

# St. Columba's College Stranorlar



## WHOLE SCHOOL GUIDANCE PLAN 2025/26

March 2026

## **Contents**

<b>1. Introduction and Rationale</b>	<b>3</b>
1.1 Mission Statement and Ethos	3
1.2 Philosophy of Education	3
1.3 Aims of the Policy	4
1.4 Objectives	4
1.5 Rationale	4
<b>2. Scope of Whole School Guidance (WSG)</b>	<b>6</b>
2.1 Whole School Approach	6
2.2 Person-Centred and Holistic Support	6
2.3 Contemporary Guidance Model	6
2.4 WSG at St. Columba's College	7
<b>3. Whole School Guidance Activities</b>	<b>8</b>
3.1 First Year	8
3.2 Second Year	9
3.3 Third Year	10
3.4 Transition Year	10
3.5 Fifth Year	11
3.6 Sixth Year	11
3.7 Whole School Activities	12
3.8 Clubs	12
<b>4. Provision of Guidance at St. Columba's College</b>	<b>13</b>
4.1 Resources	13
4.2 Personnel	13
4.3 Whole School Approach to Guidance	14
4.4 Facilities	15
4.5 Materials	15
4.6 External	15
<b>5. Guidance Curriculum</b>	<b>15</b>
5.1 Formal Guidance	15
5.2 Informal Guidance	16

5.3 Formal and Informal Guidance Programme	16
<b>6. Testing</b>	16
<b>7. Protocol for Meetings</b>	17
7.1 Meetings with Students	17
7.2 Meetings with Parents / Guardians	17
<b>8. Reporting Procedures</b>	17
<b>9. Referral System</b>	18
<b>10. Referrals to Student Support Team</b>	18
<b>11. Record Keeping Procedures</b>	18
<b>12. In-Career Development</b>	19
<b>13. Links With Other Staff / Outside Agencies</b>	19
<b>14. Communication</b>	21
<b>15. Remote Learning (In the Event of Future School Closures)</b>	23
<b>16. Links With Other Policies</b>	23
<b>17. Areas for Development</b>	23
<b>18. Ratification and Review</b>	24
18.1 Implementation of Policy	24
18.2 Review of Policy	24
<b>Appendix 1 – JC Plans</b>	25
<b>Appendix 2 – TY Guidance</b>	28
<b>Appendix 3 – 5<sup>th</sup> Careers</b>	42
<b>Appendix 4 – 6<sup>th</sup> Careers</b>	47

## **1. Introduction and Rationale**

### **1.1 Our Mission Statement**

St. Columba's College is a Catholic Voluntary Secondary School in the trusteeship of CEIST and is committed to the pursuit of excellence in a caring environment.

In achieving this, the Guidance Counsellors play an important part in the areas of counselling and guidance as well as involvement in the Pastoral Care Programme.

### **1.2 Philosophy of Education**

Inspired by the vision of Catherine McAuley, St. Columba's College is committed to holistic development and to the achievement of the full potential of each student, particularly those who are disadvantaged or marginalised.

The central purpose of the school community is the religious, moral, intellectual, physical and social education of the students.

The school is committed to:

- Respecting the dignity of the students with his/her background, tradition and beliefs: valuing the potential of each and encouraging the strong to support the weak.
- Enabling the student develop a healthy self-image and form positive relationships with others.
- Encouraging the student to develop a sense of creativity and of collaboration of others.
- Preparing the student through the academic and technical training for a vocational role in life.
- Providing a disciplined atmosphere in which the student is encouraged to grow in freedom and to take increasing responsibility for his/her own education and for the life of the school community.

CEIST (Catholic Education, an Irish Schools Trust) was established by five Catholic Religious Congregations – Daughters of Charity, Presentation Sisters, Sisters of the Christian Retreat, Sisters of Mercy, and Missionaries of the Sacred Heart – to provide a sustainable moral and legal trustee framework for post-primary Catholic education in Ireland. Rooted in the founding vision of its Congregations, CEIST emphasises the dignity and rights of individuals, empowers the vulnerable, and prepares young people to be agents of social transformation.

The Trust is dedicated to fostering inclusive, hospitable, excellent, and compassionate learning environments inspired by Gospel values and the wisdom of its Founders. CEIST promotes collaborative school faith communities, supports staff in their essential roles, and addresses the evolving needs of youth. Engaging in ecumenical dialogue, CEIST values its Catholic identity while working with other Christian traditions and all people of goodwill to advocate for the poor, justice, and environmental stewardship, respecting diversity.

