

De La Salle College Waterford

Leaving Certificate Applied Policy



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College Profile

De la Salle College Waterford is an all-boys Catholic School under the trusteeship of Le Chéile. It was founded in 1891 by the De la Salle Brothers. De la Salle College seeks to promote an atmosphere of friendliness, discipline and co-operation where everyone can experience respect, encouragement and support. While every school is a community in which adults and young people live and work together, the La Sallian School is inspired by the vision of St. John Baptist De La Salle that Gospel values must permeate the life of a Catholic school in such a way that students internalise those values and reflect them in their behaviour.

De la Salle College is managed by a Board of Management, is funded by the Department of Education and Skills (DES) and operates within the regulations and guidelines set down by that Department. The College follows the curricular programmes prescribed by the Department of Education and Skills, which may be amended from time to time, in accordance with sections 9 and 30 of the Education Act 1998. Within the context and parameters of Department of Education and Skills regulations and resources, as well as the La Sallian ethos, De la Salle College Waterford supports the principles of inclusiveness. Also, it supports equality of access and participation, parental choice in respect of enrolment and a respect for diversity of traditions, values, beliefs, languages and ways of life.

Mission Statement

De La Salle College Waterford is a Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life.

Vision

The Vision of DLS College is *"to be a school of excellence in helping each individual achieve his potential"*.

Mission Statement of Leaving Certificate Applied

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 Programme Description:

- It is a distinct, self-contained two-year Leaving Certificate programme aimed at preparing students for adult and working life
- It emphasises forms of achievement and excellence which the Established Leaving Certificate has not recognised in the past.
- 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.
- It offers learners specific opportunities to prepare for and progress to further education and training.
- The Leaving Certificate Applied places emphasis on continuous assessment and preparation for the world of work. The course is suited to those students who would not be primarily focused on third level education.

Aims of the LCA Programme

- To meet the needs of those students who are not adequately catered for by the Established Leaving Certificate programme.
- To prepare learners for the demanding transition to adult and working life and to provide students with the opportunity to develop the skills of self-reliance, self-knowledge, communication and decision-making.
- To recognize the talents of all learners; the programme is responsive to the aptitudes, abilities, needs and interests of students.
- To provide a student-centred curriculum that develops literacy, numeracy and teamwork skills within students, via active teaching and learning strategies/methodologies.
- To aid the personal and social development of all students.
- To prepare the student for life after school, the working world and adult life
- To develop the students social awareness and capacity to communicate with others in work/social environments.
- To enable students to access to further education and training
- To assess the progress of the students on an ongoing basis. Students are assessed throughout the 2 years

LCA Programme Objectives:

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. 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.

Leadership in Our School

Leadership in De la Salle College is a team effort. Everyone in our community shares the collective responsibility of leadership: leadership in how we interact, leadership in how we work together and leadership in our teaching and learning. The team consists of the Principal, the Deputy Principals, the Assistant Principals, the Special Duties teachers, the Programme Coordinators, the teaching staff, Special Needs Assistants, the Board of Management, the ancillary support staff, the parents, the students and the wider community.

Shared Responsibility

Staff

The staff of De la Salle College is a professional body of people that deliver on a daily basis the service of education to our students. Providing this quality education serves the needs of all our students helping each one to reach his full potential by ensuring he can access the curriculum, participate in it and benefit from it. De la Salle College greatly values its staff and upholds their right to work in a safe and supportive environment.

Students

Students are our priority, our concern and our duty. De la Salle students join a community that includes De La Salle Brothers, teachers, SNAs and auxiliary staff who really care about them, their academic and personal success, their intellectual and spiritual growth and their potential to make a positive difference in the world. Through the commitment of the De la Salle staff, opportunities are provided for our students to enhance their self-esteem, develop leadership, a sense of responsibility, respect for authority and a spirit of loyalty.

Parents

The rights and role of parents as set out in the Irish Constitution, Bunreacht na hÉireann, clearly see them as the primary educators of their children. De la Salle College strives to enhance the role of parents in the education of their children. As a consequence, De la Salle College is committed to working closely with and on behalf of parents, our key partners in education.

