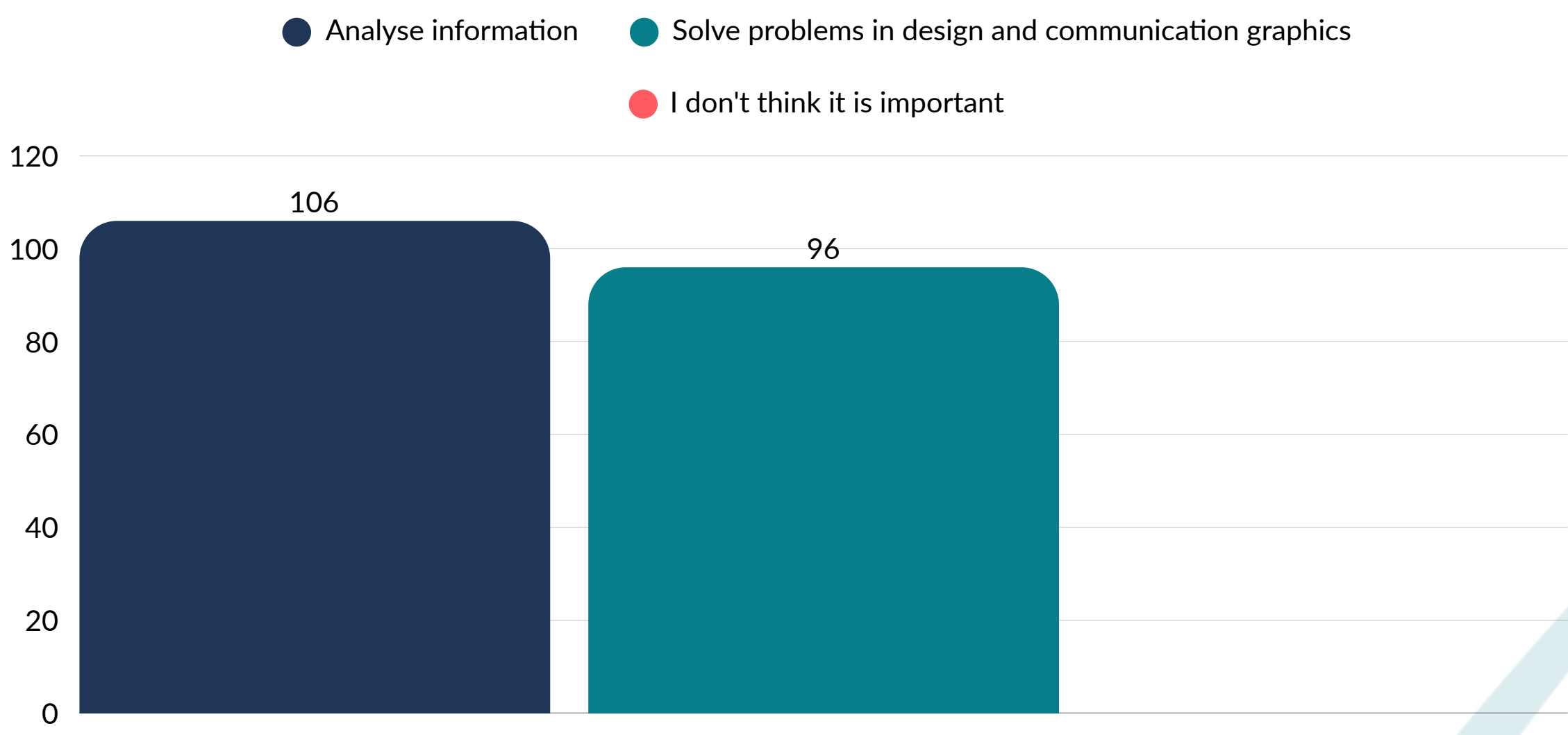
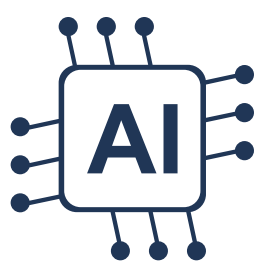
The survey also invited parents to reflect on what they value in the current Design and Communication Graphics course, what they would like to keep, remove, or improve, and what they believe the purpose of the subject should be. The main findings of the survey, including key themes and parent perspectives, will be presented in the following sections.



Survey Findings

When considering the importance of the different competencies, parents were given the opportunity to choose more than one option.

Q1 When asked about the importance of critical thinking and problem-solving, most parents highlighted the value of analysing information, while many others emphasised the importance of solving problems in Design and Communication Graphics. No respondents indicated that they do not consider it important (see Figure 1).



(Figure 1)
First competency: Critical Thinking and Solving Problems
What I find important about critical thinking and solving problems is that my child will learn to

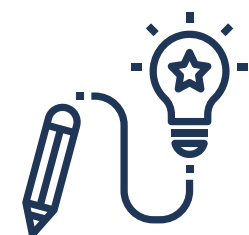
Parents repeatedly described critical thinking as a core life skill that young people will need well beyond school. Many linked it directly to the challenges of modern life, including AI, fake news, social media and information overload.

Respondents felt strongly that students must learn how to question information, understand where it comes from and make informed decisions rather than accepting things at face value.

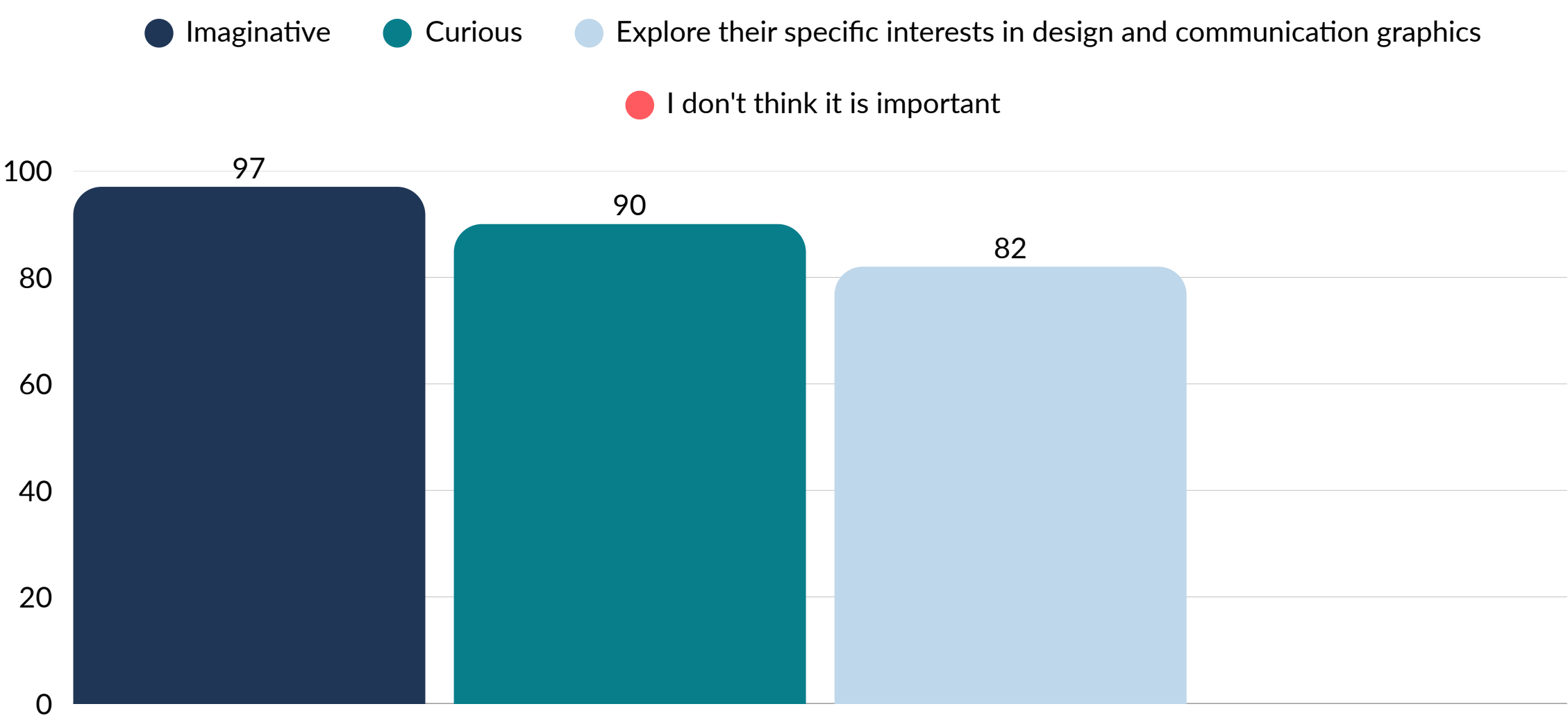
Critical thinking was also seen as essential for problem-solving, employability and responsible citizenship. Parents emphasised that these skills should be taught in a practical, age-appropriate way that reflects real-life situations and avoids ideological or agenda-driven content.

*This is a summary of the parents' voices; please refer to the appendix for full answers.





Q2 When asked about the importance of creativity in their child’s learning, most parents highlighted the importance of being imaginative, while many others emphasised the value of encouraging curiosity. A considerable number of parents also recognised the importance of allowing children to explore their specific interests in design and communication graphics. No parents indicated that they do not think it is important (see Figure 2).