### 1.3 Aims of the Plan

- The Whole School Guidance Programme in St. Columba's College aims to provide support for students to enable them to make wise and informed personal, social, educational and career choices.
- St. Columba's Guidance Department strives to be inclusive in providing for the needs of all students: junior, senior, minority, international, special education needs, learning supported and gifted etc.
- The Whole School Guidance Plan will provide a framework for the delivery of St. Columba's Guidance and Counselling Programme.
- The Whole School Guidance Plan will include all Guidance activities and recognise the important role of all staff members in the planning and delivery of St. Columba's Guidance and Counselling Programme.

### 1.4 Objectives

This Guidance Policy aims to provide a whole school approach which will allow students:

- To grow in independence and take ownership of their rights and responsibilities, enabling them to make informed choices and effectively manage their personal transitions.
- To develop and explore an awareness and acceptance of their talents and abilities.
- To identify and explore personal, educational and career opportunities and pathways to progression.

### 1.5 Rationale

[DE, Circular 0001/2025](#), p. 1 states that 'guidance is, by definition, person-centred and holistic. It supports personal and social, educational and career development: guidance facilitates and empowers individuals to make informed decisions and life choices. [...] guidance plays a significant role in supporting students' well-being and contributes to building internal and external resilience.'

WSG supports the implementation of a large and varied range of activities and learning experiences provided to students in a progressive sequence.' At St. Columba's College, each member of staff recognises and ensures that guidance permeates every aspect of school life.

This plan will distinguish between the competencies available within the school to help support students through various situations and where referral to outside agencies is deemed necessary.

Additionally, in line with [Action 9.1 in Action Plan for Education](#) 2017 the WSG plan will 'include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team'.

“Guidance” refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

- Educational
- Social/Personal
- Career

**1) Educational Guidance** – for example:

- To enable and support the transition from Primary to Post-Primary.
- To encourage and support students to remain in formal education
- To encourage students’ development as *‘independent learners’*
- To provide the option of a Transition Year Programme
- To provide the option of the Leaving Certificate Applied
- Subject Choice and Levels for the Junior Cycle/ Leaving Cert. Programme with particular reference to required or recommended subjects for all Further Education, Higher Education and training courses including Apprenticeships.
- Study Skills and motivation.
- To aim at achieving the highest academic standards
- The development of students’ full potential in all areas of their individual gifts and talents

**2) Social/Personal Guidance** – in the context of one to one and group/class work where appropriate;

- Provision of and access to Personal Counselling
- Providing care and support to students facing challenges and in times of personal crises.
- Assisting students to explore their thoughts and feelings.
- Relationship issues in relation to bullying, suicide prevention and other matters relating to students’ Mental Health. As part of our whole school approach to guidance these issues are also addressed in the Wellbeing, R.E., SPHE, & CSPE Programmes
- The Personal Development of our students are also addressed inter-departmentally

**3) Career Choices/Guidance**

- Self-assessment of skills, qualities, personality type
- Careers information

- National Framework of Qualifications
- 3<sup>rd</sup> level providers
- College applications: CAO, UCAS, UNICAS
- Access Routes
- International opportunities
- Grants and scholarships
- Further education and training information, PLC, Traineeships, Apprenticeships
- Vocational decisions
- Development and identification of 'personal transferable skills'
- Information on the world of work
- Experience of the world of work through work experience
- Personal Marketing skills, CV preparation & interview skills
- Collaboration with LCVP teachers

## **2. Scope of Whole School Guidance (WSG)**

### **2.1 Whole School Approach**

Guidance in post-primary school is a whole school activity integrated into all Junior and Senior Cycle programmes, supporting students from 1<sup>st</sup> to 6<sup>th</sup> year and beyond. It is planned and implemented by the WSG team, with the Guidance Counsellors playing a specialised role. However, WSG is the responsibility of the entire school community, involving all personnel in supporting students' personal, social, educational, and career development ([DE, Circular 001/2025](#), p. 1).

### **2.2 Person-Centred and Holistic Support**

Guidance is person-centred and holistic, facilitating individuals to make informed decisions and life choices. It supports personal, social, educational, and career development while fostering student well-being and resilience ([DE, Circular 0001/2025](#), p. 1).