Parent Nominees have a statutory right to participation in our Board of Management. Parents receive reports on their son's progress bi-annually. Parents, through the Parents' Association, are involved in the preparation of the Whole School Plan.

All parents in De la Salle College have the right to access their children's school records and are consulted in relation to the assessment of the psychological needs of their children. Parents have the right to appeal to the Principal in the first instance against a decision of a teacher and thereafter to the Board of Management. They also have the right to appeal to the Secretary General of the Department of Education and Skills (D.E.S.) against decisions taken by the B.O.M. regarding the exclusion, expulsion or refusal to enrol a student.

Programme Co-ordinator and Subject Teachers

Programme Co-ordinator: Julieann Cantwell **in** Academic year 2016-2017

Subject Teachers of LCA 2 in Academic year 2016-2017

Subject	Teacher
Irish	Enda O Doherty
English	Derek McGrath
Maths	Catherine Fogarty
Art	Nikki Lee
Const Studies	Andrias O' Brien
Information Technology	Donna Grant
Leisure Studies	Robbie Power
Religion	Elaine Walsh
Hotel Catering & Tourism	Claire McDonnell
Social Education	Edel Lonergan
Vocational Prep & Guidance	Clodagh Carey
Tutorial	Julieann Cantwell
Music Appreciation	Mary Gaskin

Subject Teachers of LCA 1 in Academic year 2016-2017

SUBJECT	TEACHER
French	Amy Phelan
English	Br Tommy
Maths	Kevin Moran
Art	Nikki Lee
Const Studies	Andrias O Brien
Information Technology	Donna Grant
Leisure Studies	Maria Meagher
Religion	Dermot Dooley
Hotel Catering & Tourism	Alison Harte
Social Education	Catriona Fitzpatrick
Vocational Prep & Guidance	Clodagh Carey & Sinead Murphy
Tutorial	Julieann Cantwell
Music Appreciation	Mary Gaskin

Section 2: Programme Provision

LCA Programme Admissions Policy

All students who complete the Junior Certificate or Transition Year are free to apply for a place in the LCA Programme.

- Application for admission to Leaving Certificate Applied is open to all students in Third Year and is made via the standard Leaving Certificate Applied Application Form.
- A closing date will be indicated on the application form and late applications may not be considered.
- The maximum number of places available in each Leaving Certificate Applied Class in the programme group is 17.
- The total number of students that can be accommodated in Leaving Certificate Applied in any school year will be determined by the Board of Management subject to the resources available to the school including physical classroom accommodation, class size, teaching and financial resources and is also subject to the capacity of the school to provide for the educational needs of those who apply for admission.
- A Senior Options Information Evening for parents is held in the spring time of the year of entry. This is scheduled in the school calendar and parents are reminded of this event by text.
- This Information Evening deals with the programme options available to students after the Junior Certificate, namely; Transition Year, The Established Leaving Certificate, and The Leaving Certificate Applied Programme.
- Leaving Certificate Applied application forms are distributed to the parents on this night and are available from the office thereafter. The application form and any other relevant documentation must be returned to the school office by the closing date (date on application form). It is the responsibility of each student and his parents/guardians to ensure that the application form is returned in full and on time. Late applications will be processed only after all applications submitted on time have been processed and finalised.
- Acceptance of the application form does not confirm or imply an expectation of a place on the programme.

