

Ballyhaunis Community School



2022/23

Leaving Certificate Applied Plan

BCS Mission Statement

“We in Ballyhaunis Community School are committed to foster the holistic development of each individual. We aim to promote equality for all and respect for one another and our environment and to give each person the opportunity to reach his/her full potential. While valuing our traditions, we encourage innovative curricula to achieve these aims in a safe, caring and ordered manner in a partnership within the school, with parents and the wider community”

In accordance with our Mission statement, the LCA programme on offer at Ballyhaunis Community School encourages all our students to achieve their own maximum potential.

Mission Statement of the Leaving Certificate Applied Programme

This statement aims to promote the personal, vocational and academic development of students and to adopt a holistic approach to the development of the students thereby enabling them to be participative and responsible adults, both in the world of work and in society itself.

LCA Introduction

The Leaving Certificate Applied programme has been developed by the National Council for Curriculum and Assessment. This programme is part of the expanded senior cycle provision designed to cater for the diversity of participants’ needs. The fundamental goal of the Leaving Certificate Applied is to prepare Leaving Certificate participants for transition from the world of the school/centre to that of adult and working life. This transition is complex and demanding for a variety of reasons. The qualities, aptitudes and personal skills

required in the work-place have changed. Participants are remaining longer in formal education and in training than heretofore and the period of transition is also lengthier. In addition to the challenges in relation to education, training and jobs, participants are also faced with related, social, personal and cultural issues. It is essential that the talents of all Leaving Certificate participants are recognised and that they are afforded an opportunity to develop in terms of responsibility, self-esteem and self-knowledge. Participants should also develop communication and decision-making skills so as to achieve a more independent and enterprising approach to learning and to life. The suitability of the Leaving Certificate (Established) to adequately meet the needs of all Leaving Certificate participants has been subject to question. In the interests of equity, it is important that the various needs of participants at the post-compulsory stage of education are provided for. The Leaving Certificate Applied has evolved from curriculum development projects aimed at strengthening the technological/vocational options and the development of personal skills at senior cycle. The Leaving Certificate Applied focuses on the needs and interests of participants, using a variety of methodologies, making optimum use of the resources of the local community and paying particular attention to the needs of the local region. There is a need to recognise that individuals differ considerably in the ways they process, assimilate and recall information. The Junior Certificate provides the foundation for this development and continuity from this programme is an important guiding consideration. The use of active teaching and learning methodologies across the curriculum promotes those qualities that are fundamental to the development of an individual with an enterprising outlook: self-confidence, responsibility, co-operation, teamwork, problem solving, independence,

decision making and initiative. Work experience and work simulation provides an important opportunity to apply and further develop these qualities.

LCA Co-ordinator

Mr. Colm Caulfield

LCA Core Team

Mr Colm Caulfield – Co-ordinator,

Mr David McDonagh - Principal

Mrs O'Loughlin - LCA Year-Head

LCA Subjects

LCA1

LCA2

Tutor	Mr Caulfield	1	Mr Caulfield	1
English & Communication	Mrs Nolan	3	Mr Ryan	3
Mathematical Applications	Mr Gormally	3	Mrs Quinn	3
Irish	Ms Niland	3	--	
French	--		Mrs Hargaden Whyte	3
Social Education	Ms Phillips	4	Mrs Nolan	5
Information Technology	Mr Ginty	2	Mrs Loftus	2
Hotel, Catering & Tourism	Ms Flynn	4	Mrs Mannix	4
Agriculture & Horticulture	Mrs Waldron	3	Mrs Waldron	
Voc. Preparation & Guidance	Mrs Osgood	3	Mrs Osgood	3
Graphics & Construction	Mr McHugh	4	Mr McHugh	4
Art	Mrs Lennon	2	Mrs Lennon	2
Leisure & Recreation	Mr Woolley	2	Mr Woolley	2
Religious Education	Mrs Murphy	2	Ms Phillips	3
Careers	--	-	Mrs O'Reilly	1

The Aims of the Leaving Certificate Applied Programme

The Leaving Certificate Applied is a distinct, self-contained two-year programme aimed at preparing students for adult and working life. The programme puts an emphasis on forms of achievement and excellence, which the established Leaving Certificate has not recognised in the past. Furthermore, it recognises the talents of all students and provides opportunities for development in terms of responsibility, self-esteem and self-knowledge. It is an innovative programme in the way students learn and in the way their achievements are assessed. Finally, it offers learners specific opportunities to prepare for and progress to further education and training.

