

BLACKWATER COMMUNITY
SCHOOL,
LISMORE,
CO. WATERFORD.

Leaving Certificate Vocational Programme

SCHOOL PLAN

Revised September 2023

Mission Statement:

Blackwater Community School is committed to Quality Education.

LCVP is a senior cycle programme designed to give a strong vocational dimension to the Leaving Certificate. The programme combines the virtues of academic study with a new and dynamic focus on self directed learning, enterprise, work and the community.

Programme Aims:

The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.

Throughout the programme students are encouraged to:

- Be innovative and enterprising
- Take responsibility for their own learning
- Adapt to changing circumstances
- Evaluate data and devise solutions to problems
- Communicate their thoughts and ideas effectively
- Work with others as part of a team
- Investigate and plan career options
- Use information and communications technologies
- Investigate local businesses and community enterprises
- Learn from their experiences

These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business.

Programme Objectives:

- Realise the vocational potential of their Leaving Certificate subjects
- Become confident, innovative and resourceful
- Acquire attitudes and skills appropriate to adult life, the world of work and enterprise
- Explore career opportunities in areas relevant to their vocational subject grouping and/or personal aspirations
- Interact effectively with and learn from adults in the community
- Utilise local business and community enterprises as learning resources
- Draw together knowledge, skills and expertise from a variety of sources to accomplish set goals.

Typical LCVP activities include:

- Conducting Investigations – businesses, community enterprises, agencies
- Arranging Visits – out of school to sites of interest in the context of conducting investigations
- Inviting Visitors – to the classroom adults other than teacher as resource visitors
- Working in Teams – on projects and investigations
- Organising Enterprise Activities – setting up projects as vehicles of learning
- Actively preparing for work – career investigation, job search, practice at interviews
- Experiencing the World – of work, work experience, work simulation, work shadowing
- Making presentations – to adults and peers
- Using Information and Communications Technology – to access, store, communicate and present information.
- Recorded interview – prepare for and carry out an actual interview

Staff Members: 2023

Links Modules teachers:

Sile Heneghan Coordinator

Teacher In Career Development:

Teachers attend courses appropriate to the LCVP.

Teachers are also members of the LCVP teachers network based out of Waterford Teachers Centre and attend meetings relating to the programme during the academic year.

Notices of LCVP courses are pinned in the staffroom for all staff.

Cross-Curricular Planning:

At the beginning of the school year teachers of the subjects are approached to make possible links to the course work. (Relates to changes yr by yr). This allows planning re LCVP activities and helps to create links between the various subjects.

Grouping of Students:

The school follows a policy of mixed ability; therefore students are divided on that basis in 5th year. Subjects are also taken into account in order to maximise LCVP activities.

Class Lists and Level:

All students follow a common level for the LCVP.

Supporting Students with Additional Needs:

The Additional Needs co-ordinator emails information in a staff folder at the start of the year. This includes the names of students who have followed the L2LP modified programme, students that have specific learning difficulties etc. We are made aware of these students as they progress to senior level and help is made available to them if required. We also discuss methods of dealing with students with specific learning difficulties and try to implement these methods.

Planning for students with Special Needs:

Through discussions with the Additional Needs coordinator students are catered for in the LCVP. Each year the list of incoming 5th years is assessed by the AEN coordinator. Extra help is provided if needed. The nature of the programme tends to favour those with special needs.

Student Access to Programme:

All students entering 5th year have access to the programme. The entry requirements for the programme were changed by the DE in March 2022.

Recruitment:

Transition Year students: TY students are targeted in January of the school year. A presentation is made to them on the LCVP, usually for 1-2 classes. An open forum where they ask questions is also held. This is carried on in conjunction with their senior subject options decision. Information leaflets are also to be given out at Parent teacher meeting. A senior options night for parents and students is held (usually in April) where the LCVP option is again highlighted. By May all TY students will have made their choice.

3rd Year students: 3rd year students who have not applied to TY receive a presentation on the LCVP in February/March. Again a question session is available to them. A senior options night for parents and students is held and by May, 3rd year students will have made their choice.