- The teaching staff will be advised of the list of applicants, and will be invited to offer professional advice and judgements in writing to the L.C.A. Selection Committee within a time schedule specified by the Programme Coordinator.
- All students who apply for Leaving Certificate Applied are called for interview, which takes place on a date specified in the College Parlour. The date agreed for the 2017/2018 is March 8th.
- The Selection Committee, which includes the Leaving Certificate Applied Coordinator and the Guidance Counsellor, will process all applications received as per the Criteria for Admission and the Marking Scheme outlined below and applicants will be listed in order of merit based on marks received.
- When there are more applicants than available places, a waiting list based on the order of merit will apply. Once all students have accepted their place in Leaving Certificate Applied and the quota (as set out by the Board of Management) has been reached, the waiting list will cease on the second week of September of the academic year. In this way, students will be enabled to settle into their various programmes / year groups.
- Where a student is deemed to be unsuitable for Leaving Certificate Applied and fails to meet the most basic aspects of the selection criteria (e.g. failure to meaningfully engage with the Application process, serious breaches of Code of Behaviour), he will be informed in writing of his unsuitability for the programme and advised to consult with the Guidance Counsellor regarding the pursuit of other senior cycle options.

Application Procedure

The number of students that can be accommodated in Leaving Certificate Applied will be decided by the school's Board of Management on an annual basis.

Each applicant will be considered on his own merit. In order to be considered for the programme, the student must complete and submit the Application Form **within the deadline specified** (The deadline for the academic year 2017/2018 is February 3rd).

Selection Criteria

All applications are reviewed and all students are invited to present for interview.

A student is assessed as suitable for the programme based on how well he meets the criteria outlined below:

- The student's record of compliance with the School's Code of Behaviour
- A demonstrated ability to meet the 90% attendance requirement for this course.
- The student's performance at interview (see Appendices for Marking Scheme)

- The student's expressed level of interest in the Leaving Certificate Applied programme.
- The recommendations of the student's teachers
- The student's class work record (completion of projects, capacity to meet deadlines, etc.)

The Selection Committee will process all applications received as per the Criteria for Admission and the Marking Scheme outlined below and applicants will be listed in order of merit based on marks received. When there are more applications than available places, a waiting List based on the order of merit will apply for suitable candidates. Those who are deemed unsuitable for the programme will be informed in writing and will be advised to consult the Guidance Counsellor regarding alternative senior cycle programmes.

Offer & Acceptance of Places

After the interview, all students will be informed by letter of the outcome of their application within 10 school days of completion of the application process. Unsuccessful applicants will be informed in writing within the same time frame and will be advised of their right to appeal the decision to the Board of Management. See Appeals Process below.

The student will receive one of the following responses regarding his application:

1. He will be informed that he has secured his place in the Leaving Certificate Applied programme for the following academic year. Within the date specified, he must then submit the following to the School Office:
 - Completed Acceptance Form (see Appendices)
 - Completed LCA Contract (see Appendices)

These forms must be signed by the applicant and witnessed by a parent/guardian. **Failure to return these forms to the School Office within the specified time frame** (the deadline for the academic year 2017/2018 is March 30th) **will result in the student's offer of a place being forfeited** and the place will be offered to the next student on the waiting list.

2. The student is informed that the number of successful applicants has exceeded the available places and he has been put on a Waiting List **in order of merit**. He is advised to meet with the Guidance Counsellor to discuss alternative senior cycle options. He will be notified immediately if a place becomes available. Should that student not accept the place offered, it will be offered to the next person on the waiting list; this process will continue until all places have been accepted and filled.

3. The student is informed that he has been deemed unsuitable for the programme and is advised to meet with the school Guidance Counsellor to discuss alternative senior cycle options.

Any serious breach of the schools code of behaviour prior to the commencement of Leaving Certificate Applied may result in the withdrawal of the offer of a place in Leaving Certificate Applied.

A student who accepts a place in Leaving Certificate Applied and subsequently withdraws from the programme is advised that his application for subject options in 5th year will be placed after the students who have already applied.

Appeals

Parents/Guardians of a student who is not offered a place in Leaving Certificate Applied and who take the view that the terms of this policy were not strictly adhered to may appeal the decision to the Board of Management within 10 working days of receiving notification of the decision. Parents/Guardians should outline in writing the grounds for their appeal. Please be advised that the decision of the Board in this regard is final.

