



Leaving Certificate Applied

Class Slane & Tara

Policy 2023/24

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### **BCS Mission Statement:**

*“Boyne Community School aspires to become a community focused on learning, which respects difference and upholds the dignity and rights of each person. We are committed to fostering the academic, personal, physical, social, spiritual and moral development of each individual”.*

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

## Introduction to The Leaving Certificate Applied Programme:

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 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 Cycle 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.

### **Aims of The LCA Programme:**

The Leaving Certificate Applied Programme 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 Boyne Community School's 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 Core Team:**

- J McAndrew (coordinator, responsible for work experience)
- P Lynch
- M Byrne

### **LCA Subjects: (N.B. subject choices may change depending on resources)**

- English & Communication (Vocational Preparation)
- Vocational Prep & Guidance (Vocational Preparation)
- Mathematical Application (Vocational Education)
- Informations & CommTechnology (Vocational Education)
- Graphics & Construction (Vocational Education)
- Information Technology (Vocational Education)
- Art/Music (General Education)
- Social Education (General Education)
- Gaeilge Chumarsaideach (General Education)
- Leisure and Recreation (General Education)
- Hotel & Catering/Engineering (Electives)
- Option also available to study Maths and a Modern Language for the Leaving Certificate

## **Admission Policy to the Leaving Certificate Applied Programme:**

This programme is designed to meet the needs and develop the strengths more effectively of students not pursuing the Traditional Leaving Cert. 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 complete an application letter. 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 make sure that applicants are suitable and will benefit for the course.

A completed LCA application form must be submitted by a specific date to the school. This date will clearly be stated on documentation and on the school website. Each applicant will then be invited to attend a formal interview.

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 programme co-ordinators.

Those who have not previously studied at Boyne Community School may be considered for LCA upon admission to Boyne Community School subject to a place/places being available.

### **Selection Criteria:**

As LCA has grown in popularity, not all students applying for a place are guaranteed a place. In the event of oversubscription, a waiting list will be created using outcomes of the selection process. Students must complete an application form for entry to the programme. All students who submit an application form will be invited for an interview. It is the responsibility of the student to confirm their acceptance of the interview. Students who fail to attend interviews without providing prior notice/adequate reason to the Programme's Team will forfeit their application.

Students will be marked on the following:

- **Application Form:**

All areas of the form must be completed and returned by the deadline stated on the form. Refer to Appendix for a copy of the application form.

- **Suitability for Programme:**

A meeting will be held to review all applications prior to interview where the suitability of the programme for individual applicants will be determined by year head, guidance, programme coordinator, AEN department, deputy principals & principal. Refer to Appendix for a copy of the School Recommendation scorecard.

- **Interview:**

Students will be asked to answer 5 questions at interview. Sample questions will be provided to all students in advance of the interview so that students have sufficient time to consider their answers. Each student's attendance and discipline record is also considered. Refer to Appendix for a copy of the interview score card.



Applicants must be willing to both accept the place for the full school year and sign a contract. All applicants will be notified of their outcome in writing.

Successful applicants must confirm their acceptance and pay their deposit before the closing date specified on the acceptance letter. A student who fails to secure a place on the programme may appeal the decision by submitting a letter to the Board.

Successful applicants who take up their place attend an induction day upon their return to school. During this induction day students are again introduced to the aims and objectives of the LCA Programme and an outdoor team building activity takes place.

The School Management has an implied right and duty to, if necessary, limit the intake to LCA. It would be irresponsible of the School Management to admit an excessive number of students as to do so would involve a decline in educational standards and an erosion of the ethos of the Leaving Certificate Programme.

Students who show genuine interest and who will benefit from the programme and where 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.

A display of the work done by LCA students is displayed at different times around the school and information about the programme is displayed on the LCA notice board.

Student work is promoted through the medium of the school website and through various social media platforms such as Facebook.

## **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 Hotel and Catering, Graphics and Construction studies. Irish is taken for year one 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 attend the 3rd year presentation night and receive an information booklet on the programme. They also have the option to contact the Guidance Counsellor if they have any queries.

### **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 are being examined and who is responsible for them. 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 Boyne Community School and cross curricular links are encouraged. Some of the resources available are a specialised Construction/Engineering room, 2 computer rooms, 2 sets of laptop trolleys, gym, fully equipped Home Economics rooms, Art room etc. Other resources would include visits into the school by different speakers, trips, team teaching 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 occasion students may be asked to contribute to these costs. Students must pay the 'administration' fee at the start of each year and 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](http://www.slss.ie) are useful resources in preparing and planning for tasks.

## Leaving Certificate Applied Tasks:

### Year 1 Tasks (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 Engineering – 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 he/she starts 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. Health and Safety requirements are considered for all trips away and with work experience placements.