Objectives of Ballyhaunis Community School LCA Programme

- ✓ To meet the needs of those students who are not adequately catered for by the traditional Leaving Certificate Programme.
- ✓ To prepare students for the demanding transition to adult and working life.
- ✓ To recognise the talents of all learners
- ✓ To provide a curriculum which promotes the development of literacy, numeracy and teamwork skills within the students.
- ✓ To aid the personal and social development of all students.
- ✓ To create a learning environment where students are all encouraged to reach their maximum potential.

LCA 1 - 2022/23

- 1. Patrick Culliney**
- 2. Brenda Cruz**
- 3. Jennifer DaSilva**
- 4. Shane Finnegan**
- 5. Ryan Gleeson**
- 6. Jason Kavanagh**
- 7. Neil Keaveney**
- 8. Martin Keely**
- 9. Paulina Lorelewska**
- 10. Callum Mitchell**
- 11. Fintan Mulrennan**
- 12. Jennifer Polhosova**
- 13. Carla Eduarda Souza**
- 14. Stas Vaitiekus**
- 15. Mahommed Alom**
- 16. Thomas Polhosova**
- 17. Seamus McDonagh**

2021/22 LCA1 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00	Inf 8Inf-5.1 C3 B Waldron	Hot 8Hot-7.1 F5 S. Mannix	Eng&C 8Eng&C-1.1 C1 P Ryan	Mat 8Mat-2.1 E3 C. Hunt	
09:40	Soc 8Soc-11.1 C5 N. Nolan	Soc 8Soc-11.1 C3 N. Nolan	Mat 8Mat-2.1 B1 C. Hunt	Art 8Art-9.1 E5 ART M.Flaherty	
10:20					
10:40	Voc 8Voc-4.1 F7 B.Waters	Eng&C 8Eng&C-1.1 C1 P Ryan	Rel 8Rel-10.1 G2 O. Phillips	Art 8Art-9.1 E5 ART M.Flaherty	
11:20	Eng&C 8Eng&C-1.1 C1 P Ryan	Tut 8Tut-A D2 AM O'Reilly	Hor 8Hor-8.1 E3 B Waldron	Com 8Com-3.1 F2 N. Morley	
12:00	Gra 8Gra-8.1 D4 C. Caulfield	Lei 8Lei-A GYM 3 E.Ronayne	Hor 8Hor-8.1 E3 B Waldron	Gra 8Gra-8.1 D4 C. Caulfield	
12:40					
13:20	Gra 8Gra-8.1 D4 C. Caulfield	Lei 8Lei-A GYM 3 E.Ronayne	Inf 8Inf-5.1 C3 B Waldron	Gra 8Gra-8.1 D4 C. Caulfield	
14:00	Com 8Com-3.1 F2 N. Morley	Voc 8Voc-4.1 B5 B.Waters	Soc 8Soc-11.1 C3 N. Nolan	Hot 8Hot-7.1 E1 S. Mannix	
14:40	Mat 8Mat-2.1 E3 C. Hunt	Voc 8Voc-4.1 B5 B.Waters	Soc 8Soc-11.1 C3 N. Nolan	Hot 8Hot-7.1 E1 S. Mannix	
15:20	Rel 8Rel-10.1 G2 O. Phillips	Art 8Art-9.1 E5 ART M.Flaherty	Com 8Com-3.1 F2 N. Morley	Hot 8Hot-7.1 E1 S. Mannix	

LCA 2 - 2022/23

- 1. Abdullah Ashraf**
- 2. Maria Eduarda Caetano de Oliveira**
- 3. Eduards Hamanis**
- 4. Simon Morley**
- 5. Niki Nikolaev**
- 6. Emanuelle Silva Nunes**
- 7. James Ronan**
- 8. Stefania Sarisska**
- 9. Ljubo Spajic**