LCA Programme Information issued to Parents/Guardians of Prospective Students

In De la Salle College we hold an annual 'Subject Options Information Evening' for parents and students which is held in late January/February. Prior to the 'Subject Options Night' students receive comprehensive and timely support in decision-making around senior cycle options. All third year groups and TY's have access time with the Guidance Counsellor. On that night presentations are given by the Programme Co-ordinator, and by the Career Guidance Team. All aspects of the LCA Programme are outlined to parents and students on this night and the application procedures and documentation are issued to parents. The Co-ordinator is available to meet with parents to discuss and support their decision-making process regarding LCA applications. Parents are also invited to an Information evening held in September specifically about LCA once their son has been accepted into the programme.

LCA Programme Time Allocations- Timetabling

Classes are scheduled Monday to Friday during the regular school week.

Monday & Tuesday: 9.00am to 3.50pm.

Wednesday, Thursday and Friday: 9.00am to 3.10pm

Students undertake their vocational experience (work experience) in two week blocks, two per session, eight weeks in total over the two year LCA programme.

Provision for students with Special Needs

Provisions will be made for students with special needs and the recommended strategies implemented. The LCA co-ordinator liaises with the SEN co-ordinator, Donna Grant, regarding additional support available to students.

Pupil Induction

LCA 1 Students are given a designated date and time to attend the College for Induction at the start of each academic year. The aim of this process is to familiarise the students with their new class and the programme itself.

Leaving Certificate Applied Contract

As part of the induction process students sign a contract which aims to promote effort, attendance, co-operation and compliance: See Appendices for copy of Contract.

Leaving Cert Applied Calendar of Events

(Provided by the State Examinations Commission each academic year)

Session 1 Year 1 & Session 3 Year 2

SEPTEMBER:

- Issue of Practical Achievement Booklet
- Issue of year 1 Examination Results
- Viewing of Scripts for Year 1 candidates
- Deadline for appeal of Year 1 results

OCTOBER:

- Issue of Appeal Results for Year 2 candidates)

NOVEMBER

- Issue of Appeal Results for Year 1 candidates

DECEMBER:

- Circulation of Oral Guidelines
- Distributions of Timetable of Final Exams
- Issue of LCA Certificates

JANUARY:

- Notification of February Task arrangements
- Year 1 candidate numbers assigned Practical Coursework Design Briefs Graphics/Construction, circulated to schools/centres.
- Issue of Personal Reflection Task Guidelines

Session 2 Year 1 & Session 4 Year 2

FEBRUARY:

- February Tasks LCA 1 (module) forms for Session 1 and 3 to be completed and returned immediately on receipt

MARCH:

- Circulation of Format of final exams Practical Performance Assignment Briefs (Hotel Catering and Tourism) circulated to schools/centres

APRIL:

- Notification of May Task arrangements
- Issue of Session 1 and Session 3 results
- Appeal deadline for February Tasks

MAY

May Tasks

- IT practical performance and written test (set up instructions to issue ahead of question papers)

- LCA practical performance tests (Hotel Catering Tourism, Active Leisure Studies, Office Administration & Customer Care, Agriculture/Horticulture, Hair and Beauty)
- LCA Oral Exams
- LCA 1 (module) forms for Session 2 and 4- to be completed and returned immediately on receipt
- Schools instructed regarding appointing Superintendent for Yr 1 languages
- Distribution of P2 rolls for Practical Coursework exams and identity labels for pieces
- Personal Reflection Task rolls for Year 1 and Yr 2 issued to schools with instruction for immediate return.
- Completion and return of Personal Reflection Tasks.

JUNE:

Terminal Exams

- Assessment of practical coursework (Engineering, Graphics & Construction, Childcare/Community Care, Craft & Design and Technology)

AUGUST:

- Issue of Year 2 Examination Results
- Viewing of Scripts for Year 2 candidates
- Deadline for appeal of Year 2 results

Programme and Levels;

The LCA programme in De La Salle College offers the following subjects:

- Irish (Year1)
- French (Year 2)
- English & Communications
- Mathematical Applications
- Social Education
- Art
- Graphics & Construction
- Hotel Catering & Tourism
- Leisure Studies
- Vocational Preparation & Guidance
- Information Technology
- Religion

➤ Careers

The LCA offers the subjects at a common level for all students.