(Figure 2)
Second competency: Being Creative
What I find important about being creative is that my child will learn to be

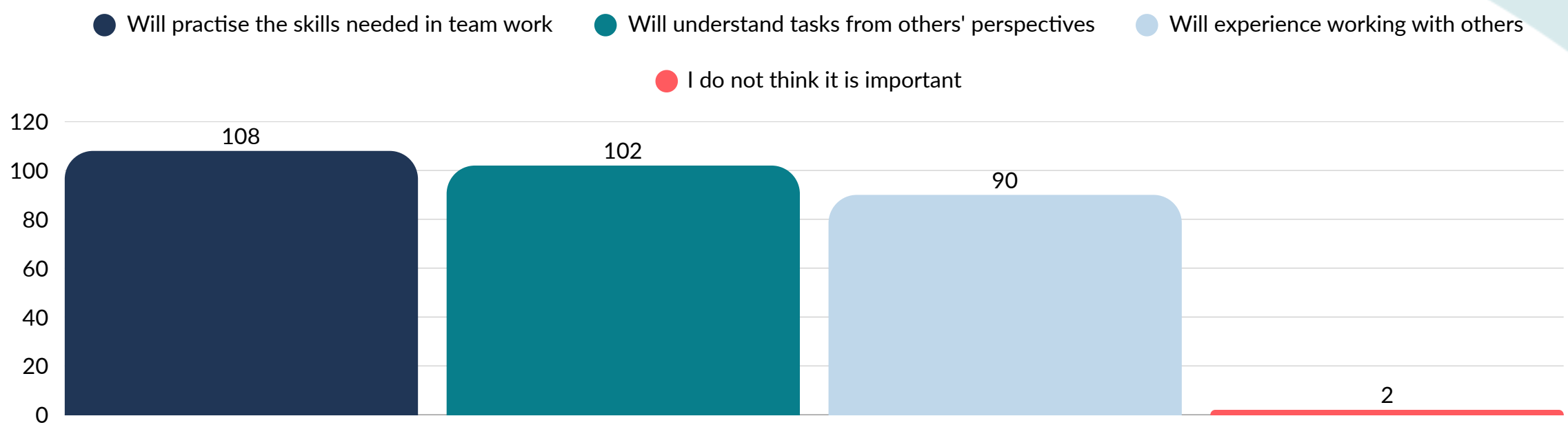
Creativity was viewed as fundamental to learning, personal development and future work. Parents said creativity builds confidence, encourages curiosity and helps young people adapt in uncertain and changing environments. Many felt that as AI becomes more common, creative thinking and imagination will become even more valuable human skills.

Creativity was also seen as supporting mental well-being and allowing students to express themselves in different ways. Several parents highlighted that creative approaches help include students with different learning styles, particularly those who may struggle in more traditional, exam-focused subjects.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q3 Regarding the importance of working with others, most parents indicated that their child will practise essential teamwork skills, while many others believed their child will gain an understanding of tasks from others’ perspectives. A notable number also felt that their child will benefit from experiencing collaboration in design and communication graphics. Only a few parents indicated that they do not think it is important (see Figure 3).





(Figure 3)

Third competency: Working with Others

What I find important about working with others is that my child

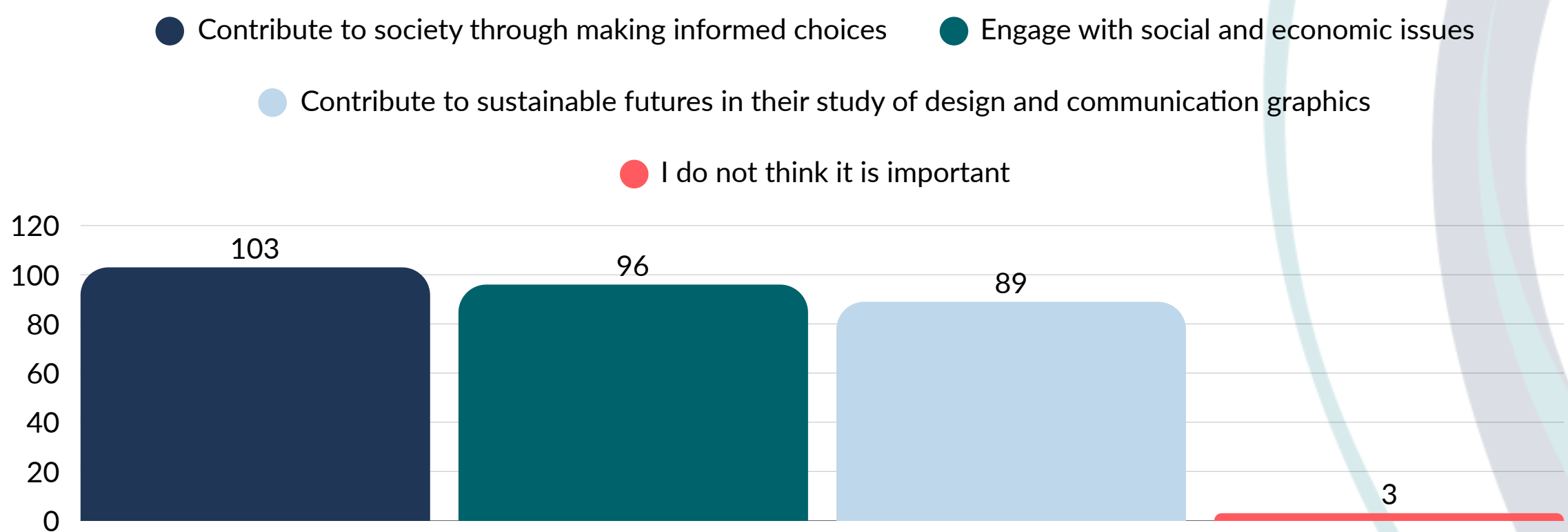
Parents shared their views on teamwork in design and communication graphics. Many strongly supported the inclusion of teamwork and collaboration skills, describing them as essential for adult life and employment. Respondents said students need structured opportunities to learn how to listen, share ideas, manage disagreement and respect different perspectives.

Also, many felt that working with others helps develop empathy, communication skills and social confidence. Some parents raised concerns about poorly managed group work, where responsibility can fall on one student, but still felt collaboration is important when roles and expectations are clear. There was also concern that increased screen use is reducing social skills, making this area of learning increasingly important.

*This is a summary of the parents' voices; please refer to the appendix for full answers.



Q4 Regarding the importance of participating in society, most parents stated that their child will learn to contribute by making informed choices, while many others emphasised the importance of engaging with social and economic issues. A considerable number also highlighted the value of contributing to sustainable futures through the study of design and communication graphics. Only a few parents said that they do not think it is important (see Figure 4).



(Figure 4)

Fourth competency: Participating in Society

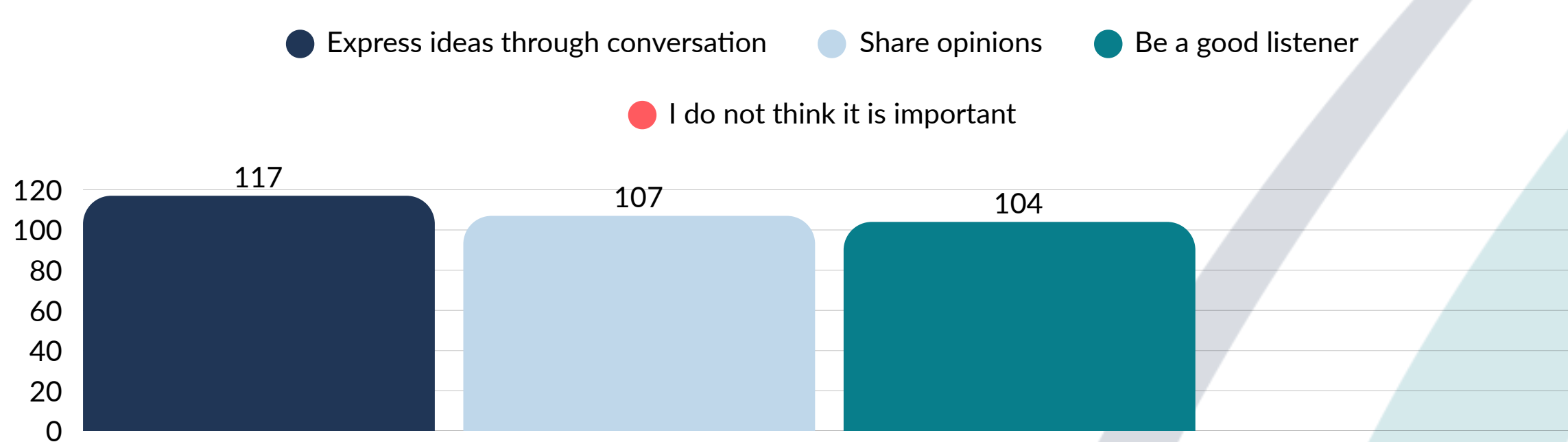
What I find important about participating in society is that my child will learn to

Parents shared views on the social and ethical side of design and communication graphics education. Many parents felt that helping young people understand society and their place in it is an important part of education. Responses supported teaching active citizenship, social inclusion and community involvement, especially through practical and real-world examples. Parents felt this helps students develop a sense of belonging, purpose and responsibility.

At the same time, there was a strong emphasis on ensuring teaching is based on facts, critical enquiry and respectful discussion. Parents repeatedly stated that this area should avoid political or ideological bias and should focus on helping students understand how society works rather than what to think.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q5 In response to the importance of communication, most parents believed their child would learn to express ideas through conversation, while many others highlighted the value of sharing opinions. A considerable number also emphasised the importance of being a good listener. No parents indicated that they do not consider communication important (see Figure 5).



(Figure 5)
Fifth competency: Communicating
What I find important about communicating is that my child will learn to