2022/23 LCA2 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00	Mat 9Mat-A A4 F. Gormally	Eng&C 9Eng&C-A C5 N. Nolan	Rel 9Rel-A F1 C. Murphy	Gra 9Gra-A D2 S Folan	
09:40	Lei 9Lei-A GYM 2 R. Woolley	Gra 9Gra-A D2 S Folan	Com 9Com-A B2 P. H.Whyte	Gra 9Gra-A D2 S Folan	
10:20	Lei 9Lei-A GYM 2 R. Woolley	Gra 9Gra-A D2 S Folan	Mat 9Mat-A A4 F. Gormally	Com 9Com-A B2 P. H.Whyte	
11:00					
11:20	Hot 9Hot-A E1 M. Leheny	Hor 9Hor-A E3 B Waldron	Art 9Art-A E5 ART A. Lennon	Eng&C 9Eng&C-A C5 N. Nolan	
12:00	Rel 9Rel-A F1 C. Murphy	Hor 9Hor-A E3 B Waldron	Art 9Art-A E5 ART A. Lennon	Soc 9Soc-A D2 K. Phillips	
12:40	Eng&C 9Eng&C-A C5 N. Nolan	Com 9Com-A B2 P. H.Whyte	Voc 9Voc-A G4 S. O'Connor	Soc 9Soc-A D2 K. Phillips	
13:20					
14:00	Voc 9Voc-A B5 S. O'Connor	Inf 9Inf-A F7 M. Ginty	Hot 9Hot-A E1 M. Leheny	Art 9Art-A E5 ART A. Lennon	
14:40	Voc 9Voc-A B5 S. O'Connor	Tut 9Tut-A D2 AM O'Reilly	Hot 9Hot-A E1 M. Leheny	Mat 9Mat-A A4 F. Gormally	
15:20	Soc 9Soc-A D2 K. Phillips	Soc 9Soc-A G4 K. Phillips	Hot 9Hot-A E1 M. Leheny	Inf 9Inf-A F7 M. Ginty	

Admission Policy to the Leaving Certificate Applied Programme

This programme is designed for students for whom the traditional Leaving Certificate is unsuitable. The aims of this programme differs from that of the traditional Leaving Certificate and this is reflected very clearly in the delivery and assessment of the Leaving Certificate Applied Programme.

In order to ensure suitability of students for the course and the course for students we have established the following selection process:

- ✓ The Guidance Counsellor talks to all third years to inform them all of their choices for Senior Cycle including the Leaving Certificate Applied Programme.
- ✓ During the 3rd year parent evening the Guidance Counsellor and the LCA co-ordinator explains to parents about the programme.
- ✓ Consultation with the Learning Support Department takes place where we look at possible students that would be suitable for the course.
- ✓ An invitation to all third-year students that may be interested in the programme to write an application letter is announced.
- ✓ Upon receipt of these letters, an acknowledgement letter is issued with an interview date.
- ✓ Consultation meanwhile with the Learning Support department takes place again as well as with the Guidance Counsellor who will consult DATS results and exams to date to make sure that applicants are suitable and will benefit for the course.
- ✓ All applicants are invited for an interview where they will be asked for the reasons as to why they would like to get into the programme and

what they want to achieve from it etc. The interview panel consists of the co-ordinator and the Guidance Counsellor.

- ✓ Students who show genuine interest and that will benefit from the programme and that the programme suits them will be successful.
- ✓ Letters of offer are issued and students either reject or accept the offer.
- ✓ Once a student accepts an offer onto the programme they together with their parents sign their LCA contract which shows their commitment to the programme.

Whole School Approach

As with any programme a whole school approach has to be adopted. The LCA programme is promoted within the school by all staff and is promoted on enrolment nights, parent presentation nights etc. Also, a display of the work done by LCA students is displayed at different times around the school and also information about the programme is displayed on the LCA notice board. Student work is also promoted through the medium of the school website and through various social media platforms such as Facebook/Twitter/BCS App.