Structure of Leaving Certificate Applied Programme

The Leaving Certificate Applied is structured around three main key areas

- Vocational Preparation,
- Vocational Education
- General Education

These three elements are interrelated and interdependent. This programme is characterised by educational experiences of an active, practical and student-centred nature.

Programme Structure

Each year of the programme is divided into two sessions. Therefore there are four sessions throughout the two years. Each two –year cycle is broken up as follows

Session 1	September – January	Year 1
Session 2	February – June	
Session 3	September- January	Year 2
Session 4	February – June	

Modules

- The course is made up of modules. Modules are short programmes of study (30 hours of class time) from various subjects that are offered in the programme.
- Each student shall complete 44 modules over the two year course ü Assignments must be completed at the end of each module
- Credits will be awarded for successfully completed assignments
- Each student must have 90% attendance during each session of the course.
Credits will not be awarded to students who do not have 90% attendance.

What is a Student Task?

A student task is a practically orientated activity, which takes the student a minimum of 10 hours to complete. There are seven tasks to be completed over the two- year course. Each student must prepare a written report on each task completed. A maximum of 10 credits can be awarded for each task.

Work Experience

Each student will complete 2 weeks of work experience per session. This means that students of LCA will experience four different work placements over two years.

Final Examinations

Although the Leaving Cert Applied is predominantly a course based on continuous assessment each student will sit final exams in a number of subjects in June of the second year. These are the subjects

1. English and Communications - **12 credits**
2. Social Education - **10 credits**
3. Languages (French and Irish) - **6 credits each**
4. Vocational Specialisms (see next page) - **12 credits each**
5. Mathematical Applications - **10 credits**

Assessment and Certification

A maximum of 200 credits can be awarded over the two-year programme. This includes credits for completion of assignments at the end of modules, Tasks and final examinations. The breakdown is as follows

	Credits	Percentage
Satisfactory Completion of Modules	62	31%
7 Student Tasks	70	35%
Final Examination	68	34%

Upon successful completion of the Leaving Certificate Applied Programme students shall receive a certificate from the Department of Education and Science. There are 3 levels of award as outlined below

Pass	120-139 credits	(60% - 69%)
Merit	140-169 credits	(70% -84%)
Distinction	170-200 credits	(85%-100%)

Further Study

Upon successful completion of the Leaving Certificate Applied Programme students may apply to do a Post Leaving Certificate (PLC) course and then continue to study in an Institute of Technology

Teacher In-service Teachers are given a schedule of the relevant in-service available at the start of the school year by LCA co-ordinator. The list of in-service available is posted on LCA notice board in main staff room and is also emailed to each teacher.

Teacher In-service

Teachers are encouraged to attend any in-service which would benefit the teaching of their subject. School management endeavours to facilitate the attendance of teachers to all DES approved in-service by providing cover. Teachers are asked to keep a record of any in-service that they attend and give the copy of attendance to the Deputy Principal for substitution purposes.

Section 3 – Planning and Preparation

Resources

There are a wide range of resources available in De La Salle College and these are available to students in the LCA programme. Within the school there are:

- Specialized Materials Technology Wood rooms
- Fully equipped Art facilities
- Computer Room
- Sports Hall & fully equipped gym
- Home Economics Room
- School Chapel
- Prayer Room
- Career Guidance Room

Programme Budgetary Procedures

The LCA Programme operates under limited funding from the D.E.S. This is used to offset costs associated with curricular related activities or trips. Teachers discuss with

LCA Co-ordinator and school management any out of school activities that require school funding.

Class Organization

We have two LCA groups – one group in 5th Year and one group in 6th Year. Class sizes are approximately 17 students per class. (2016/2017: 17 students in 5th Year and 16 students in 6th Year

Curriculum Content

- I. Individual Subject Plans/ Modular Descriptors as drafted by the D.E.S.
- II. Textbooks and Course Materials – Booklists are sent out in advance of each academic year.