### **2.3 Contemporary Guidance Model**

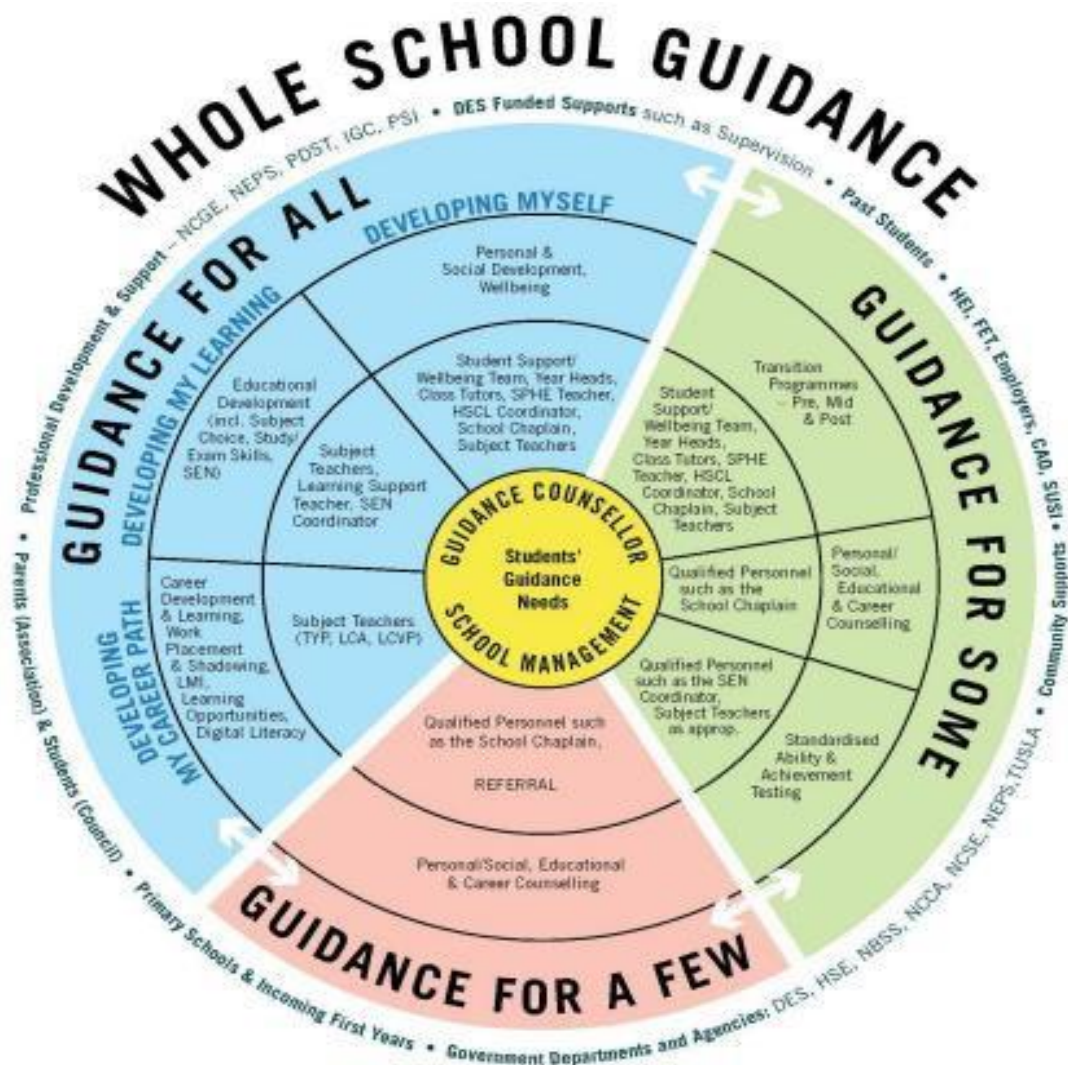
The WSG model emphasises that all school staff, not just guidance counsellors, play a role in assisting students with their personal and academic growth. This collaborative approach ensures that guidance meets the diverse needs of the school community ([DE, Circular 0001/2025](#), p. 1).

## 2.4 WSG at St. Columba's College

The WSG programme at St. Columba's College outlines a range of activities and learning experiences designed to address the guidance needs of students, parents/guardians, and carers. Using the [Continuum of Support Model](#) (NEPS, 2019), the programme provides:

- Guidance for All: Universal Design - support for every student.
- Guidance for Some: Targeted support for specific groups.
- Guidance for Few: Individualised support for those with particular needs.

This approach ensures a comprehensive, inclusive, and effective system of guidance for the entire school community.