Timetabling

Consultation with Management takes place each year in relation to the following years' timetable for the programme. Classes are scheduled Monday – Thursday during the regular school day. Students undertake their work experience on Fridays. The content of the timetable may vary year by year, especially in relation to the two *specialisms*, depending on the dynamics of the class group. Generally the two specialisms chosen are Engineering and Graphics and Construction studies. Generally French is taken for year on and

French is taken for year two to fulfil the language requirements of the programme.

Induction to the Programme

Parents:

Parents of students who are successful in gaining entry to the programme attended the 3rd year presentation night and received information on the programme. They also have the option to contact the Guidance Counsellor if they have any queries and also they are present in the signing of the contract and again the programme, its requirements etc. are explained to them.

Students:

Once students are successful on gaining entry to the programme upon returning to school after their Junior Certificate Exams, LCA students meet with the co-ordinator. The co-ordinator will outline the structure of the programme and key words which students will need to be familiar with as they will encounter them throughout their time on the programme these being (sessions, modules, credits etc.). The importance of 90% attendance and the role of work experience is also explained. Also the co-ordinator will introduce the students to their new modules and their class teachers take the time to talk to them about their specific module and its requirements.

Teachers:

All teachers who are involved in the programme are supplied with the necessary documents for the LCA modules they will be teaching and also informed of important aspects of the LCA programme by the co-ordinator. All teachers are encouraged to attend in-service on the modules that they are teaching to refresh and enhance their provision of the module. A meeting will

take place at the start of each year with all LCA teachers and management to outline the plans for the year.

The co-ordinator talks to teachers who will be involved in tasks throughout the sessions to make sure that each teacher knows what tasks is being examined and who is responsible for it. Regular contact is maintained throughout the year via staff meetings and email regarding any pertinent LCA matters which may arise.

Resources

There are a wide range of resources available in Ballyhaunis Community School and cross curricular links are encouraged. Some of the resources available are a specialized Construction/Engineering room, 2 computer rooms, gym, fully equipped Home Economics rooms, Art room etc. Other resources would include visits into the school by different speakers, trips, teamwork, DVDs, CDs, posters, library etc.

Budget

Funding is available to subsidise pursuits in the Leaving Certificate Applied programme such as field trips, tours and other beneficial activities. However, on certain occasions students may be asked to subsidise these costs. Students must pay the 'administration' fee at the start of each year and also the cost of the book rental which may vary from year to year.

Curriculum Content

Each teacher has their own individual module descriptor and subject plan and students are required as requested by their teacher to purchase any books and materials a teacher's module may require. Any key assignments which

students have to complete are assigned and kept by their teacher of that particular module.

Task Planning

In order to facilitate the successful implementation and execution of the LCA tasks collaboration between all teachers is essential. Tasks in the LCA enforce cross curricular links and can apply to all subject areas. Department guidelines and on line resources such as www.slss.ie are useful resources in preparing and planning for tasks.

Leaving Certificate Applied Tasks

Year 1 task (subject to change)

- ✓ General Education Task anchored in Arts, Examined in January.
- ✓ Vocational Education Task anchored in Construction, Examined in May.
- ✓ Vocational Preparation Task anchored in Vocational Preparation and Guidance, Examined in May.

Year 2 Tasks (Subject to change)

- ✓ Vocational Education Task anchored in HT&C – Examined in February.
- ✓ Contemporary Issues Task anchored in Social Education – Examined in February.
- ✓ Practical Achievement Task – Examined in February.
- ✓ Personal Reflection Task – runs over the two years needs to be completed by May.

Work Experience Procedures

As part of the LCA programme students undertake work experience every Friday with businesses within the local community. The monitoring for work experience is as follows:

- ✓ Each student is provided with a letter to the employer, an up to date insurance letter and their attendance card which also allows for the employer to comment on the students' performance.
- ✓ The co-ordinator meets each student on an individual basis before and after they have started their work experience.
- ✓ The co-ordinator will contact the employer by telephone to discuss the performance and attitude of the student while on work experience.
- ✓ The co-ordinator with time permitting will arrange to visit the employer and the student at an appropriate time during the work experience.

Out of school activities

Procedures for trips and other out of school activities are in line with the overall school policies on these issues.

Health and Safety Provision

Health and safety requirements in the LCA programme are in line with the schools' policy on Health and Safety.

