

# CTI Clonmel



## Raheen College & Gaelcholáiste Chéitinn

**RAHEEN  
COLLEGE**



Date: January 2026  
**Leaving Certificate Applied Policy**



Rialtas na hÉireann  
Government of Ireland



Có-mhaoinithe ag an  
Aontas Eorpach  
Co-funded by the  
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## CTI Clonmel Mission Statement

The role of our school is to facilitate the students of Clonmel and its environs in the acquisition of general and specialised education. CTI Clonmel is under the patronage of Tipperary Education and Training Board. ETB schools are state, co-educational, multidenominational schools underpinned by the core values of:

- Excellence
- Care
- Equality
- Community
- Respect

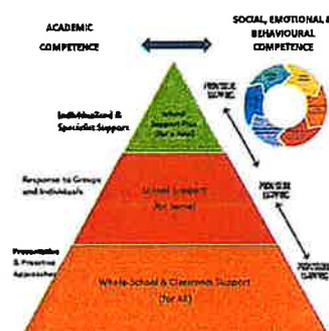


CTI Clonmel provides students with equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide all students with equal opportunities to engage with the curriculum and school life. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school

- provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society
- promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff
- prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values
- treats equally students of all religions and beliefs. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

In CTI, SSE/DEIS planning underpins how we identify needs, meet those needs and monitor and record student outcomes, in conjunction with the continuum of student support (diagram on the right).

All policies are formulated around Child Protection & Safeguarding procedures using the school's Student Safeguarding Statement, the Child Protection Procedures for Primary and Post-Primary Schools (revised 2025), the Children First Act 2015 and the Teaching Council's Code of Conduct (2016)



### **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 Leaving Certificate Applied programme is a two-year Leaving Certificate programme with the aim of preparing Leaving Certificate participants for transition from the world of the school/centre to that of adult and working life.

The programme sets out to recognise the talents of all students and to provide opportunities for developing personal responsibility, self-esteem and self-knowledge. The programme also seeks to develop transferrable skills i.e. skills which can be applied across a broad range of experiences at school, in the community and in the world of work and further study.

### **The aims of LCA in CTI Clonmel**

- To prepare students for the demanding transition to adult and working life.
- To recognise the talents of all students and provide a safe environment where mutual trust will foster the development of their aptitudes, abilities, needs and interests.
- To provide an opportunity where students develop their understanding of personal and team responsibility, self-esteem and self-knowledge.
- To develop communication, decision making and reflective skills.
- To emphasise the importance of problem solving, initiative and enterprise.
- To use active teaching and learning methodologies across the curricula to promote those qualities that are fundamental to the development of each student.
- Quantitative evidence of success is easily found in the attainment of 'Credits'. However, much of the evidence relating to the successful attainment of our aims will be qualitative as our success criteria are
- clearly linked to the intrinsic development of the student.

## Curriculum

The Leaving Certificate Applied programme, which is of two years' duration, has three main elements:

- Vocational Preparation
- Vocational Education
- General Education

A range of courses is provided within each of these elements. Each course is designed on a modular basis and is of thirty hours duration. Each year of the two-year programme is divided into two sessions, September to January and February to June, to facilitate the modular structure of the courses. A module within a given course is usually completed within a session. The following is the curriculum framework of courses and modules in Leaving Certificate Applied in CTI Clonmel

Vocational Preparation	Vocational Education	General Education
Vocational Preparation & Guidance	Mathematical Applications	Social Education
English & Communications	Engineering	SPHE
Personal Reflection task	Graphics & Construction	Leisure & Recreation
	Information & Communication	Modern Language
	Technology	Gaeilge 25/26
		French 26/27
		Visual Art
		Elective - Craft & Design
		Practical Achievement

The following is the schedule of Student Tasks to be completed over the four sessions:

Session 1 Sept – Jan inclusive	Session 2 Feb – May inclusive	Session 3 Sept – Jan inclusive	Session 4 Feb – May inclusive
General Education Task <i>10 credits</i>	Vocational Preparation Task <i>10 credits</i>	Contemporary Issues Task <i>14 credits</i>	Personal Reflection Task – Statement 2 <i>10 credits</i>
	Vocational Education Task Graphics & Construction <i>10 credits</i>	Vocational Education Task Engineering <i>10 credits</i>	
	Personal Reflection Task – Statement 1	Practical Achievement Task – <i>10 credits</i>	

### Leaving Certificate Applied Admissions Procedures

Before applying for a place in the LCA programme in CTI Clonmel, an applicant must have sat the Junior Certificate examination or its equivalent if coming from another jurisdiction. Advice and guidance is given to each student as to whether LCA or Leaving Certificate Established will best suit him/her by the Guidance Counsellor, the LCA Coordinator and individual teachers. An information night for parents ensures that they too are fully informed of the benefits and consequences of both options.