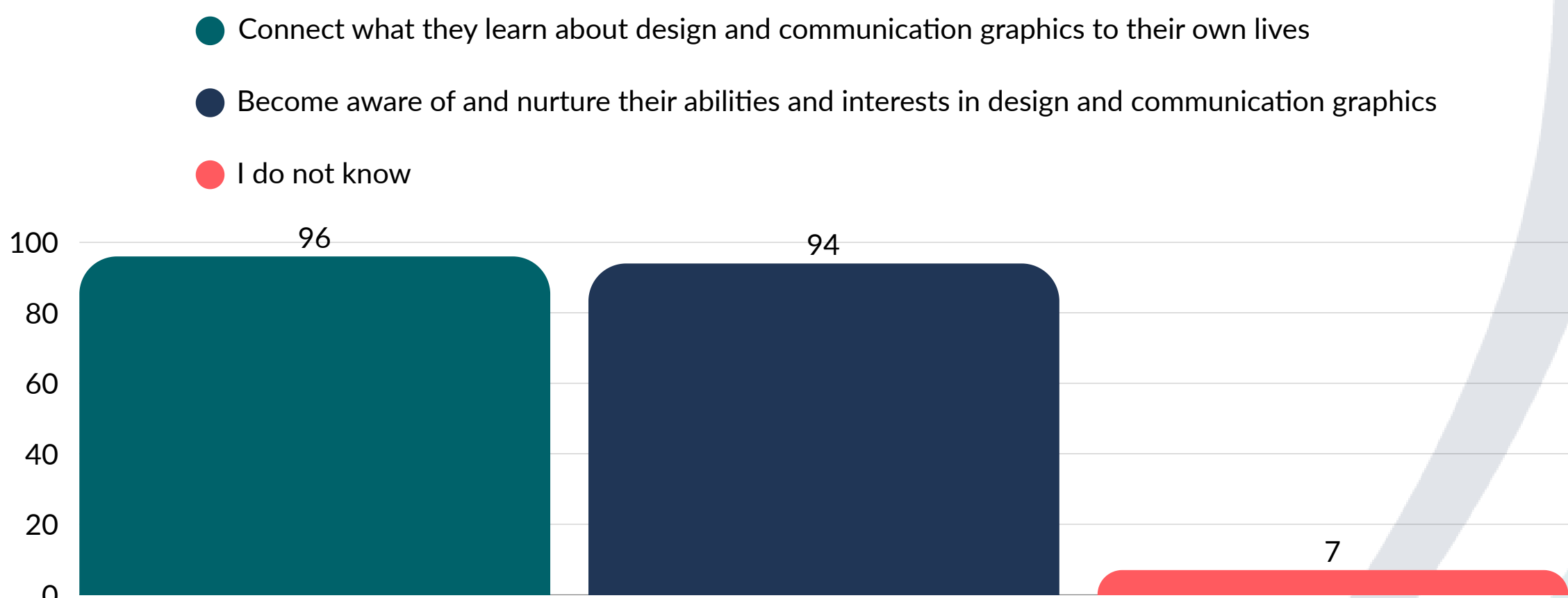
Parents shared their views on communication skills in design and communication graphics education. Communication was described as a vital skill that affects every area of life. Parents said students need to practise speaking, listening, writing and visual communication in a supportive environment. Many highlighted the importance of being able to explain ideas clearly, take part in discussions and present work confidently.

Communication skills were also linked to leadership, teamwork and self-confidence. Parents felt that regular opportunities to express opinions and ideas help students become more confident and better prepared for further education and the workplace.

*This is a summary of the parents' voices; please refer to the appendix for full answers.



Q6 In terms of cultivating well-being, most parents believed their child will learn to connect what they learn about design and communication graphics to their own lives, while many others emphasised the importance of becoming aware of and nurturing their abilities and interests in design and communication graphics. Only a very small number of respondents indicated that they did not know (see Figure 6).



(Figure 6)
Sixth competency: Cultivating Wellbeing
What I find important about cultivating wellbeing is that my child will learn how to

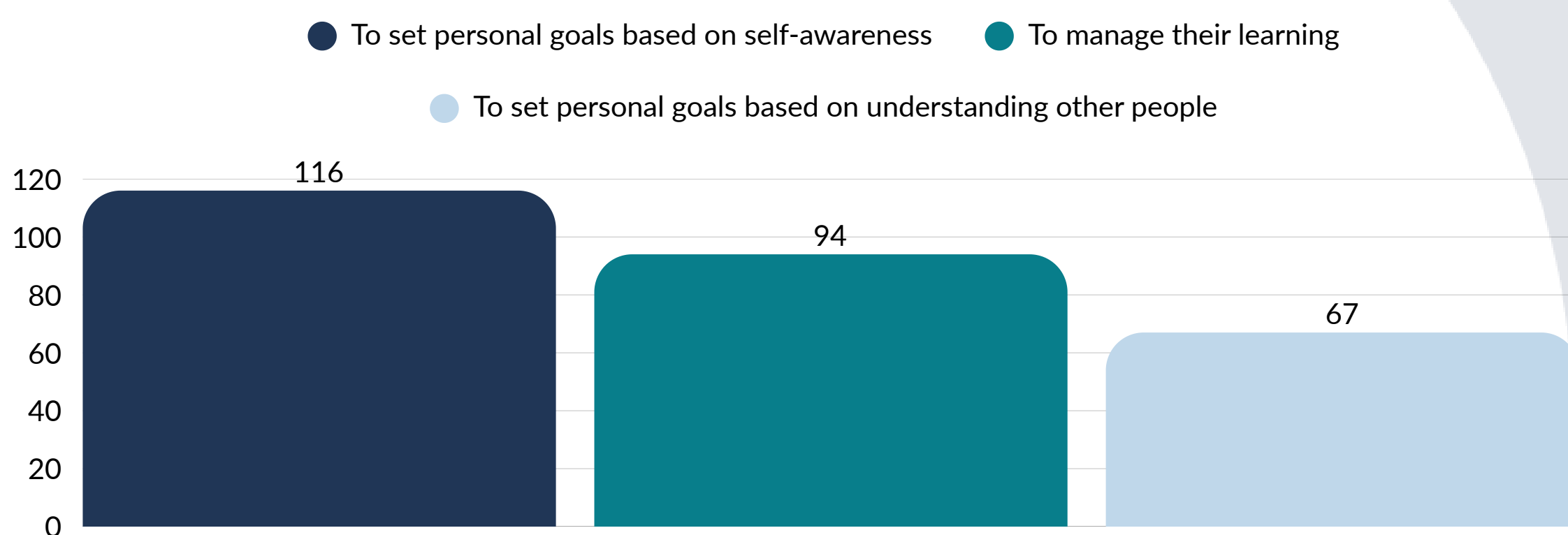
Views on well-being were more divided. Some parents questioned how well-being fits into design and communication graphics, noting that it is already covered in subjects such as SPHE and CSPE.

Others felt well-being is relevant when linked to resilience, adaptability, self-care and awareness of online pressures and misinformation. Parents generally agreed that well-being should be addressed in a practical and balanced way, without repetition or ideological framing.

There was concern that well-being content should support students' development rather than distract from the core skills of the subject.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q7 When it comes to managing learning and self-questioning, most parents emphasised the importance of setting personal goals based on self-awareness, while many others believed their child will learn to manage their own learning. A smaller number highlighted the importance of setting personal goals based on understanding other people (see Figure 7).

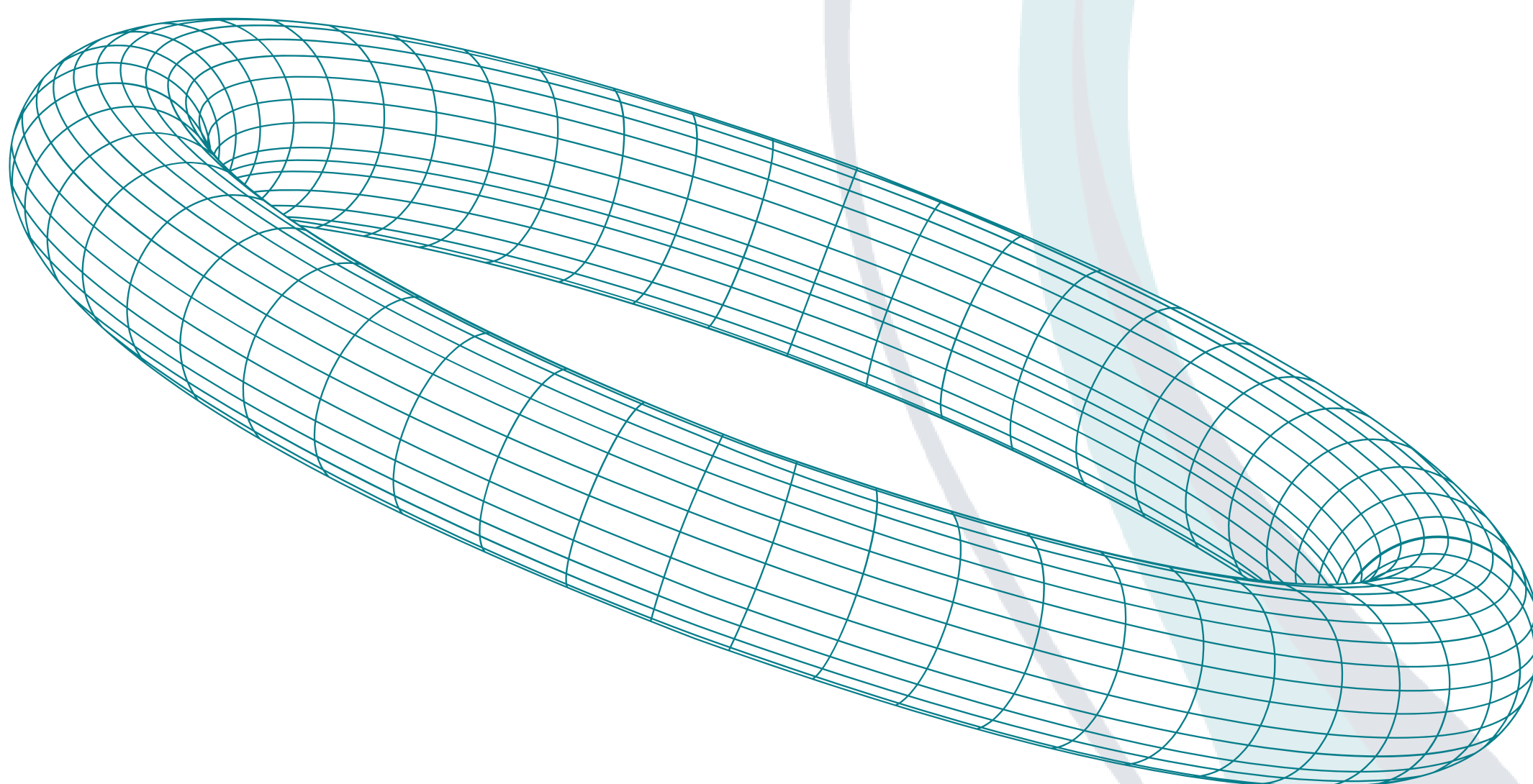


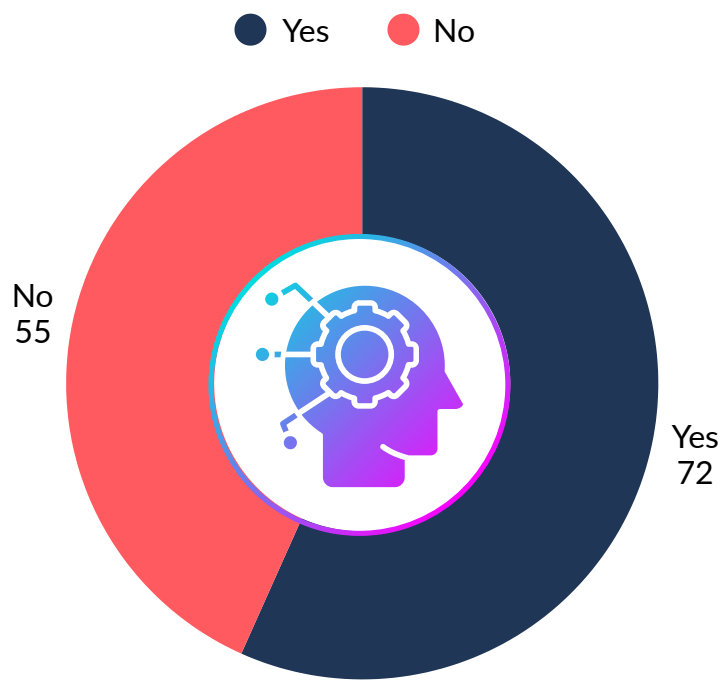
(Figure 7)