Planning for students with special needs and from different cultural backgrounds.

Students at Ballyhaunis Community School who have learning difficulties are integrated into regular classes and also receive extra help in and out of class if required. Within the LCA programme due to the teacher pupil ratio individual attention can be given to students who require it. Work in all LCA classes are planned and structured to meet the needs of all students including students with learning difficulties and from different cultural backgrounds. Teaching strategies which are used to help students include the following:

- ✓ Development of literacy by encouraging reading and also by using the key words board
- ✓ Development of Numeracy
- ✓ Creating an atmosphere that respects all cultures
- ✓ Promote equality and understanding of cultural diversity amongst all students.
- ✓ Careful choice of appropriate texts
- ✓ Providing suitable resources and aids for students

Guidance Provision

Due to budgetary cutbacks in the provision of Career Guidance and Counselling, no formal class in this area is provided. The Guidance Counsellor provides an open-door policy and makes every effort to meet with LCA students on numerous occasions throughout the year.

Assessment

Assessment of the LCA programme is in accordance with Circular S23/06 which is outline below:

Arrangements for Certification of the Leaving Certificate Applied

1. Introduction

As schools will be aware the Leaving Certificate Applied is a single award made on the basis of credits accumulated over four sessions and in final examinations. A candidate may accumulate a maximum of 200 credits. Students who successfully complete the Leaving Certificate Applied programme will be awarded a certificate from the State Examinations Commission. The Leaving Certificate Applied is awarded at 3 levels.

Pass 120 credits (60%-69%)

Merit 140 credits (70%- 84%)

Distinction 170 credits (85%-100%)

Student achievement and performance in the Leaving Certificate Applied will be recorded in three modes as follows:

- satisfactory completion of modules:- 62 credits 31%
- performance of student tasks:- 70 credits 35%
- performance in a terminal examination:- 68 credits 34%

The arrangements for the satisfactory completion of modules and the assessment of Student Tasks are detailed below.

2. Satisfactory Completion of Modules

Forty-four modules are completed over the two years of the programme and credits are awarded for the satisfactory completion of a module. At the end of each session the student will be credited on satisfactory completion of the

appropriate modules. In order to be awarded credit, students must complete each module by:

- (i) Attending the classes and out-of-school activities related to the module and
- (ii) Completing the Key Assignments related to the module. No ranking or assessment of performance will be involved. A minimum attendance of 90% is required. Where there is absence due to exceptional circumstances, this should be verified by the school. A record of evidence of completion of the Key Assignments relating to all modules should be maintained by each student. The record of evidence may take the form of a portfolio or a folder, etc. It will include a checklist of Key Assignments for each module. This record should be retained by the school and be available in the school for inspection until the end of the appeals period following completion of the programme. The student will be involved in the certificate of the completion of modules:

- (i) by being informed as to what is required for certification;
- (ii) by being made aware, in sufficient time, when these requirements are not likely to be met;
- (iii) through negotiation concerning completion of outstanding assignment work, if deadlines for such assignments are not being met;
- (iv) by completing the checklist of Key Assignments attaching to the record of evidence.

3. Assessment of Student Tasks

The candidate completes seven Student Tasks over the two years. Each task represents a significant piece of work (at least 10 hours). The task enables the candidate to integrate learning and practical experiences from the different courses and modules of the LCA programme.

To receive credits for a student task the candidate must

- Produce authentic evidence of task completion
- Produce a task report
- Present for interview (Personal Reflection Task does not require an interview)

Examiners will require evidence of task performance. This may be in a variety of formats – written, audio, video, artefact, etc. Each student is also required to produce a report on the process of completing the task. This report may be incorporated in the evidence of task performance. The Tasks will be assessed by external examiners appointed by the State Examinations Commission. The examiners will visit the school during the week indicated on the timetable, at the end of the first and third sessions and during the end of the second session. The work of the external examiners will be monitored by advising examiners. Examiners and advising examiners will receive detailed briefing. All preparatory work relating to the assessment of Student Tasks will be the responsibility of the students themselves. Students will also be required to meet the examiners on the day of assessment of the Tasks. As part of the assessment process, each student will present the work involved in the Task and discuss it with the Examiner. In the case of a Group Task, each student will explain her/his personal involvement in the work. It will be open to relevant teachers, should they wish, to meet briefly with the examiners on the day of Student Task assessment. Such a meeting should be arranged, through the school Principal or Deputy, on the day when the examiner contacts the school to arrange the visit. The purpose of any such brief meeting might be to inform the examiner of any particular circumstances relating to individual students. It is emphasised that at no time will examiners discuss their allocation of marks to Candidates. Following assessment, the completed Student Tasks should, in

order to allow for appeals, be retained in a safe place in the school until the end of the appeals period.