If a student seeks admission to the Leaving Certificate Applied Programme in CTI Clonmel, the following procedure applies.

1. A detailed **application form**, including signed parental consent for the student to apply to participate in the LCA Programme, must be submitted before the end of Third Year. The application form is the first part of the selection process, and its completion is not a guarantee of acceptance on the course.
2. The second part of the process is that each candidate will be **interviewed** by the LCA Coordinator and, if deemed necessary, by the Principal/Deputy-Principal and will be advised accordingly as to whether the LCA is the appropriate route for his/her further education. The views of teachers who have taught the student may be sought to establish if the LCA Programme suits the candidate.
3. The third part of the application process is that the prospective student and his/her parents must sign the **LCA contract**.

Please note the following points:

- The **final decision** as to whether a candidate is accepted into the LCA Programme rests with the Principal and that decision will be communicated to the candidate and his/her parents in writing.
- For the school years 2026/2027 and 2027/2028, the **number of places** on the LCA Programme is limited to 14 and priority is given to existing students of CTI Clonmel.

- **Subjects** offered on the programme are dependent on staff availability and on resources. There is no guarantee that a specific subject/subjects, other than core subjects will be offered in any given year.
- Applications from students from other schools to join the LCA Programme will only be considered if they have first fully completed CTI Clonmel's **student transfer form**. The process of applying for a place on the LCA Programme will then follow the same procedure as outlined in points 1-3 above. The final decision to accept a candidate from another school into the programme will be made by the Principal.
- If the LCA class is **oversubscribed**, a waiting list will be created as follows:
  - Priority will be given to current students of CTI Clonmel and a lottery used to determine the students who will be offered a place
  - If any places remain, a separate lottery will be used to determine the external students who will be offered a place, provided that they have also completed the relevant forms to transfer to CTI Clonmel.
  - Late applications will revert to the end of the waiting list.
- If a student, having been offered a place on the LCA Programme decides to decline it prior to the commencement of the programme, the place will be offered to the next in line on the waiting list. If there is no waiting list, that student's place is forfeited.

#### **Selection Procedure for admission to LCA**

- Parents of 3<sup>rd</sup> year student will be introduced to the Leaving Certificate Applied Programme at the information night in May.
- All 3<sup>rd</sup> year students will be informed about ALL of their options including Leaving Certificate Applied and what each subject in the course entails.
- Each interested student will be asked to complete a simple application form which parents must sign.
- Each student will be interviewed by the LCA coordinator and if deemed necessary the Principal or Deputy Principal.

- The views of teachers who have taught students will be sought to see if the LCA programme suits the candidate.
- A decision will then be reached on what students will be accepted into the Programme and Parents informed of decisions in May.

### **Student Induction**

At the beginning of each year, LCA 1 & 2 students will receive a resource pack containing:

- LCA Timetable.
- Explanation of LCA terminology.
- Details of how Credits are accumulated.
- Folder, dividers, etc.
- Timetable of events for year outlining Tasks due, work experience, etc.
- A list of items required by per class.

**LCA 1** students will have a full day of induction with the LCA coordinator and another teacher. The student induction will include team building exercises.

**LCA 1 & 2** attend a team building outing to help develop bonding and cohesion in the group.

### **Work Experience**

Work experience is an integral and essential part of the LCA programme. It gives the student the opportunity to sample different areas of work and helps them to discover what kind of work best suits their interests and talents. Work experience occurs one day per week for the duration of the school year.

Students will be given a letter for potential employers outlining the work experience placement dates and guidelines and students will then find their own work placements. They will confirm details with the Guidance Counsellor and the LCA coordinator prior to commencement of work experience, suitability will then be decided. Students who have not secured suitable work placements will then be assisted in getting placements by the guidance Counsellor and or the LCA Co-ordinator. It is our LCA policy that no more than 2 students work in a single placement. Students are requested to find different work for each of their 4 work experience sessions.

Students will be given a pack to hand to Employers on their first day of work to include a letter from coordinator, insurance form, and an Employer Evaluation Report. Students will fill their work experience journal daily. The LCA coordinator/ work experience teacher will phone the work placement contact weekly to check on how the student is progressing. Students are required to update their work experience journal weekly.