Seventh competency: Managing Learning and Self:

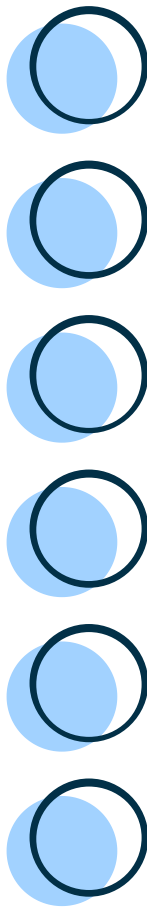
What I find important about managing learning and self is that my child will learn

Parents strongly supported teaching self-management skills such as motivation, time management, goal setting and resilience. Many felt these skills help students manage stress, build independence and prepare for adult life. Several parents highlighted the value of the subject for students with dyslexia, autism or other additional needs, they believe that visual and practical learning allows these students to show their strengths. Parents also emphasised the importance of recognising that success looks different for each student and that education should support confidence and personal growth, not just academic performance.





(Figure 8)
I agree that 60% should go to written examination



Q8

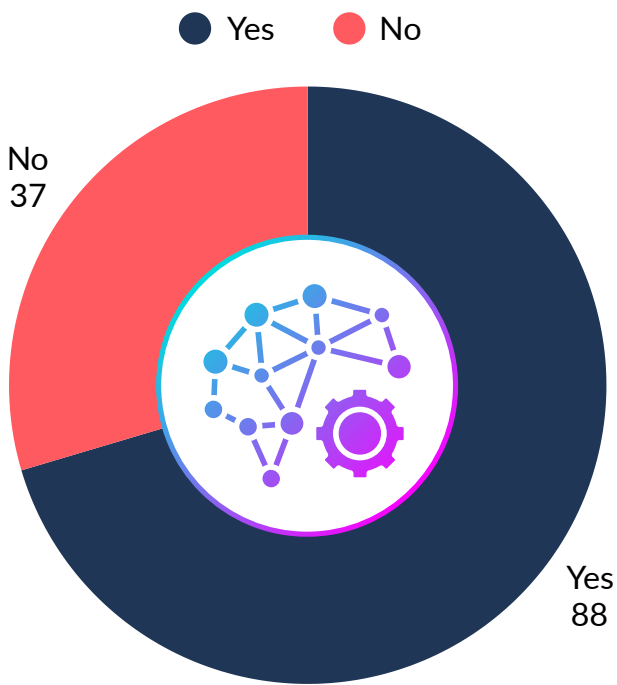
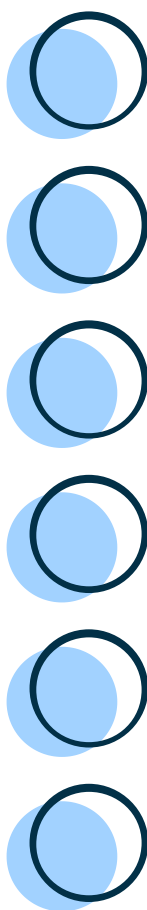
As for the assessment section, regarding the allocation of 60% to the written examination, most parents agreed with this weighting, while a smaller number disagreed (see Figure 8).

Parents who disagreed with having 60% of the grade based on a written exam shared their thoughts on other ways to assess students. Parents felt this does not reflect the practical and visual nature of the subject and disadvantages many students, particularly those who are creative, practical learners or who have additional needs. Many parents described written exams as stressful and limited in what they measure. Respondents widely supported more project-based and continuous assessment, with many suggesting a 50/50 split or a higher weighting for practical work. Some also raised concerns that traditional exams do not reflect real-world design practice.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q9

In response to the plan that 40% should go to an additional assessment component, most parents expressed agreement, while a smaller number disagreed (see Figure 9).



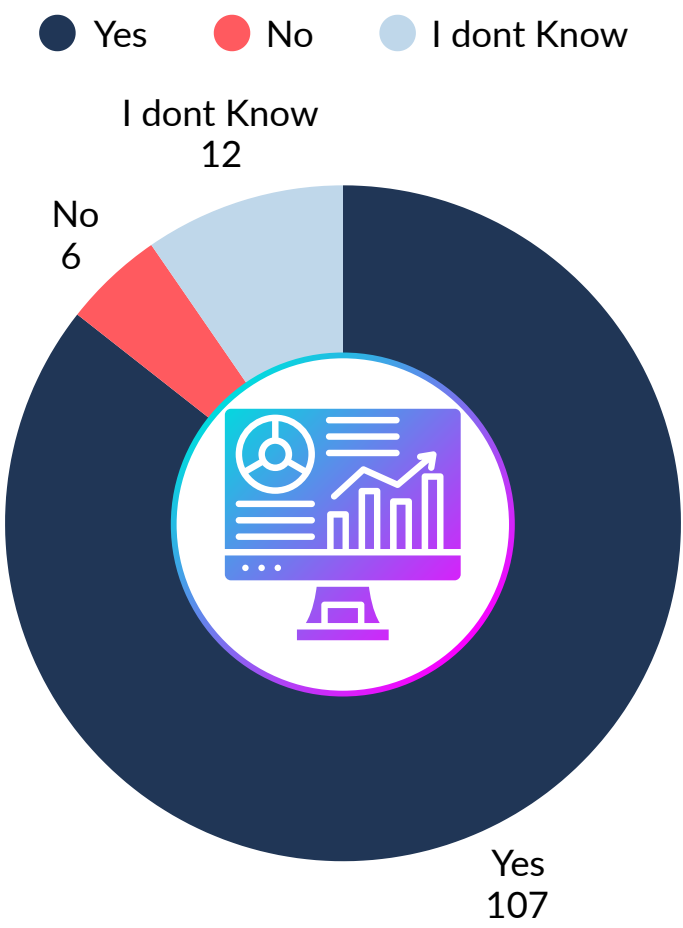
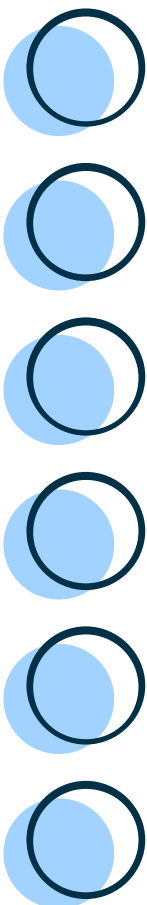
(Figure 9)
I agree that the 40% should go to additional assessment component.

Parents who disagreed with giving 40% of the marks to the extra assessment shared alternative ideas. Respondents consistently argued that the project element should carry more weight, as it better reflects how design and communication skills are used in real life. Project work was seen as more inclusive and more effective at capturing creativity, problem-solving and applied knowledge. Continuous assessment over time was viewed as fairer and less stressful than one final exam. While a small number of parents raised concerns about AI use in project work, most felt this should be addressed through assessment design rather than reducing the importance of practical work.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

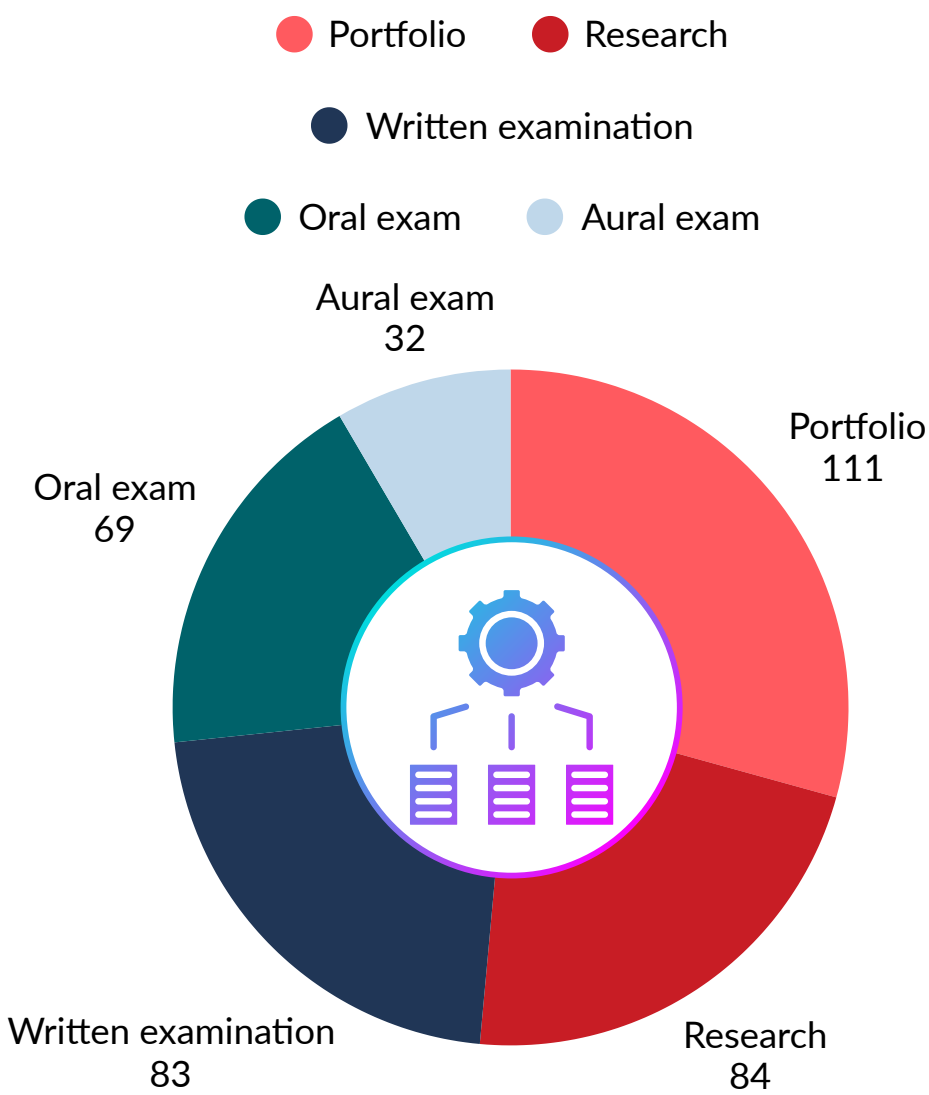
Q10

On the question of assessments, most parents wanted their child to be assessed at regular intervals throughout the 2-year cycle, while a small number disagreed or were unsure (see Figure 10).