4. Final Examinations

Final examinations will be provided in the following areas:

- Gaeilge Chumarsaideach
- English and Communication
- Modern European Languages (French, Spanish, German and Italian)
- Social Education
- Mathematical Applications
- Vocational Specialisms (2 Specialisms to be taken by each candidate).

Details of arrangements of Final Examinations are scheduled in the timetable which is circulated annually.

5. Report of Credits awarded and statement of Provisional Results

The State Examinations Commission will issue a provisional statement of results to candidates for each session reflecting the credits awarded for the satisfactory completion of modules, the results of the assessment of student tasks and final examinations as appropriate.

6. Appeals Procedure

Details in relation to the appeal applications will accompany the issue of results.

Assessment for Learning

One of the aims of the LCA programme is that assessment for learning becomes a central aspect of the methodology used in providing the subject.

Assessment for learning is characterized by the following:

- ✓ Sharing Learning goals with students – this to be shared at the beginning and end of the class
- ✓ Helping students to recognise the standards they are aiming for – examples of past work shown where possible
- ✓ Involving students in assessing their own learning – this can be used when students are completing exam papers
- ✓ Providing feedback, helps students to recognise what they must do to close any gaps in their understanding and knowledge – this can be achieved by giving oral feedback to students
- ✓ Communicating confidence – each student on the LCA programme is encouraged and given support to demonstrate their abilities.
- ✓ Adjusting teaching methods to meet the needs of all students – the LCA teaching team strive to be flexible in their teaching style to meet the needs of all students' ability.

Record Keeping Procedure

Key assignments as outlined earlier are kept by individual LCA teachers in their room. Examination results and student tasks are kept by the LCA Co-Ordinator in the LCA office. These are retained by the school.

Self-Evaluation of the Programme

Self-Evaluation is being opening embraced by Ballyhaunis Community School. We are striving to be the best in everything we do. The LCA programme is in the process of development a self-evaluation plan. As we have only re introduced the programme in the last 2 years, the current LCA 2 students will be the first students to be questioned on their experience on their two years and suggest areas of improvement. Teachers of the programme will also be surveyed to get their views and suggestions on areas of improvement as well as the whole staff. Literacy and Numeracy are two new initiatives. In relation to Literacy all teachers are encouraged to use the Key words board and encourage reading for enjoyment amongst our LCA students. This is an area that will continue to develop more. In relation to Numeracy we encourage all subject areas in the LCA programme to develop strategies that would enhance numeracy provision and knowledge within the programme. This initiative is in its early stages within the school. The LCA programme is a valuable programme within Ballyhaunis Community School and with self-reflection and evaluation we hope to develop the programme further in future years. Students are asked to fill the form below to determine the benefit of their 4 respective work experience modules. Parents are asked to fill the form below to gain feedback on the programme from the perspective of the parent of an LCA student.