Task Preparation and Planning

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

Leaving Cert Applied Tasks

Year 1

Leaving Cert Applied Tasks

Year 1

General Education Task can be anchored in Leisure & Recreation or Art, Examined in January

Vocational Education Task anchored in Graphics and Construction, Examined in April/May.

Vocational Preparation Task anchored in VPG.

Year 2

Vocational Education Task anchored in Hotel Catering and Tourism, Examined in January.

Contemporary issues task, anchored in Social Education, Examined in January.

Practical Achievement task, anchored in VPG or Co-ordinator, Examined in January.

Personal Reflection Task, anchored in Religion over the two year programme, Completed in May.

Guidance Planning

All students have access to the school's guidance counsellor. The LCA programme also incorporates a Vocational/Career Guidance module and in this class students can research and investigate different elements of courses and options that they have.

Work Experience Procedures

Built in to the LCA programme in the school is four block periods of work experience.

Year 1 2 weeks before Christmas
 2 weeks before Easter

Year 2 2 weeks before Christmas
 2 weeks before Easter

Students complete their work experience in businesses and services in their communities. It is the responsibility of each student to secure their own work placement. However, assistance is provided by the Co-ordinator to any student who experiences difficulty in securing meaningful work experience.

Monitoring of Work Experience

Each student is provided with a letter to the employer, a letter to the parents, an up to date insurance document and a record of attendance form.

The Programme Co-ordinator will contact the employer by telephone to discuss the performance and attitude of the student while on work experience.

The Programme Co-ordinator may arrange to visit the employer and student at an appropriate time.

The Employer completes an evaluation of the students work placement.

Procedures for out of school activities

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

Planning for Students with Special Needs

Students with learning difficulties are integrated into regular classes and also receive extra help in class. Due to the pupil to teacher ratio in the LCA extra individual attention can be given to students who require it. Work in class is planned and structured to meet the needs of all students, including students with special needs. Teaching strategies which can be utilised to help students with special needs may include when possible:

Careful choice of appropriate texts

Giving appropriate treatment of subject content

Taking a multi-sensory approach

Providing suitable resources and aids for the student/s

Section 4 – Teaching & Learning

Subject Planning for a Culturally Diverse Society

- Create an atmosphere that respects cultural diversity
- Encourage full participation by all students
- Provide any necessary support materials for students
- Promote equality and understanding of cultural diversity amongst all students

Teaching methodologies

In line with department guidelines for Teaching and Learning in the LCA programme the teaching methodologies employed in Carndonagh Community School aims to:

- Actively involve the participants in locating and using relevant information, and which promote personal responsibility, initiative, independence, reflection, self-evaluation, self-confidence and co-operation
- Utilise a variety of teaching and learning processes including group work, project work and the use of individualised learning assignments
- Promote communication, literacy, numeracy and other generic skills across the curriculum using a range of media
- Promote equity in all its aspects including gender equity
- Through reflective practice, development and improve the quality classes in the LCA programme
- Identify and use of teaching and learning resources in the local community and interaction with employers and enterprises
- Take a teaching approach that will address and exceed the needs of the participants

Range and variety of Resources

The LCA aims to offer a broad range of educational experiences including;

- Assignments
- Visiting speakers
- Social and cultural tips
- Team work,
- Interviews
- Orals
- Practical and aural assessment

Variety of Resources

- Experienced and motivated staff
- Wide range of books and notes
- Teachers' own notes
- Videos, DVDs, tapes, CDs and other communication resources
- Overhead Projectors
- Whiteboard
- IT technology
- Fully Equipped Construction and Woodwork room
- Computer Rooms
- Art Rooms
- Sports Hall
- Charts, graphs, posters
- Local Library

Cross-Curricular Activities

The subjects in the LCA provide grounds for overlap between subjects and areas. Where possible material is drawn together and the issues are reinforced across the programme. Collaboration also exists between teachers, and classes can work together to complete common goals, such as completing Word Processing documents and the write up of Key Assignments and Tasks.