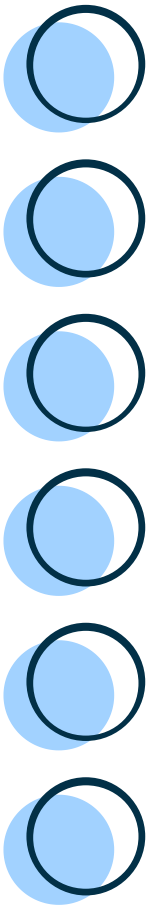
(Figure 10)

I want my child to be assessed at regular intervals throughout the 2-year cycle.



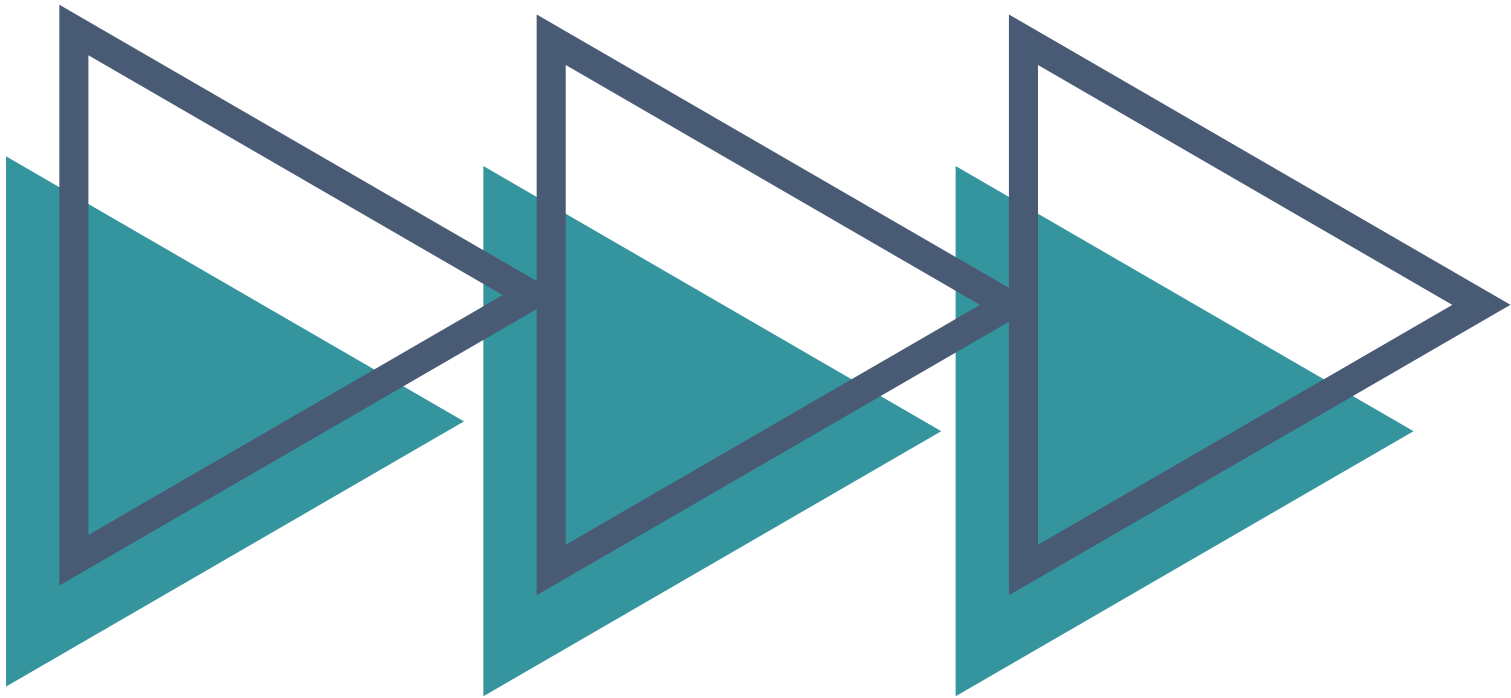
(Figure 11)

As part of their study of design and communication graphics, I want my child to be engaged in



Q11

As part of their study of Design and Communication Graphics, most parents wanted their child to be engaged in portfolio assessments, followed by research and written examinations. A smaller number favoured selecting oral exams, and the least preferred option was aural exams (see Figure 11).



Open Text Questions

Q12 As a parent, what do you think the purpose of Leaving Certificate Design and Communication Graphics should be?

Parents described the purpose of Leaving Certificate Design and Communication Graphics as far broader than simply learning technical drawing or graphics. They see it as a subject that should develop creativity, critical thinking, problem-solving and strong communication skills that are useful in everyday life, further education and the workplace. Many parents felt the subject should help students learn how to take an idea, explore it, improve it and communicate it clearly to others using visual and digital tools. There was strong emphasis on visual literacy, helping students understand and interpret images, diagrams, media and data in a world that is increasingly visual.

Parents also highlighted the value of the subject for students who do not always thrive in heavily text-based or exam-focused subjects. Visual learners, neurodivergent students and those who are practically minded were frequently mentioned as groups who benefit greatly from this type of learning. Many parents described the subject as a confidence builder, allowing students to see their ideas take shape and to recognise their own strengths. The subject was also viewed as an important pathway into careers such as design, engineering, architecture, technology, media and creative industries, while also providing transferable skills for students who choose very different career routes.

In addition, parents felt the subject should reflect real-world practice and modern industry standards. This includes staying up to date with technology, understanding how design is used in society, and preparing students for a future where AI will be part of creative and technical work. Overall, parents see the purpose of the subject as preparing young people to think clearly, communicate effectively, and adapt confidently in a changing world.

*This is a summary of the parents' voices; please refer to the appendix for full answers.



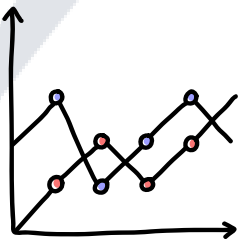
Q13 What is good about the current Leaving Certificate Design and Communication Graphics that you want to keep?

Many parents said they were not fully familiar with the current syllabus, particularly those whose children have not yet reached Leaving Certificate level. However, among parents who did comment, there was clear support for retaining the practical and hands-on nature of the subject. Project work was repeatedly mentioned as a key strength, as it allows students to apply their learning, develop ideas over time and demonstrate understanding in a meaningful way.

Parents also valued the focus on core design principles, visual thinking and spatial awareness, including 2D and 3D work. The use of CAD software and digital tools was seen as an important part of the subject, helping students build technical confidence and transferable skills. Some parents highlighted the importance of external assessment and consistent standards, seeing this as fairer and more reliable than purely internal marking.

Good teaching was frequently identified as a major positive, with several parents noting that enthusiastic and knowledgeable teachers make a significant difference to student engagement and enjoyment. Overall, parents want to keep the practical focus, creative elements, core technical skills and opportunities for students to actively engage with learning rather than passively memorising information.

*This is a summary of the parents' voices; please refer to the appendix for full answers.



Q14 What should be taken out of the current Leaving Certificate Design and Communication Graphics, if anything?

Where parents felt able to comment, the most common view was that there is too much emphasis on written examinations and theoretical learning. Many parents questioned why a visual, creative and practical subject relies so heavily on written assessment, stating that this does not reflect how design and communication work in real life. Rote learning and lengthy written responses were seen as limiting, stressful and unfair to students who understand concepts but struggle to express themselves in writing.

Some parents also felt that any outdated content, tools or software should be removed, particularly if they no longer reflect how design is practiced in modern education or industry. There was concern that focusing on older technologies or methods reduces the relevance of the subject and disengages students. A small number of parents raised concerns about ideological or non-subject-specific content being introduced and felt that anything not directly related to design, communication and skills development should be excluded.



*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q15 What would you like to improve about the current Leaving Certificate Design and Communication Graphics?

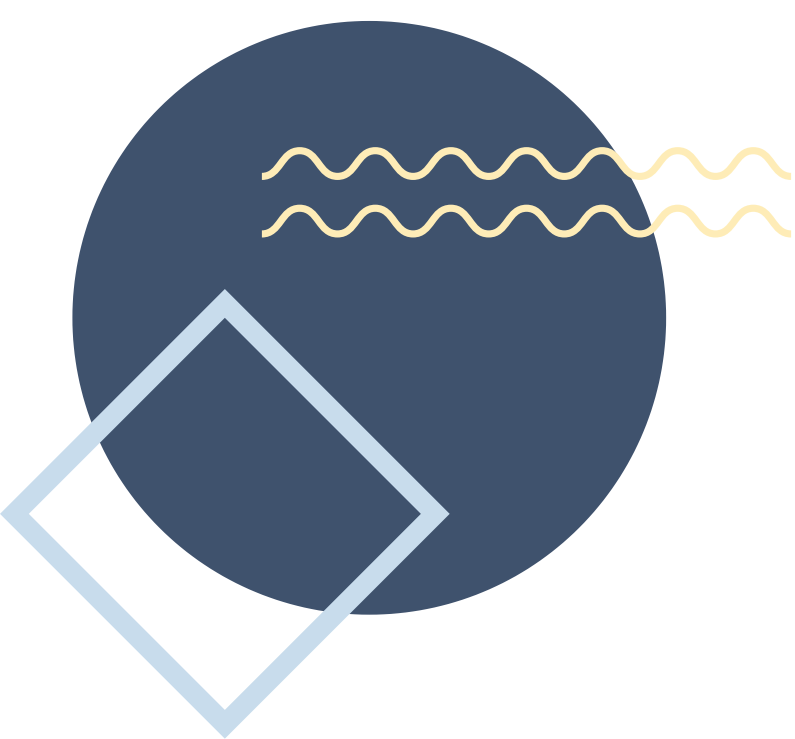


Parents identified a wide range of areas where they believe the subject could be strengthened. The most consistent theme was the need for more project work and continuous assessment, with less reliance on a single high-stakes written exam. Parents felt that ongoing assessment over time would give a more accurate picture of a student's ability, reduce stress and better support different learning styles. Many called for portfolio-based assessment that reflects how design skills are developed and assessed in real-world settings.