### **Task Preparation and Planning**

Seven tasks are completed over the 4 sessions, with each one worth a designated number of credits. Students are given clear instructions on the requirements of each task. Completed tasks and books are stored for examination and retained by coordinator in case of appeals.

Subjects are identified where cross curricular links can be made between tasks. The Programme Statement & outline of Student Tasks is made available to teachers. Tasks are discussed at LCA meetings and each teacher with responsibility anchors the task, e.g. the Contemporary Issues task is anchored in Social Education. Other tasks include the Practical Achievement Task, which is undertaken in session 3, and the Personal Reflection Task. This task is written over the 4 sessions, it is cross curricular in nature as requires student to reflect on the entire LCA experience, and it is anchored in English & Communications.

### **Students with Additional Educational Needs**

The LCA programme aims to meet the educational and emotional needs of all its students. It especially endeavours to ensure that the needs of any student with additional educational needs are met. Once an application has been received from a student with additional needs, a meeting is held with the care team/ resource team. The needs of the student are then identified, and a variety of steps are put in place. An Individual Educational Profile for the student is done by the AEN coordinator, and a plan is created in consultation with the LCA co-ordinator. Depending on the needs of the pupils a cross-curricular approach is taken at senior cycle. Examples of how students are assisted include:

- helping student with their key assignments, where the resource teacher would work with the class teacher on the various aspects of the key assignment.
- the development of social and personal skills, such as organisational skills, self-management skills and interviewing skills.

- the use of withdrawal of students for resource teaching. This is where a group of students of four or less are withdrawn from a subject. For example, withdrawals are often from the Irish class as many of the students would have had an exemption from language subjects in junior cycle.

### **Health and Safety**

Health and Safety is to be a strong part of the LCA curriculum with particular emphasis to be placed within practical classes. Each project and section of the course should be backed up with the relevant health and safety material (as outlined in the course descriptor). Students must be made aware of and be seen to continually use safe working practices and rules. The students within the LCA course should also be made fully aware of all health and safety plans that are contained within the school.

All tasks should be carried out by students while implementing health and safety rules. LCA students should be included in activities relating to Health and Safety monitoring and development within the school as a method to increase awareness of the subject and put into action the theory that they have learned. Students should be able to:

- Explain how to use tools and equipment correctly and safely.
- Give examples of safe practices in the workplace (verbally).
- Use all tools and equipment correctly and safely.
- Store all tools and equipment correctly and safely.
- List the different procedures for self-protection in the school, including the use of protective clothing (verbally).

### **Guidance for Leaving Cert Applied Students**

In May of 3<sup>rd</sup> year, all junior cycle **students** are informed of the options available to them in Senior Cycle. Students are given a presentation by the Guidance Counsellor & LCA coordinator in which the structure, course content & assessment of both the Leaving Certificate established, and Leaving Certificate Applied are explained to them. They are also informed about the progression routes available upon completion of either course. Information is also given on subject choice, the options available and the importance of the correct subject and level for a particular career path.

Following the talk with students, **parents** are invited to attend an information evening on the options available after junior cycle. This includes information on both Leaving Certificate established and Leaving Certificate Applied., their structure, content, form of assessment and progression routes available upon completion of either course.

The **guidance counsellor** has responsibility for teaching the guidance module of Vocational Preparation & Guidance. Each LCA class has one guidance class per week and each LCA student will be seen by the guidance counsellor / LCA coordinator for an individual careers appointment.

### **Record Keeping & Reporting procedures**

#### **1. Attendance**

- Each teacher is responsible for monitoring the attendance of students in their class.
- Daily attendance is monitored by the LCA coordinator.
- Medical Certificates and notes from parents are stored by the LCA coordinator.
- Students must have 90% minimum attendance to gain credits for their modules. It is the teacher's responsibility to validate this percentage.

#### **2. Key Assignments**

- Each teacher is responsible for monitoring the completion of the required Key Assignments.
- On the completion of each session, key assignments must be held until the appeals procedure has elapsed. Key Assignments must be stored in the LCA Office.
- Students must have completed ALL Key Assignments to gain credits for their modules. It is the teachers responsibility to validate this.

#### **3. Allocation of Credits**

- Individual teachers complete an 'Allocation of Credits' form detailing the credits presented to each candidate in that Module.
- The coordinator collates this data for each student and inputs it/returns it to the State Examinations Commission.
- This paperwork is stored in case of a student appeal

#### **4. Discipline**

Discipline issues are dealt with and recorded under the existing Class Tutor system and are in line with the schools Code of Behaviour.