Other senior students: New students to the school get a one to one explanation of what is entailed in the LCVP. They are permitted to join in 5th year. Unless they have taken part in the LCVP in another school they will not be allowed to join LCVP in 6th Year. Repeat students only repeat the exam – they do not re submit their portfolio.

Homework Policy:

Students are expected to complete all aspects of school and home work. It differs from other subjects in that homework may take a number of days /weeks to complete. This allows a degree of flexibility for the student in relation to many of the LCVP activities. Students and teachers agree on dates for completion of work/tasks.

Programme requirements:

Programme Requirements for students taking Leaving Certificate Examination:

- At least five Leaving Certificate subjects, one of which must be Irish
- Two Link Modules: Preparation for the World of Work and Enterprise Education
- A recognized course in a Modern European Language other than Irish or English (in our school either French/German)

The Link Modules:

Students taking the Leaving Certificate Examination will follow two Link Modules over the course of the two years.

Link Module I – Preparation for the World of Work

Students will research and investigate local employment opportunities, develop job seeking skills such as letter writing, CV presentation, interview techniques; gain valuable practical experience of the world of work; interview and work shadow a person in a career area that interests them.

Link Module II – Enterprise Education

Students will be involved in organising visits to local business and community enterprises; meet and interview enterprising people on – site and in the classroom; plan and undertake interesting activities that will build self – confidence, creativity, initiative and develop teamwork, communication and computer skills.

Information and Communications Technology:

Students taking the LCVP will have an opportunity to develop and apply their IT skills. Students should also have an opportunity to use audio / visual equipment and computer presentation packages for recording and presentation purposes. During the course of the programme students will develop skills to:

- Enter, edit, store, retrieve and print information
- Word process CVs, letters, reports and create illustrated documents
- Send and receive e – mail messages
- Access and use relevant information from the Internet.

Teaching and Learning:

The use of active teaching and learning methodologies is encouraged across the LCVP curriculum. Experiences such as work placement, career investigation, mini – enterprise, business and community visits are an integral part of the programme. The Link Modules encourage students to apply the knowledge and skills they have acquired through their Vocational Subjects and in other areas of their Leaving Certificate. Vocational relevance is enhanced by putting in place opportunities for students to plan, organize and engage in active learning experiences inside and outside the classroom.

Typical LCVP activities are listed earlier in this document (programme objectives)

Assessment of the Link Modules:

5th year:

Class tests, Christmas and Summer Exam – coursework

Completed elements of portfolio – portfolio

6th year:

Class tests, Christmas, Pre-examination, Leaving Certificate exam (May)

Completion of vsware – Halloween/Easter, Christmas/Summer

Records of all assessments are filed on line (vsware) and in the office.

Leaving Certificate Exam:

LCVP students follow the same subject syllabi and are assessed in the same way as their peers in the Leaving Certificate. For the Link Modules they are assessed by Written Examination (40%) and by Portfolio of Coursework (60%).

The structure of the Written Examination is as follows:

Section A Audio Visual Presentation

Section B Case Study (received in advance by students)

Section C General Questions (4 out of 6)

The written exam takes place in May of the Leaving Certificate year.

The Portfolio of Coursework accounts for 60% of total marks. Students assemble the portfolio over the two years of the programme and it is assessed at the end of the final year of the Leaving Certificate.

Record Keeping Procedures:

School Record book is used to keep records e.g Attendance, homework, behaviour, assesment grades, activities, portfolio entries etc.

Each teacher keeps records but they are available to other teachers if they want to consult with them.

Assessments are formally computerised and filed in the school office.

Year heads and tutors may also have access to student records.

Students keep their own record of portfolio entries/ work in progress to encourage self learning.

Folders with students work and handouts are kept by students/ class teacher.

Portfolio Work (end of year) submitted to relevant teacher and kept for following school year.

Resources:

5th and 6th Year - Text Book

Handouts

Examination Papers

People – employers/voluntary workers etc

Locality

Brochures

Business/Enterprises/Various Organisations

Internet

Local Papers

School Library

TV/Video/DVD