Updating and modernising the subject was another major priority. Parents want the course to reflect current tools, software and industry practices, including appropriate and well-managed use of AI, modern CAD programmes and digital design tools. There was strong support for linking learning more clearly to real-life applications, industry examples and possible career pathways, including opportunities to see how these skills are used outside school.

Accessibility and inclusion were also key concerns. Parents called for assessment methods that support students with dyslexia, dyspraxia, autism and other additional needs, and that recognise strengths beyond written expression. Transparency in marking, clear assessment criteria and fair choice within exams and projects were also highlighted. Overall, parents want Design and Communication Graphics to be a modern, inclusive, practical and relevant subject that prepares students for further study, work and everyday life, while allowing every student a fair opportunity to succeed.

*This is a summary of the parents' voices; please refer to the appendix for full answers.



Conclusion

The responses to this consultation show strong and consistent support for Leaving Certificate Design and Communication Graphics as a subject with significant value for young people. Parents clearly see it as more than a technical or optional subject. Instead, they view it as a key opportunity to develop practical life skills such as critical thinking, creativity, communication, collaboration and problem-solving. These skills are seen as essential for further education, employment and active participation in society, particularly in a world increasingly shaped by rapid technological change, AI and complex information environments.

Across the responses, there is a clear message that learning should be practical, relevant and grounded in real life. Parents repeatedly emphasised the importance of hands-on learning, project work and opportunities for students to apply ideas rather than memorise content. Visual and creative approaches were seen as particularly valuable for students who do not thrive in traditional, text-heavy or exam-focused subjects, including many neurodivergent learners. Parents value the inclusive potential of the subject and its ability to build confidence, engagement and a sense of achievement for a wide range of students.

A major concern raised throughout the consultation relates to assessment. There is widespread opposition to heavy reliance on written examinations, with many parents feeling this does not reflect the nature of the subject or the skills it aims to develop. Parents strongly favour increased weighting for project work and continuous assessment, viewing these as fairer, more inclusive and more reflective of real-world design practice. While some concerns were expressed about the impact of AI on assessment, most parents believe these challenges can be addressed through thoughtful assessment design rather than by reducing the importance of practical work.

Parents also stressed the need for the subject to remain modern, relevant and future-focused. This includes keeping pace with current technologies, tools and industry practices, while also teaching students how to think critically about information, media and design in society. There is strong support for maintaining a fact-based, balanced and respectful approach to areas such as citizenship and wellbeing, with clear boundaries to ensure the subject remains focused on skill development rather than ideology.

Overall, parents see Leaving Certificate Design and Communication Graphics as a subject with the potential to make a meaningful and lasting contribution to young people's education. They want it to be practical, inclusive, up to date and fair in how students are assessed. If these priorities are addressed, parents believe the subject can play an important role in preparing students not only for further study and work, but for confident, thoughtful and engaged adult life.

Appendix

Q1. Would you like to add other comments?

- 1.It will increase continuous improvement practices
- 2.Develops critical thinking.
- 3.Practical for evolving and unpredictable life
- 4.Its essential to learn how to think critically as a life skill
- 5.No
- 6.Evaluate where information comes from
- 7.How to use resources, define phases toward solution & agree accountability
- 8.In today's world it is vital to be able to communicate information quickly and effectively especially in analytical subjects like science so this skill plays a viral role in equipping children for future.
- 9.Really important life skill to learn.
- 10.The ability to think critically and analyse situations to find resolution is a highly sought after skill for employers
- 11.No
- 12.Must be doable for 17 year olds
- 13.Use in practical life day today problems solution
- 14.No
- 15.Crucial to the current environment of AI and fake news that people have a sophisticated capacity for critical analysis and a good understanding of semiotics
- 16.NA
- 17.I believe this will give children focus and communications to understand society and work
- 18.Critical thinking and free speech go hand in hand
- 19.in the current world of fake news, AI and social media, it's critical for my child to differentiate reality from fiction and having a critical thinking about everything
- 20.Critical thinking is absolutely key for their future sucess. This requires them to be aware of what is happening in society and keeping abreast of current geopolictical tensions.
- 21.Communication and working with other people is essential. AI is taking over other areas, but does not do this well, yet.
- 22.Critical thinking empowers individuals to make better decisions, analyse complex information, innovate, and adapt in a rapidly changing environment and gives different perspectives to find effective solutions
23. Critical thinking techniques and identify the best solution
24. Its a life skill
25. Problem solving, looking at it from different perspectives

- 26. critical thinking
- 27. No
- 28. No
- 29. It is important that analysis is based on observable real-world information and not on ideological or agenda driven curated information that actually undermines critical thinking possibilities
- 30. Not be influenced by populist agenda

Q2. Would you like to add other comments?

- 1.To bring out the best in a child and young person
- 2.Positive affirmation
- 3.In a world more increasingly influenced by AI, it will be important for people to be creative and add the human touch
- 4.Being allowed to be creative will also build confidence
- 5.These crossed skills could apply in all possible areas
- 6.Understand that there are many ways of achieving something.
- 7.Brain storming
- 8.Learning in a fun way
- 9.No
- 10. Fostering creativity is another critical lifeskill...not just for stem, but for working life too
- 11. No
- 12. Curious ..observe the things around them thst interest.them .. cone up with 1 change & design it..
- 13. Draw diagrams accurately
- 14. Creativity is fundamental to being human and a key element towards maintaining health and wellbeing.
- 15. NA
- 16. Independent thinker but also to seek support from a team
- 17. AI could enhance this but limited jobs in this area
- 18. fostering curiosity will ensure my child will always look further instead of just accepting what is presented
- 19. You would not be a Designer if you were not Curious, Imaginitaive etc. It's required.
- 20. Getting kids to think outside the box and be innovative
- 21. He will thrive
- 22. This would be a good aspect for autistic mind
- 23. all of above is great
- 24. No
- 25. No
- 26. Broad and open to creative approach would be the best starting point

Q3. Would you like to add other comments?

1. Work with other students and alone
2. People skills is critical in today's digital world
3. Will teach them respect, empathy, diplomacy
4. Collaboration is so important to understand different perspectives.
5. Self-starter and team work
6. Team work is essential for employment and perspectives are essential cognitive ability as part of development- good practice for future
7. No
8. Listening, being able to discuss/debate, allowing others perspectives
9. Team work is essential in any business environment. A great skill to practice
10. Working with other people helps to build social skills and also how to manage and react to various personalities
11. No
12. I find my kids struggled to get team work done. It was left to 1 person them to do all, usually them & other people got credit
13. Accepting all individuals and being inclusive regardless of type of ability/class. True emphasis on this skill as there is still a great divide in communities, schools and awareness and stigma for disabilities. Again the government must lead and teach the young, everyone's opinion and viewpoint must still be felt heard to truly encourage this skill.
14. Share and cooperation abilities development with each person
15. NA
16. More important now as social skills, conversational skills are declining due to screens
17. I believe managing or leading people and teams is going to be essential skill in the future
18. Learning the skills to collaborate and engage effectively and respectfully is very important for our children and teenagers. This should begin at primary school and be designed to continue throughout our education system.
19. 'Soft skills' are vital. You can be a genius at design, but if you can't work with others - nobody will work with you.
20. This is absolutely vital in terms of working together with other individuals and growing their personality
21. Prepare him for adulthood
22. Engagement, allowing & respecting others to speak
23. Managing differences,
24. No
25. No
26. If there is any hint of bringing race based privilege into the conversation or to weave in ideological race or gender based instruction I will remove my child- it is divisive and unnecessary and should not be pushed on young minds

Q4. Would you like to add other comments?

- 1.Active citizenship should be encouraged from primary school age
- 2.Nowadays,with technology this is a skill that is lacking and it's very important for kids to go through
- 3.Life is cooperation
- 4.Social inclusion is essential part of life, having a sense of belonging, and purpose- important to fully participate in community activities such as visiting old folks home
- 5.Understand structures that impact society & how to leverage & engage with them eg government, private sector, non profit sector etc
- 6.Gives a sense of life purpose to each individual
- 7.No
- 8.Options a b or c. I chose eg c & explain why, include one sustainable point
- 9.Social and economic issues are broadly ignored by government and some people. Starts from the top, filters down etc. An understanding of this political and social barrier should be incorporated to offer some chance of subject/skill being useful in later life
10. Gave solutions how to solve social and economical issues spread in culture
11. NA
12. Cultural exposure is important and understanding our differences
13. Informed with unbiased and objective information is a challenge for the state (media/education etc) currently
14. No
15. real world examples are great.
16. No
17. No
18. School should focus on good basic principles of fact-based enquiry and curious investigation. Society benefits if children have guidance that is sound and remains respectful- simple and truthful

Q5. Would you like to add other comments?

- 1.Being able to voice opinions and ideas also enhances confidence and leadership skills
- 2.Diplomacy and rules around it
- 3.Communication is a way to live with others
- 4.Obviously communication on all levels are essential, important to know verbal and non verbal, lots of practice opportunities
- 5.express ideas on paper not just through conversation
- 6.To learn to understand what they are learning so that they can actively listen to what is being said/explained to them and that the answer can be discussed.