#### **Programme Assessment & Certification**

##### **In-House Assessment**

LCA students' progress is also monitored by individual subject teachers and parents are regularly updated on students' performance. LCA students will be assessed in house over the two years as follows

- Christmas Reports
  - LCA 1
  - LCA 2
- Mock exams:
  - LCA 1 complete a mock Irish/MFL exam in February.
  - LCA 2 complete mock exams in all their exam subjects in February.
- Summer reports
  - LCA 1

If courses become available to the school, students may be offered the opportunity to become certified in areas including:

- Safe Pass'
- Driver Theory Test
- First Aid

##### **Formal LCA Assessment**

1. Modules: this is dealt with under the section on 'Record keeping and Reporting'
2. Tasks:
  - Students will complete 7 tasks over the two-year period, in the following subject areas:
    - General Education (Session I)
    - Vocational Preparation (Session II)

- Graphics & Construction (Session II)
- Engineering (Session III)
- Practical Achievement (Session III)
- Contemporary Issues (Session III)
- Personal Reflection (Session IV)

### 3. Written/Practical Exams

Students sit exams in the following subject areas:

- Irish (Year I)
- French
- English & Communications
- Graphics & Construction
- Engineering
- Mathematical Applications

On completion of the Leaving Certificate Applied programme, certificates are awarded at one of three levels, based on the number of credits achieved.

Grade	Number of Credits
Distinction	170 -200
Merit	140 -169
Pass	120 -139

### Assessment for Learning

Assessment for learning uses assessment in the classroom as a tool to improve students learning.

Assessment for learning is characterised by:

- Sharing learning intentions with the students at the beginning of each lesson
- Outlining the learning outcomes to students on a regular basis
- Showing students examples of good work
- Providing students with the opportunity to assess their own work and the work of their peers
- Engaging students with past examination papers
- Providing feedback to students

In CTI, LCA students have two class assessments per year. Each student is encouraged and given support to demonstrate their abilities. As a result, the LCA team strives to be flexible in teaching style and adapt methodologies to the students. Time can be given to re-teaching topics and individual assistance provided to students as the need arises.

### **Teaching Methodologies**

The LCA curriculum is very structured, which leads to teachers following the guidelines laid down in the curriculum in relation to:

- Aims
- Learning outcomes
- Strategies
- Assessment of each module and course

Existing and new teachers to LCA receive a copy of the curriculum for their subject area. A copy of all LCA subject curriculum is available to download from [LCA | Curriculum Online](#). In-service is offered where possible to all teachers in their subject-area. Teaching Methodologies for each subject area are presented in the curriculum and are subject to personal interpretation. Some recommended methodologies include:

- Identifying resources available in the Clonmel area
- An approach that meets the needs of all Leaving Certificate Applied students.
- The use of teaching styles that actively involves the participants in a variety of activities promoting personal responsibility, independent thinking and self-evaluation.

### **Evaluation of LCA**

Evaluation of the LCA programme occurs in two ways. Firstly, there is a continuous informal evaluation throughout the year. Secondly, at the end of the year the LCA Team will formally evaluate the programme using a SWOT analysis. This system establishes the strengths, weaknesses, opportunities and threats of the programme, and this determines what changes, if any, are needed for the following year. Students and parents are also asked to review the programme, and their feedback is included in the end of year evaluation. Constant review of the programme is necessary to ensure a student-centred curriculum that

promotes social and personal development, teamwork, basic numeracy and literacy skills and good links with the local community in Clonmel. Some aspects of the LCA programme that are under review include:

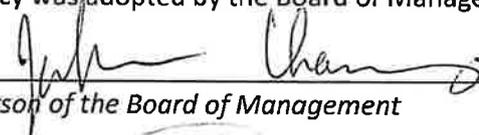
- Planning and organisation of the programme
- Management and organisation of tasks
- Teaching methodologies
- Profile of the programme within the school
- Cross curricular links
- Teaching teams and meetings

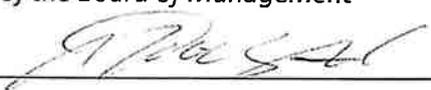
### **Related School Policies**

This LCA Policy is consistent with and supported by a range of other school policies including:

- Code of Behaviour
- Bí Cineálta (Anti-Bullying) Policy
- Attendance Policy
- Special Education Needs (Inclusion) Policy
- Transition Year Policy
- JCSP Policy
- Educational Tours and out of school Activities Policy

This policy was adopted by the Board of Management on 28<sup>th</sup> January 26 [date]