LCA Curriculum Framework & Credits Allocation

Course Name	Year One		Year Two	
	Session 1 Sept-Jan	Session 2 Feb -June	Session 3 Sept-Jan	Session 4 Feb -June
Vocational Preparation & Guidance	→ 2 2	→ 2 Enterprise 2	→ 2 2	2 Guidance 2
English & Communication (Exam = 12 credits)	1 Wk/World	1 Enterprise	1 Media	1 Lit/Comp
	VOC. PREP. TASK			
Mathematical Applications (Exam = 10 credits)	1 Living	1 Enterprise	1 Leisure	1 Wk/Life
Vocational Specialisms Choose 2 from 11 options (Exams = 12 credits each)	1 1	1 1	1 1	1 1
Information Technology	→	2	→	2
	VOC. ED. TASK		VOC. ED. TASK	
Arts Education (Drama, Dance, Visual Arts, Music)	→	2	→	2
Social Education (Exam = 10 credits)	1 My/Com →	1 Ctp/Iss1 1 Soc/Health	1 Ctp/Iss 2	1 Tk/Charge 1 Soc/Health
Languages (2 exams = 6 credits each)	1	1	1	1
Leisure & Recreation (including P.E.)	→	2	→	2
	GENERAL ED. TASK		CONT. ISSUES TASK	
Elective Courses	2	2	2	2
30 Hour Modules (3 to 4 class periods per week)		PRACTICAL ACHIEVEMENT TASK		
→ Indicates that the module credits may be taught in this session but <u>cannot</u> be claimed until May of that year. □ Indicates that the module credits can be claimed at the end of this session. See SEC Appendix A and B for full details of codes		All tasks have value of 10 credits each		

CREDIT RECORDS SHEET

Class Name:		Session:		Course:		
Module Title:				Module Code:		
	Surname	First name	Key Assignments Completed	90% Attendance Achieved	credit	Comment if credit not awarded

Signed _____ Date _____

Appendices



Scoil phobail beal Acha h-Ambhnaís

BALLYHAUNIS COMMUNITY SCHOOL

David McDonagh *Principal*
Orla Macken *Deputy Principal*

LCA Application Form 2021/22

Name : _____
Class : _____
D.O.B. : _____

Why I would like to take the LCA programme for Senior Cycle :

Where might I find work experience? (Work experience every Friday)

Any other information?

Signed: _____

Parent

Student



Scoil phobail beal Acha h-Ambhnaís

BALLYHAUNIS COMMUNITY SCHOOL

David McDonagh *Principal*
Orla Macken *Deputy Principal*

Leaving Cert Applied Agreement

Student's Name: _____

I hereby accept a place in the LCA Programme for 2021/2022.

I understand and accept that the normal school rules apply and I agree that I will comply fully with the school rules and all reasonable requests made by the Management, LCA co-ordinator, Year-Head and all the teachers.

I commit to be present at the Induction Day in August.

I accept that in order to gain maximum benefit from the Programme I will not engage in paid employment during school hours until the completion of the programme. Payment is not expected of employers during work experience. A fee of €50 must be paid (along with the regular School Administration fee) to cover book rental and the student journal on return to school in August.

I confirm that I have read the above conditions and I agree with them.

Student's Signature: _____

Parents' Signature: _____

Date: _____

I understand that any failure to comply with the points above could jeopardise my position in the programme.



Scoil phobail beal Acha h-Ambhnaís

BALLYHAUNIS COMMUNITY SCHOOL

David McDonagh *Principal*
Orla Macken *Deputy Principal*

LCA Work Experience 1

Friday 9th September – Friday 20th December

Student Name : _____

Employer

Name : _____

Address :

Tel No : _____



Scoil phobail beal Acha h-Ambhnaís

BALLYHAUNIS COMMUNITY SCHOOL

David McDonagh *Principal*

Orla Macken *Deputy Principal*

7th September 2021

Dear employer,

Thank you for agreeing to facilitate _____ with work experience.

In order to successfully attain the Leaving Certificate Applied, a student must complete four work experience blocks. Your co-operation in this aspect of the Leaving Certificate Applied Programme is much appreciated and is of immense benefit to both the student and the school.

Work experience will take place every Friday from the 9th September – 21st December 2020. The student is expected to comply with any reasonable requests made, and to work as if they were a paid employee. I also wish to confirm that payment for work experience is not expected.

The school insurance covers our students while they are on work experience, and I enclose a copy of our insurance policy for your information.

I would be grateful if you would complete the enclosed work experience report at the end of the placement and return it to me. Should you have any queries or wish to discuss any aspect of work experience, you may contact me on 0949630235.

Yours sincerely,

Patrick McGarry
(Leaving Certificate Applied Co-ordinator)



Scoil phobail beal Acha h-Ambhnaís

BALLYHAUNIS COMMUNITY SCHOOL

David McDonagh *Principal*
Orla Macken *Deputy Principal*

16/05/_

Dear Parent.