Section 5 – Assessment

Assessment Procedures

The LCA has a comprehensive built-in assessment process, containing ‘**Key Assignments**’ and ‘**Student Tasks**’. These assignments are the main form of assessment in the programme as a whole and the requirements of these assessment procedures inform teaching and learning in the different subject areas. Teachers also employ their own continuous assessment strategies in their own subject areas and student’s progress is also discussed between the teachers involved with the LCA.

Assessment of Leaving Certificate Applied

Arrangements for Certification of the Leaving Certificate Applied

1. Introduction

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 overleaf.

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 certification 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 for all tasks; with the exception of the Personal Reflection Task, which 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 as 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 Programme Co-ordinator, in advance of the inspection. 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)
- Social Education
- Mathematical Applications
- Vocational Specialisms (2 Specialisms to be taken by each candidate).

Details of arrangements of Final Examinations are distributed to the students and staff and placed on LCA notice board.

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. These results are distributed to the students by the Programme Co-ordinator and a copy remains on the student file.

Assessment for Learning

Assessment for learning is using assessment in the classroom as a tool to improve students' learning.

It is the aim of the LCA programme that assessment for learning becomes a central aspect of the methodology employed in providing the subject to students in De La Salle College.

Assessment for Learning is characterised by:

Sharing learning goals with students

the learning objectives are shared with students at the beginning of each lesson (oral and/or written) the learning outcomes for practical experiment portfolios are outlined to students on a regular basis

Helping students to recognise the standards they are aiming for

students are shown examples of work (where possible) given the opportunity to identify areas for improvement as a group students set out the elements which are needed in the projects and key assignments

Involving students in assessing their own learning

students are given opportunities to assess their own work and the work of their peers used when students engage in past examination papers and particularly the experiment portfolio work

Providing feedback, helps students to recognise what they must do to close any gaps in their knowledge or understanding

oral feedback is given to students on assignments and throughout practical classes and on written work

Communicating confidence that every student can improve

Each student is encouraged and given support to demonstrate their abilities strive to give each student a personal goal and encouraged to follow the steps to attaining their goal identify areas where students can share their particular skill of knowledge with their peers

Adjusting teaching to take account of the results of assessment

The LCA teaching team strives to be flexible in teaching style and adapt methodologies to the students that undertake the subject time is dedicated to re-teaching, peer teaching and individual assistance for students as the need arises

Year 1

- Key assignments to be completed after each module of work.
- **Three student tasks** to be completed over year 1

Year 2

- Key assignments to be completed after each module of work.
- **Four student tasks** to be completed over year2
- Examinations at Mock examinations
- Oral examination in final term. (Department of Education examination)
- Written examination in June. (Department of Education examination)

In-house Examinations

LCA 1 & LCA 2 both take Christmas exams in all 6 examination subjects.

LCA 2 take their mock examinations prior to the February mid-term break in all 6 examination subjects.

Homework Procedures

Homework is given where appropriate. The giving of homework is at the discretion of the teacher. Each individual teacher has responsibility for tracking homework in their subject area. .

Review

This policy will be reviewed regularly.

Ratification by the Board of Management

This policy was adopted and ratified by the Board of Management on __/__/__

Appendices

De La Salle College

NEWTOWN, WATERFORD IRELAND

Telephone: (051) 875294

Fax No: (051) 841321



Colaiste De La Salle

BAILE NUA, PORT LÁIRGE

Email:admin@delasallewaterford.ie

APPLICATION FORM

LEAVING CERTIFICATE APPLIED 2017-2018

I wish to apply for Leaving Certificate Applied commencing September 2017

Name: _____

Class: _____

Address: _____

Tel No: _____

Reasons for applying:

Junior Certificate Subjects (State whether Higher/Ordinary/Foundation in each case)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

If there is any confidential personal reason as to why a place should be allocated to your son for this programme, please Contact Ms. S. Murphy C.G.C or the Principal directly.