## **Planning for Students with Additional Educational Needs and From Different Cultural Backgrounds:**

Students at Boyne Community School who have additional educational needs are integrated into regular classes and 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 additional educational needs 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
- Team Teaching
- 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:

- We have one class of Career Guidance a week in both LCA 1 & 2.
- Students are also encouraged to make appointments with Guidance as the need arises.
- The Vocational Preparation Task (LCA1) is anchored in Career Guidance
- Guidance also actively pursues opportunities for LCA students to look at their progression path beyond school, be that work or further education.
- The Progression path of LCA students is highlighted and celebrated as part of college awareness week.
- Planned events like Skills expo, Apprenticeship workshops/Expo, Meath Careers Expo, Dunboyne College of Further Education allow students to explore future career paths

## Assessment:

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

## 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.

### 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:

- Attending the classes and out-of-school activities related to the module
- Completing the Key Assignments related to the module. No ranking or assessment of performance will be involved.
- Achieving 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:
  - By being informed as to what is required for certification;
  - By being made aware, in sufficient time, when these requirements are not likely to be met;
  - Through negotiation concerning completion of outstanding assignment work, if deadlines for such assignments are not being met;
  - By completing the checklist of Key Assignments attaching to the record of evidence.

### 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, artifact, 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.



### **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.

**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.

### **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 characterised by the following:

- Sharing Learning goals with students – this is 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 strives 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 Coordinator in the Programme coordinators office. These are retained by the school.

## Self-Evaluation of the Programme:

Self-Evaluation is being openly embraced by Boyne Community School. We are striving to be the best in everything we do. Our main forms of evaluation are:

- Student Surveys
- Staff Surveys
- Parent Survey/Letters
- Employers' Survey
- Self Reflection

## 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	Vocational Preparation & Guidance	→	→	PERSONAL REFLECTION TASK PART 1	→	2 Guidance	PERSONAL REFLECTION TASK PART 2
		2	2 Enterprise		2	2	
		2	2		2		
	English & Communication (Exam = 12 credits)	1 Wk/World	1 Enterprise		1 Media	1 Lit/Comp	
		VOC. PREP. TASK					
Vocational Education	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				
General Education	Arts Education (Drama, Dance, Visual Arts, Music)	→	2		→	2	
	Social Education (Exam = 10 credits)	1 My/Comm	1 Ctp/Iss 1		1 Ctp/Iss 2	1 Th/Change	
		→	1 Soc/Health		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:**

	<b>Surname</b>	<b>First name</b>	<b>Key Assignment Completed</b>	<b>90% Attendance Achieved</b>	<b>Comment if credit not awarded</b>

**Signed :** \_\_\_\_\_

**Date:** \_\_\_\_\_



POBALScoil NA BÓINNE  
BOYNE COMMUNITY SCHOOL

Trim,  
Co. Meath.  
C15RK79

Charity Reg. No. 20204530

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7<sup>th</sup> September 20

Dear employer,

Thank you for agreeing to facilitate with work experience.

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

Work experience will take place every Friday from the 9<sup>th</sup> September – 21<sup>st</sup> January 20<sub>\_\_</sub>. 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 at [jmcandrew@boynecs.ie](mailto:jmcandrew@boynecs.ie) or via telephone 0469481654.

Yours sincerely,

J.McAndrew  
(LCA Co-ordinator)



*POBALScoil NA Bóinne*  
**BOYNE COMMUNITY SCHOOL**

Trim,  
Co. Meath.  
C15RK79  
Charity Reg. No. 20204530

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08/9/2021

Dear Sir/Madam,

Thank you for giving \_\_\_\_\_ the opportunity to work with your organisation.

\_\_\_\_\_ is an LCA Student at Boyne Community School (2021/2022) and we are confident that he will be a wonderful ambassador for the school community.

We are delighted that he has chosen to broaden his experiences and we are sure that he will be an asset to you and be helpful and courteous at all times.

Many thanks for your continued support of our LCA Programme, particularly during these challenging times. All students have been briefed on Covid related issues and have received a certificate for an online hygiene at work course.

Without your help we would not be able to continue with this important module. It teaches students the importance of responsibility and teamwork and gives them an invaluable insight into the working world.

I will be in contact during the placement to check on the students' progress.

Please find enclosed a copy of the school insurance form. Students will also bring a report card with them and we would appreciate your help completing this card. If you have any further questions or queries or should any issues arise, please feel free to contact me.

Mr. J. McAndrew (Programmes Coordinator)

Ph. 0469481654 ext. 119 or 0860731683

Email: [jmcandrew@boynecs.ie](mailto:jmcandrew@boynecs.ie)

**Jean Ryan**

**046/ 9481654 - Fax- 0469481660**

**Donncha O Siadhail**

**PRINCIPAL**

**email address: [info@boynecs.ie](mailto:info@boynecs.ie)  
[www.boynecs.com](http://www.boynecs.com)**

**Fergal O Callaghan  
Feargal Flanagan  
DEPUTY PRINCIPALS**

[illegible]





POBALScoil NA Bóinne  
BOYNE COMMUNITY SCHOOL

Trim,  
Co. Meath.  
C15RK79

Charity Reg. No. 20204530

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17/05/-

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 uniform, 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 5<sup>th</sup>-16<sup>th</sup> 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 25<sup>th</sup> 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 you require any further assistance. \_