7. Understanding & practising different communication skills eg presentation, interview, focus group, etc
8. Communication is a vital skill in life no matter what you do. If someone is a good communicator, and equally good at reading people, they will easily excel in life.
9. Communication and the ability to be able to do it is essential in any workplace or job type
10. No
11. Communication is important. Must be classed based however. Record opinions of 2 others. Maybe 1 the teacher & 1 student
12. All aspects of communication like, speaking, writing, reading and listening are important for the development of individual and community
13. NA
14. Build confidence in speaking in groups, expressing themselves confidently, being heard
15. Vital as all skills above
16. You need to be able to explain your ideas, reasons, thoughts. If you can't 'sell' your ideas...
17. Very important to get Kids out of their comfort zone to express opinions and put themselves out in front of other people.
18. forms of communication are important
19. No
20. No
21. Opinions to be argued and not shutdown

Q6. Would you like to add other comments?

1. No need for well being not applicable for this subject covered already multiple times in cspe etc etc
2. Resilience, being able to adapt
3. Take care of themselves, I don't see the link to design and graphics.
4. I would like my child to be aware of the importance of self care, mental health and fitness and to be informed of the dangers of online misinformation, social media and influences
5. Opportunity to grow and develop their abilities and entrepreneurial skills
6. Don't think these options are relevant to understanding & cultivating wellbeing?
7. No
8. Yes, same as above, aware of issue in their environment & they see how it could be improved etc
9. Communication design skills help to equip students with the ability to understand, document and navigate the modern world as well as document and record their own life experiences.
10. NA

11. Sustainable living v “Green” existing is the balance that is needed for wellbeing.
12. The content and basics of these skills are in my mind much more important to explore with teenagers than the focus being on developing good graphics. This will come with experience however its developing their critical thinking, exploring different perspectives while being aware and cognisant of the potential differing motivations that is key.
13. No
14. No
15. No
16. Wellbeing should not have any indoctrination type element- not on identities which is the first part of introducing division

Q7. Would you like to add other comments?

1. Self discipline and building resilience is a core goal for me to nurture in my children
2. Being able to get out of the box and share their innovation
3. Self motivation is a good skill to have, self discipline and self awareness, having goals to work towards, great skills to develop
4. to manage time
5. This assists in managing stress as well as being realistic about their own goals and abilities while still striving for more.
6. My children are visual learners who are very intelligent. They are ASD level 1 so find expressing themselves challenging, they love graphics and drawing so the skills taught in LC Design and Communication would be fantastic for them especially because sometimes they find it challenging to take on board the views of others.
7. Another great life skill that can only improve one's life
8. Off topic, but basic Psychology needs to be taught at Secondary, as it is the most relevant topic for living and succeeding at life. Many companies in all specialties are supporting employees in completing courses in it, and you are clearly touching on basic psychology here with this survey.
9. No
10. Manage their own learning as enough as 17 year olds
11. That your best is enough even if different to others and others have this awareness of their peers too. It's not a competition. It's about finding a skill in life you truly enjoy and want to participate. You cannot excel in everything but you can actually get a job doing something that brings you happiness and fulfillment
12. My child is dyslexic so this subject is a great opportunity to learn at his pace in a subject he excels in.
13. As a parent and communication arts professional, I am excited at the prospect of Design & Communication Graphics being added to the leaving cert.

14. NA

15. This area might be greatly affected by Artificial Intelligence and this needs to be seriously considered before creating a pull factor for children. No one wants to their child to be building a future interest only to find there is no future or it's so limited that it cannot sustain a reasonable standard of living. This element needs to be factored into conversations

16. No

17. Celebrating achievement s

18. No

19. No

20. I am fearful that this particular element of the curriculum will be a vehicle for introducing woke ideology and I want to reiterate in the strongest possible terms that I reject that and will not support it being pushed onto young people who deserve better from the Irish education system.

Q8. If you answered No, please comment further.

1. More given to the project

2. In design and communication the art of doing and practicing is more important than documentation. Being able to utilise tools and technologies and understand them is more valuable than being able to write about them in theory.

3. Assessment based learning would be better

4. I think it should be 50/50

5. Not everyone who is creative can do well in written examination part of cert.

6. 40% written

7. More project based continuous assessment rather than one exam or project is preferable.

8. I'm a subject called Design & communication, I feel the very people who can excel or who need to study this subject the most will be at a disadvantage with a 60% written exam under current LC guidelines for those with additional needs

9. Project work is a more holistic examination of knowledge and application of that knowledge. Projects based work is more inclusive for different learning styles. Written examines are very one dimensional and excludes many different learning types.

10. should be a lower %

11. 40%

12. I think it would be better to be assessed throughout the year without a 60% written exam at the end, it's too much, too stressful. A lot of these students are more practical orientated and sometimes written work is not their best ability, they struggle. Maybe 50/50.

13. Should be 50% or less, continuous assessment more important and paints a truer picture

14. i believe exam should be 75-80%
15. I think more marks should be given for the design project than the exam or perhaps equal marks.
16. I feel it is more of a practical subject than written and therefore the majority of the marks should be on practical assessment
17. Should be 50%
18. I think the project should be more important than the written examination
19. I believe 40% should go to the written exam. Design and communication graphics should be more project focused. I personally studied industrial design and from my personal experience students would benefit more from completing project work.
20. I think it should be 60% to the project as that is the main basis of this subject.
21. I think practical eliminate should get 50% of marks
22. 50 / 50 might be fairer for students who don't perform well in written assessments
23. graphic design is very creative, that should be tested not the other.
24. I think it should be 50/50 split with projects graded by examiners.
25. I think it should all go on how well they do in the assessment
26. AI use is challenging the validity of written assessment and so I would suggest a combination of coursework and oral presentation should make up the greater proportion of the assessment criteria.
27. Less exam pressure is needed
28. Heavier weight towards design project
29. I think the weighting for the project should be equal to or higher than the exam. It is a practical skill and should be examined as such
30. It should be 50/50
31. The project should account for the majority of the percentage. Some children do not perform well in written exams.
32. Given the emergence and evolving nature of AI I think that this should be weighted differently. Either 70% exam and 30% project or an 80% / 20% split.
33. much less should go towards the written component - around the 20% mark - need to move away from always leaning towards the writing component
34. I think 50% is fairer. This is a skills based and creative subject matter.
35. Graphic Design and Communication is all about visuals. Its hard to do that using mostly text. it should be 50% written and 50% design work.
36. I think less should go on the written and more on practical. Half the written stuff they will never use in real life. Plus my daughter has special needs and never manages to finish any written exam as she takes too long on the first few questions so therefore is at a disadvantage from the start,
37. Split should be 50 50
38. As a conceptual subject, 60% would be better applied to design and modelling

39. Not every child can express/articulate information/answers but they can communicate the answer verbally, in the real world you don't sound own and worth answers tou work collaborativly with or and on a teams.
40. I think it should be an even 50:50 split between project work and examinations; this will allow children who don't excel at examinations to show their knowledge
41. Writing and exams may not give a brilliant student the opportunity to show their ability
42. Maybe 50%, not every one is academic, written exams are often Rote learning which is not suitable for everyone
43. Should be like art project more of the mark
44. The use of AI minimises the legitimacy of the practical component and may mean a different form of assessment is needed or that the written examination grade increases.
45. 50/50
46. More for practical side of assessment
47. For a visual subject why is the higher percentage given to written exam. Surely this subject is a way to measure visual learners.
48. Continual assessment works better for my child. There is too much information to remember before going in to an exam. It should be divided into 4 exams a year. Not 1 big one.

Q9. If you answered No, please comment further.

- 1.This is weighted to a traditional learning and examination model and in the lightening fast pace of technology cannot be applied. The crucial element here is the assessors have the requisite knowledge and expertise to assess correctly and are continually up-skilling to keep pace
- 2.Continuous assessment would be better
- 3.I think it should be 50/50
- 4.Creativity needs to be valued more in schools. More marks for showing individuality and creativeness
- 5.More project based continuous assesment rather than one exam or project is preferable.
- 6.I believe this percentage should be higher, see explanation in answer 17
- 7.Should be higher %
- 8.60% with 20% of this coming from intervals throughout the year worth 5% each
- 9.So much thought and effort goes into the practical side. Sometimes that's all the student focuses on, maybe their strengths are practical rather than written, so they should get more marks for their practicals. Less written. Ongoing assessment would be better.
10. Should be 50% or higher
11. i would prefer less -20-25

12. If someone is working design then surely it's more important that they can come up with a design brief and execute on that than get good marks in a one off exam.
13. Should be 50%
14. As I mentioned before, I think this is more important than the written examination, therefore this should be 60% or 70% of the whole assessment
15. Answer above.
16. I think it should be 60% for project
17. 50 / 50 might be fairer for students who don't perform well in written assessments
18. I fear that the 40% is open to cheating and fear this could disadvantage some
19. Practical is more fair, not everyone has theory abilities.
20. I think it should be 50/50 split with exam and project
21. I think this should be more
22. AI use is challenging the validity of written assessment and so I would suggest a combination of coursework and oral presentation should make up the greater proportion of the assessment criteria.
23. More focus on continuous assessment
24. Heavier weight towards design project
25. I think the weighting for the project should be equal to or higher than the exam. It is a practical skill and should be examined as such
26. Given the emergence and evolving nature of AI I think that this should be weighted differently. Either 70% exam and 30% project or an 80% / 20% split.
27. much more should go towards this , see previous answer - less emphasis on the writing component at second level
28. It should be based on 50% written and 50% design work.
29. I think more than 40% should go to additional assessment.
30. Split should be 50 50
31. It should be higher than 40%, for reasons outlined above, this is the real world test not a written test.
32. As per answer above
33. See above
34. I would like to know much more about the planned assessment of the student design project. Students will use AI for this component and it will be undetectable if a written brief is all that is required of students. 40% under these circumstances is far too high.
35. 50/50 equal opportunity for different strength
36. It should at least be the other way around

Q12. As a parent, what do you think the purpose of Leaving Certificate Design and Communication Graphics should be?