Declaration:

If accepted into the Leaving Certificate Applied, I agree to attend regularly, to apply myself to all areas of the course, to co-operate fully with my colleagues and with staff, to be of good behaviour and obey the College Rules.

Signed: _____

Student

Signed: _____ email: _____

Mother / Guardian

Mobile No: _____

Signed: _____ email: _____

Father / Guardian

Mobile No: _____

Completed Applications must be returned to the College Office by Friday 3rd February 2017

Sample Interview Questions for Leaving Certificate Applied Applicants

1. Why would you like to do Leaving Certificate Applied?
2. Do you know anyone who has done Leaving Certificate Applied in our school or another school? What have they said about it?
3. What do you hope to get out of Leaving Certificate Applied?
4. What can you offer the Leaving Certificate Applied class?
5. Why should we offer you a place in Leaving Certificate Applied next year?
6. What activities/programmes that are available in Leaving Certificate Applied excite you the most?
7. How has your behaviour been in the past?
8. Have you met with the Board of Discipline?
9. What has your attendance been like?
10. Have you ever been late for school?
11. What do you think your teachers would say about you if they were asked to comment on your work/attitude/motivation/behaviour?
12. What is your attitude to work like?
13. How do you motivate yourself?
14. What type of hobbies/interests do you have outside of school?
15. Do you prefer working on your own or in a group?
16. Do you have any careers that you would like to explore on your two blocks of work placement?
17. What are your strongest and weakest subjects?
18. What do you look forward to most about Leaving Certificate Applied?
19. Do you have any questions that you would like to ask us?

Leaving Certificate Applied Interview Marking Scheme

Student Name: _____

Categories	Total Marks Available	Marks Awarded	Notes:
The student's record of compliance with the school's Behaviour Policy and the Code of Behaviour	30		
Student Interview	10		
The information supplied on the application form	10		
Academic ability/suitability	10		
The student's attendance and punctuality record	20		
The student's record of contribution to extracurricular and co-curricular activities	10		
The recommendation of the students teachers	10		
Total	100 Marks		

Interviewed by: _____

Date: _____

Leaving Cert Applied Student Contract

I accept the offer of a place on the L.C.A. Programme in De LA Salle College and I agree to be bound by the commitments of the following contract.

- To behave appropriately and respectfully in school and at school activities.
- To have 90% Attendance for each Subject Module OR to provide a Medical Certificate in the case of any period of prolonged and/or recurring absence in order to avoid loss of Credits for Key Assignments and completion of Modules.
- To complete all Key Assignments to the best of my ability for each Module.
- To complete the Tasks as required by the Programme to the best of my ability. .
- To meet all Deadlines for Key Assignments and Tasks as set by individual Teachers and the Department of Education.
- To wear the Full School Uniform every day as instructed.
- To bring all necessary equipment, books, resource materials to every class.
- To take full responsibility for arriving to school and every Class on Time.
- To co-operate with my classmates in the use of shared facilities(Equipment, Stationary etc)
- To be co-operative, polite, friendly and adult-like in my relationships with my fellow classmates and teachers.
- To arrange and complete my Work Experience Placements to the best of my ability and to complete a Work Experience Diary.

I have read and understand the De La Salle College LCA Contract.

I understand that the Programme Co-Ordinator and/or the Management of the School reserve the right to Review my progress on the Programme.

I understand that my failure to comply with the terms of the Contract may result in my exclusion from the Programme in order to maintain the integrity of the Course and/or in my best interest or in the best interest of the other participants on the Programme.

Student Signature: _____

Date: _____

I have read and understand the De La Salle College LCA Contract.

I understand that my son/daughter's failure to comply with the terms of the L.C.A. Contract may result in his/her exclusion from the Programme in order to maintain the integrity of the Course and/or his/her best interest or in the best interest of the other participants on the Programme.

Parents/ Guardians Signature: _____

Date: _____

Presented to Board of Management on _____