Signed:   
Chairperson of the Board of Management

Signed:   
Principal

Date: 28/1/26

Date of next review: \_\_\_\_\_

**Appendix 1 – Application Form for LCA Class**



**CTI Chluain Meala**  
CTI Clonmel



**Tipperary**  
**ETB**  
Post-Primary

**Address:** The Mall, Clonmel, Tipperary  
**Eircode:** E91 K2E2  
**Phone:** 052 6126269  
**Email:** info@cti-clonmel.ie  
**Website:** www.cti-clonmel.ie

**Acting Principal:** Mr Dominic Walsh  
**Deputy Principal:** Ms Tina Kennedy

**Leaving Certificate Applied Application Form**

Name	
Class & School	
Address	
Home Telephone Number	
Mobile Number	

Why do you want to do the Leaving Certificate Applied programme?

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What hobbies or interests do you have?

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What course do you wish to take up when you leave school?

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How do you think you could contribute to the Leaving Certificate Applied programme in CTI Clonmel?

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Are you prepared to do the following (please tick an answer for each question)

Activity	Yes	No
Have 90% attendance for each subject module		
Complete four key assignments (minimum) in each module		
Complete seven tasks		
Meet all deadlines for key assignments and tasks as set by individual teachers and the Department of Education and Youth		
Ensure excellent behaviour at all times in school and during out of school activities		
Complete all homework on time		
Wear the full school uniform every day		
Bring all necessary equipment, books, resource materials to class every day		
Cooperate with your classmates in the use of shared resources (e.g. tools or stationery)		
Take full responsibility of arriving to school on time and likewise to every class on time		
Be cooperative, courteous, friendly and behave in an adult manner in your relationships with your teachers and fellow classmates		

What do you hope to gain by doing the Leaving Certificate Applied programme – how do you hope the course will help you (e.g. academically, skills, personal development, work experience, friends, career decisions etc.)

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Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please note: This application form is only one part of the selection process for LCA, which also includes interviewing prospective candidates. Completion of this form is not a guarantee of acceptance on the course

## Appendix 2 – Leaving Certificate Applied Learner Contract



**CTI Chluain Meala**  
CTI Clonmel



Address: The Mall, Clonmel, Tipperary  
Eircode: E91 K2E2  
Phone: 052 6126269  
Email: info@cti-clonmel.ie  
Website: www.cti-clonmel.ie

Acting Principal: Mr Dominic Walsh  
Deputy Principal: Ms Tina Kennedy

### Leaving Certificate Applied Learner Contract

The Leaving Certificate Applied teaching team within CTI Clonmel believes that there are certain attitudes and actions that are essential to the successful completion of the Leaving Certificate Applied programme. These attitudes and actions are listed here.

We want every prospective candidate, and their parents or guardians, to read this document and to sign the document if they are willing to accept the requirements set out underneath.

#### Attendance

A minimum 90% attendance is a basic requirement of the Leaving Certificate Applied. Lengthy or repeated absence must be covered by a medical certificate. Any holidays taken during the course of the two-year programme will not be accepted as a legitimate absence and may result in participants losing out on credits.

#### Application to class work

We require that every student does their best in relation to class work. Credit will not be given for work that is not considered to be the best that a student can do, regardless of quality. Students will be monitored carefully on work experience placements and where possible a member of the teaching staff will visit and interview both the student and their employer.

#### Behaviour

Pupils will be expected to adhere to the school rules as laid out in the code of behaviour and in the student journal.

I have read and understood this learner contract, and I agree to follow its contents.

Student signature: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_

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

**Appendix 3 – Leaving Certificate Applied Learner Contract**



Address: The Mall, Clonmel, Tipperary  
Eircode: E91 K2E2  
Phone: 052 6126269  
Email: info@cti-clonmel.ie  
Website: www.cti-clonmel.ie

Acting Principal: Mr Dominic Walsh  
Deputy Principal: Ms Tina Kennedy

**Leaving Certificate Applied Work Experience Placement**

Dear Parent / Guardian,

Please sign and return this form to the Principal before work experience placement begins for Leaving Certificate Applied students. Please ensure that you have the name and contact information for the supervisor or employee for this work experience placement.

Yours sincerely,



\_\_\_\_\_  
Dominic Walsh  
Principal

\_\_\_\_\_  
I \_\_\_\_\_ hereby declare that I am happy with the work experience placement that my child \_\_\_\_\_ has obtained as part of the Leaving Certificate Applied programme. I am satisfied that he/she will learn a lot through the work experience, and that he/she will be afforded all the protections associated with the laws governing employment and the welfare of children.

Parent / Guardian signature: \_\_\_\_\_

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