- 1.To enhance students creative abilities and develop their skills
- 2.Educate students
- 3.Give them a basis for further learning in university levels.
- 4.Skill development
- 5.To encourage my son to be more self aware and also aware of surroundings in a manner that helps him communicate effectively and efficiently
- 6.Ultimately the ability to tell a visual story or convey information in an accessible non verbal way
- 7.Give them the basic skills to grow in the area and develop their skills in third level or industry.
- 8.Engage students who are interested in creating
- 9.Should be easy to execute and flexible , adaptable
10. A stepping stone with the goal to progressing further in college
11. Develop their critical skills in creating and understanding design and communication
12. Exploring and finding creative ideas and teaching should be particularly good at adhd and autistic ways of effective learning for boys and girls who mask exceptionally well and keeping dopamine levels high with engagement
13. To create future problem solvers and critical thinkers who can also communicate their ideas and theroy.
14. Preparing students for third level and work force
15. Understanding the power of communication and encouraging creativity
16. Assess understanding and application of the topic
17. Improving and gaining all previous mentioned skills
18. to build visuo-spatial reasoning, problem-solving and critical thinking through structured geometric and design challenges
19. Ultimately learning the course content. Obviously there has to be information and in turn some kind of assessment, but it's a hands on course, it should be about learning information, skills, practice, team work, researching, making, designing, talking & group discussions, active listening, group work, individual work.. presentations ie presenting and showing your work etc..
20. Equip child with critical thinking skills for workplace
21. to emerse students in a range of learning and assessment activities which teach the content of design and communication graphics and real life application
22. To open the door to a different, real life way of using their maths skills, almost without realising it. This subject enabled my daughter to consider one of her maths LC questions in a DCG format and she was so proud of herself for thinking outside the box. I was blown away that she even considered it.

23. Being able to translate ideas, thoughts & proposals effectively to different audiences
24. To teach teenagers to communicate effectively through graphics, to listen well and to be able to analyse and interpret data effectively.
25. To take an idea, learn about it, innovate and get the idea down on paper in a clear and easy to understand format
26. Encourage innovation- balance imagination with practicality
27. Ensure the student understands the subject
28. Preparing for future events
29. I am not sure
30. For students wishing to pursue this subject after school. This should be the main focus.
31. To consider careers in this area such as engineering, design, architecture etc
32. For my child to understand the fundamentals of the subject and how to use it. It should also keep with the times and they should learn how it is used in industry.
33. Prepare a child to go forward and study or take apprenticeship in the area of business design and/or communications using IT and AI tools in an appropriate and tech based practical situations
34. Great preparation for after school life, to give kids confidence in themselves. These skills can be so useful on every day life
35. Give them life skills necessary day to day life
36. How they can be creative, encourage finding solutions to current issues without compromising wellbeing
37. Development of all round abilities in designing and communication graphics skills
38. It should prepare the student for a career in many areas of design.
39. To help the kids that like it
40. To enable students to comprehend and deconstruct messaging and media as well as to develop essential communication skills for society and the workplace.
41. Not sure
42. NA
43. Produce graduates who can Understand and communicate information presented verbally or graphically. Solve Problems, Design & Create using various media, use Technology confidently
44. Learning and development
45. To give a good knowledge of what's involved in a career in that area
46. I have doubts to be honest due to AI however I think for cottage industries and passion in making things it could be very interesting. Dyson, GT bikes, fashion, products in general
47. It will open the mind to careers outside of academia.
48. It should tie into current third level course and equip students with real world skills

49. I think it should involve ongoing discussion and debate about what is happening in society both within and outside of Ireland. We are an open economy and very much impacted by what is happening globally.
50. To enable them to have the skills to bring to the workforce that they may need to further their studies or to be able to use the skills they learn in their everyday personal lives.
51. Train a student in the skills needed to become a Designer (of any kind).
52. Develop students' visual literacy, creative problem-solving, and technical skills
53. Not too sure.
54. Improved knowledge of topic, improved soft skills
55. Should be teaches how to analyse and solve problems graphical and digital tools that focusing on geometry and design areas
56. Developing skills in conceptual design, strategy, project management and project delivery. Working collaboratively and as an individual.
57. The benefits of how design can positively impact people's lives
58. To meet the requirements of the teacher and student
59. Personal development and awareness
60. To equip students with design skills
61. About learning and applying skills with social consciousness
62. Help students enjoy the practice of creating and learn precision and focus along with mathematical and geometric concepts
63. Implementation into the real word it helps the learning see how it can be applied
64. More project portfolio based
65. Given the advances being made in AI it is worrying that design and communication graphics skills may be in decline for humans. I want to see this area future proofed for our children and not focusing on skills that will not exist by the time they do their Leaving Cert.
66. expanding minds for future developments of design and graphics
67. Improve the social skills
68. I think it should be based on the fact that every child has a different learning technique and the leaving cert should allow for all styles of learning for a fair chance to everyone
69. To learn a different subject to the literary ones. To develop visual learning and to give visual learners a chance to shine for a change
70. To learn about how it is applied in employment. Going to workplaces to see how it is being used.
71. To learn skills and techniques and have an understanding of the wide variety of applications and usefulness- basic knowledge as a springboard for future possibilities
72. N.a.

Q13. What is good about the current Leaving Certificate Design and Communication Graphics that you want to keep?

1. Don't know
2. N/a
3. N/A
4. Project
5. I am not familiar with the current one
6. I don't know it
7. N/A
8. N/a
9. It nurtures creative thinking and design skills by asking students to analyse design problems and communicate solutions visually, not just reproduce set drawings
10. Content
11. Interesting topics
12. The teacher. He is a marvel; he is the type of teacher my daughter would like to be and to teach maths along with DCG.
13. Not aware of current syllabus
14. I only know the junior cert course yet, so based on that, no changes
15. Unsure
16. I think it works well but should be 50% for each exams
17. Don't know. In junior cert graphics right now.
18. Like as is
19. All elements
20. Working as a team, building communications skills
21. Assessed by external teachers. Not internal.
22. Some keys skills are incorporated if thought correctly to children.
23. Use of computer programmes
24. Kids are obviously interested
25. I am not familiar with the course as it is currently.
26. I don't know
27. NA
28. Core subjects
29. Dont know much about what's in the subject
30. I'm unfamiliar at the moment.
31. Exam
32. I don't know it. But as a Designer myself, I know it should not be based on past/old technology!
33. To further students' cognitive and practical skills
34. I need to read up more about it
35. Na
36. I don't know
37. CAD, Fundamental design principles.
38. Understanding of 2D and 3D in design
39. I'm not there yet (child in first year)

- 40. Solidworks, computer skills, research skills
- 41. Cannot answer this
- 42. Change to move with the times
- 43. not sure yet
- 44. Not sure
- 45. Na
- 46. Some of it to be written on what they have learned is ok, also the practical projects for the likes of home economics and woodwork etc should be kept
- 47. Im not aware
- 48. N.a.

Q14. What should be taken out of the current Leaving Certificate Design and Communication Graphics, if anything?

- 1. More written exams
- 2. Don't know
- 3. N/a
- 4. Written exams
- 5. I am not familiar with the current one
- 6. I don't know it
- 7. N/A
- 8. N/a
- 9. The current DCG syllabus is already quite strong and does not need major removals, but some elements could be trimmed or modernised to reduce rote memorisation, address outdated software issues, and make room for more creative/higher-order design work
- 10. Exam should be changed
- 11. Too much focus on written exam
- 12. I asked my daughter this question and she said nothing. She very much enjoyed it.
- 13. See above
- 14. Unsure
- 15. Don't know
- 16. Nothing
- 17. Nothing
- 18. Not sure
- 19. Not informed enough to make a comment sorrytr
- 20. Less theory in exam
- 21. Too much emphasis on written exam
- 22. I am not familiar with the course as it is currently.
- 23. Not sure
- 24. NA
- 25. N/A
- 26. As above
- 27. Not too sure.

28. na
29. I don't know it. But as a Designer myself, I know it should not be based on past/old technology!
30. N/A
31. I dont know
32. Na
33. I don't know
34. not sure
35. Not sure
36. as above
37. Cannot answer this
38. Nothing
39. not sure as yet
40. Im not sure
41. That some of the exams are based on full written/learning - English could be based on more modern writers that are of interest to the student
42. Not aware but in general and race or gender based ideology if it is already in there
43. N.a.

Q15. What would you like to improve about the current Leaving Certificate Design and Communication Graphics?

- 1.To develop alternative ways to be examined when a young person has dyspraxia
- 2.Don't know
- 3.N/a
- 4.More focus on portfolio production
- 5.I am not familiar with the current one
- 6.It should be
- 7.N/A
- 8.N/a
- 9.Replace abstract exercises with more authentic, community-linked design problems. Strengthen digital literacy by adding data visualisation, BIM basics, and AI-assisted design, linking to STEM competencies and junior cycle graphics progression
10. More practice based
11. Continuous assessment and research should have greater focus
12. I think the current system is working well. It allowed for repetition of drawings and practice. Perhaps improved/updated facilities in the school for this subject. Much as I lived here teacher, I think a female teacher in this area would attract a larger female component to the subject.
13. See above
14. Unsure

15. Modules taught by people who work in communication, design and graphics who are not necessarily qualified teachers but who work with these elements in their work.
16. Dont know
17. Align it more with how DCG can be used in work and life after - keep this up today's with changes in industry
18. Addition of more advanced 3D software such as Revit etc 2. Observation skills with freehand sketching classes 3. Work Experience 4. Add Industrial Design projects
19. Not sure
20. Transparency in marks & marking Scheme.
21. More emphasis on project work
22. I am not familiar with the course as it is currently.
23. I don't have knowledge of the curriculum
24. NA
25. N/A
26. I dont know.
27. Project work should always count for the majority of the marks.
28. that it is more accessable to all who may not have sat this subject for JC.
29. It should focus on using modern tools, apps, software, AI etc. Not old Adobe products.
30. Just to focus on comprehending, analysing and communicating information presented verbally or graphically
31. Na
32. I don't know where 3
33. practical applications
34. Possibly focus more on software programs which would benefit 3rd level and career choices
35. A timed computer exam to model a set project, Answering all questions is a very unfair method of assesment as some students are stronger at certain topics than others, A higher level and ordinary level project - a common level project hinders weaker students
36. The project element is very good but requires a lot of work. I would like if the topics to be examined is either reduced or there is greater choice in the paper for students
37. Cannot answer this
38. More focus on the use of technology to aid design and modeling
39. As above
40. not sure as yet
41. More regular practical work
42. Na
43. It needs to be brought up to date and be more relevant to the student, especially the English and maths - these are focused on topics that will not be used by most students unless they go on to study this particular subject.
44. More project work
45. No suggestion, child not at that level yet
46. N.a.