J.McAndrew

(Leaving Certificate Applied Co-ordinator)

## **LCA Work Experience**

**Student Name :**

**Employer :**

**Name :**

**Address :**

**Tel No:**

## 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 LCA 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

**2.1 Teachers Name :**

**2.2 Title of Subject or Module**

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**2.3 Duration of Module**

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**2.4 Aims**

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## 2.5 Cross Curricular Links

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## 2.6 Evaluation of Subject/Modules

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## 2.6Course

### Outline

Learning Intentions Teaching & Learning Methodologies  
Resources Success Criteria Assessment

#### ATTENDANCE RECORD

Please confirm student's attendance at placement each day by  
Signing below:

Day No.	Date	Employer's signature a.m.	Employer's signature p.m.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

Boynes Community School,

Trim,

Co. Meath.

Tel: 0459481654

Email: info@boynecs.ie



LCA Work Experience

Placement

Student Name: \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Employer Address: \_\_\_\_\_



## 2.7 LCA Interview Score Card

Name: _____	Excellent	Good	Fair	Poor
Introduction (Smile, eye contact, uniform)Body Language (sits up straight, eye contact, answers questions with enthusiasm, acts interested, thanks interviewer)	4	3	2	1
Answer to question #1	4	3	2	1
Answer to question #2	4	3	2	1
Answer to question #3	4	3	2	1
Answer to question #4	4	3	2	1
Answer to question #5	4	3	2	1
Behaviour	4	3	2	1
Punctuality/Attendance	4	3	2	1
Application Form	4	3	2	1
<p style="text-align: center;"><b>Total      <u>        </u></b> <b>36</b></p>				

## School Recommendation Score Card

Very Highly Recommended 34 - 44	Highly Recommended 23 - 33	Moderately Recommended 12 - 22	Low Recommendation 0- 11





**POBALSCOIL NA BÓINNE**  
**BOYNE COMMUNITY SCHOOL**

Trim,  
Co. Meath.  
C15RK79

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**Re: Leaving Certificate Applied Application**

09/03/2023

Dear Parent/Guardian,

As part of the application procedure for our Leaving Certificate Applied (LCA) programme, all candidates will complete an interview.

Interviews for the Leaving Certificate Applied Programme will take place on Wednesday & Thursday 22/23<sup>rd</sup>, March 2023. The interview will focus on the student's application form and their knowledge and expectation of the Leaving Certificate Applied Programme.

It is very important that candidates at this point have considered work experience for next year and what areas are of interest.

I have included some sample interview questions below:

**Sample Interview Questions for LCA Applicants**

- Why would you like to do LCA Year?
- Do you know anyone who has done LCA in our school or another school? What have they said about it?
- What do you hope to get out of LCA?
- What can you offer the LCA class & School Community while being part of LCA?
- Why should we offer you a place in LCA next Year?
- What activities/programmes that are available in LCA excite you the most?
- How has your behaviour been in the past?
- What has your attendance been like?
- Have you ever been late for school?
- How do you think your teachers would say about you in relation to your work/attitude/motivation/behaviour?
- How do you motivate yourself?
- What type of hobbies/interests do you have outside of school?
- Do you prefer working on your own or in a group?
- Do you have any careers that you would like to explore on your blocks of work placement?
- What are your strongest and weakest subjects?
- Do you have any questions that you would like to ask us?

What do you think you would find challenging about the LCA Programme?

The application process is based on:

- Application Form
- Interview
- Programme Suitability – consultation with year head, guidance, programme coordinator, AEN department, deputy principals & principal
- Behaviour/Punctuality/Attendance

In order to secure your interview, please return this slip to Mr McAndrew in room 96 by 20<sup>th</sup> March 2023 as confirmation that you accept the interview. An interview will not be scheduled without this confirmation slip.

I confirm that I will attend the interview for Leaving Cert Applied. I understand that it is my responsibility to check the 3<sup>rd</sup> year notifications page on Google Classroom for my interview date and time and acknowledge receipt of this. I acknowledge that if I do not show up for the interview without prior notice/adequate reason that I forfeit my application.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Name

The application process will be complete by Friday April 14<sup>th</sup>, 2023. All students will be informed of the outcome of their application to the LCA Programme at this point. If you have any questions, please do not hesitate to contact me.

Kindest Regards,

J. McAndrew (Programmes Coordinator)

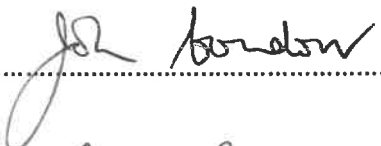
Email: [jmcandrew@boynecs.ie](mailto:jmcandrew@boynecs.ie)

### Board of Management Ratification.

Having being shared with all stakeholders this policy was discussed at the Board meeting held on December 5<sup>th</sup> and subsequently ratified by the Board at that meeting.

### Review

This policy will be reviewed annually by the Programmes Team and any amendments will be highlighted to the Board.

Signed.......... Chairperson

Date..........

Signed..........Principal

Date..........