Please find attached an Exam Schedule for the LCA Leaving Certificate. Please be advised that students must be in attendance for all examinations, in full school inform, at least 15 minutes before the start of each exam. Students are also required to be in attendance for their two specialism Task interviews, *Engineering* and *Graphics & Construction Studies*, during the dates 5th-16th of June. The particular interview dates and times will be released in the coming weeks and your child will be notified in due course.

Thursday 25th May is the final day for regular classes in school. Students are advised to use the final week to study for their final exams. The six terminal exams in June account for a significant portion of the final LCA grade so it is imperative that all students prepare fully to achieve their maximum potential.

I would like to take this opportunity to sincerely thank you for your cooperation over the course of the last two years. I hope your child has benefited from the LCA programme.

I wish your child the very best of luck for their exams and for the future. Please feel free to contact me if require any further assistance.

Patrick McGarry

(Leaving Certificate Applied Co-ordinator)

LCA Work Experience Placements

	Surname	First Name	Employer Name	Employer Address/Number
1				
2				
3				
4				
5				
6				
7				
8				

STUDENT'S WORK EXPERIENCE EVALUATION

Name **Class** **Date**

1. What was the best aspect of Work Experience for you?

2. What was the worst aspect of Work Experience for you?

3. Describe one problem that you encountered during Work Experience and how you resolved it.

4. What advice would you give to future TY students in respect to work experience?

EVALUATION OF LCA BY PARENTS

1. What did your son/daughter gain from LCA?

2. What were the main advantages for your son/daughter in participation in LCA?

3. What were the disadvantages of participation?

4. Any suggestions for next year?

5. Any useful advice to students starting the programme next September?



LCA Subject/Module Plan

2.0 Teachers Name : _____

2.1 Title of Subject or Module

2.2 Duration of Module

2.3 Aims

2.4 Cross Curricular Links

2.5 Evaluation of Subject/Module

2.6 Course Outline

Learning Intentions	Teaching & Learning Methodologies	Resources	Success Criteria	Assessment

2021/22 Task Schedule

LCA1

LCA2

Year1	Year2	Year1	Year2
1.General Ed – Ms Phillips (10)	5.Construction (S) (10)	1.General Ed – Mrs Lennon (10)	5.Construction (S) – Mr McHugh (10)
2.VPG – Mrs Osgood (10)	6.Contemporary Issues (10)	2.VPG – Mrs Osgood (10)	6.Contemporary Issues - *** (10)
3.HT&C (S) –Ms Flynn (10)	7.Practical Achievement (10)	3.HT&C (S) –Mrs Mannix (10)	7.Practical Achievement – Mr Ryan(10)
4.PRT1 – Mrs Nolan (10)	8.PRT2 – (10)	4.PRT1 – Mr McGarry (10)	8.PRT2 – Mr Ryan
Irish Oral / Exam (6)	French/English Oral	Irish Oral / Exam (6)	French/English Oral
	Coursework - Construction		Coursework - Construction
	Coursework - HC&T		Coursework - HC&T

LCA2 Examination

1. English & Communication (12)
2. Mathematical Applications (10)
3. Graphics & Construction (12)
4. Hotel, Catering & Tourism (12)
5. Social Education (10)
6. French (6)

Attendance Record

Please confirm students' attendance at placement each day by signing below also the comments column is to be used if a student attended late for work or left early.

Day Number	Date	Comments	Employers Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



Ballyhaunis Community School

LCA Work Experience Placement

Employers Record

Of

Student attendance
And
Student evaluation

Students Name: _____

School /Centre

Evaluation of Student

At the end of the placement please rate the student by placing a tick in the appropriate box

Rating

	Excellent	Good	Fair	Poor
1. Attendance				
2. Time Keeping				
3. Ability to follow instructions and learn new skills and procedures				
4. Level of competence in completion of tasks given				
5. Initiative				
6. Overall attitude towards the job				
7. Ability to communicate with staff, supervisors and the public				
8. Suitability for this type of work				

Any additional comments you would like to make:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Signed: _____

Date: _____