### 3. Whole School Guidance Activities

#### 3.1 First Year

Activity	Target Group	Facilitated by
Open Day/Evening/Enrolment	All	Whole Staff
Visits to Primary Schools	All	Principal & Deputy Principals
Assessment of needs	Some	SEN Co-ordinator
6th class attend musical	All	Musical Dept
Induction/Transfer Programme	All	Induction Team & Senior Prefects
1st Year Parent Info Evening	All	Management, YH, GCs
Designated space in canteen	All	Deputy Principal
Visit from GC to all classes	All	Guidance Counsellors
Mentoring Programme	Some	Staff & 5th Year Volunteers
Guidance Dept Survey (mid-term)	All	Guidance Counsellors
Assembly (Weekly)	All	Principal, DP and YH
Tutor Time (Daily)	All	Class Tutors
Exam Preparation & Study Skills	All	Guidance Counsellors
Games Room	Few	SEN Co-ordinator & Assistants
Extra-curricular activities	All	Staff
Student Council	Few	Staff & older students
Sports Council	Few	Staff & older students
Student Support Team	Some	Student Support Team
Internet Safety Workshop	All	Donegal Youth Service
FUSE Anti Bullying (SPHE)	All	SPHE teachers
One-to-one counselling	Few	Guidance Counsellors
NGRT Reading Test	All	SEN Department
Fun Day	All	PE Department
Small Maths & English Classes	Some	Subject teachers
1st Year Mass	All	RE Department & staff
Aspire PEACEPLUS Programme	Some	Ms. Cowen
Attendance Certificates	All	Year Head
Baking Club	Some	Ms. Deeney
Chess Club	Some	Mr O Donoghue
Community Garda Visit	All	Management
Homework Club	Few	SCP
One-to-one	Few	SCP
Visiting Teacher	Few	Hard of hearing / OT / Visually impaired
Book Club	Some	English Dept
Sports Teams	All	Volunteer Staff
Competitions	All	Various subject areas (e.g., Art)
PTM	All	All staff
Prizegiving	All	Whole school community
Wellbeing Focus Group	Few	Wellbeing Co-Ord.
Social Media Posts	All	Principal and DP

VSWare Updates	Some	All staff
Evening Study	Some	Evening Study Co-ordinator
School Journal	All	All staff
Academic Tracking	All	All staff
Fr. Vincent	All	RE Dept

### 3.2 Second Year

<b>Activity</b>	<b>Target Group</b>	<b>Facilitated by</b>
Assembly	All	Principal, DP and YH
Tutor Time	All	Class Teacher
JCT Parent's Night	All	Principal, DP & JCT Co-ord.
GC Class visits	All	GC
Individual Appointments	Few	GC/SEN/Support Team
PTM	All	All staff
School Musical	Some	Musical Production Team
Pentathlon	All	PE Dept
JCSP Class Option	Few	All staff
CBAs	All	All staff
History Trip	All	History Dept
NGRT	All	SEN Dept
Games Room	Few	SEN Co-ordinator & Assistants
Extra-curricular activities	Some	Staff
Student Council	Few	Staff & older students
Sports Council	Few	Staff & older students
Student Support Team	Some	Student Support Team
FUSE Anti Bullying (SPHE)	All	SPHE teachers
One-to-one counselling	Few	Guidance Counsellors
Fun Day	All	PE Department
Small Maths & English Classes	Some	Subject teachers
Attendance Certificates	All	Year Head
Community Garda Visit	All	Management
Homework Club	Few	SCP
One-to-one	Few	SCP
Fr. Vincent	All	RE Dept

### 3.3 Third Year

<b>Activity</b>	<b>Target Group</b>	<b>Facilitated by</b>
Wellbeing Class (GRL)	All	Guidance Counsellors
Subject Choice Module	All	Guidance Counsellors
Programme/Subject Choice Evening	All	Principal, DP, TY/LCA Co-ord, GCs
Study Skills	All	Outside Company
RACE Applications	Few	RACE Co-Ord & SEN Dept
Mid-term assessments	All	All staff
All clubs	Some	Various staff
Extra-curricular Activities	Some	Various staff
Evening Study	Some	Ms. Coulter
Musical	Some	Music Dept
Mock Exams	All	All staff
CBAs	All	All staff
Tutor Time	All	Tutors

### 3.4 Transition Year

<b>Activity</b>	<b>Target Group</b>	<b>Facilitated by</b>
Subject Choice Module	All	Guidance Counsellors
Work Experience	All	Programme Co-ordinator
Gaisce	Some	Gaisce Co-ordinator
Taster Days, ATU	Some	GC/Subject teacher
MiniMED (RCSI)	Some	TY Co-ordinator
Retreat	All	RE Dept
TY Bonding Trip	All	TY team
Parents Info Evening	All	TY Co-ord, DP
Language teaching in primary schools	Some	Irish & MFL Dept
Toastmasters	Some	TY Co-ord
Derry History Trip	All	History Dept
Enterprise	All	Enterprise Teachers
Guidance Module	All	Guidance Counsellors
Club Beo	Some	Irish Department
TY Modules	All	TY Team & External
Young Scientist	Some	Ms Deeney
Sports Leadership Programme	Some	PE Dept
Literacy Leaders	Some	English Dept
European Ambassador Programme	Some	Ms C Cooke
CPR 4 Schools	All	Ms McNulty & Mr McGlinchey

### 3.5 Fifth Year

Activity	Target Group	Facilitated by
Guidance Class	All	Guidance Counsellors
Assembly (weekly)	All	Principal, DP and YH
Volunteering	Some	DP
Mentoring	Some	DP
Careers & Wellbeing Fair	All	Guidance Counsellors
College Speakers	All	Guidance Dept
RSE	All	RSE Senior Team
Retreat	All	RE Department
Evening Study	Some	Ms. Coulter
Garda Visit	All	Community Guard
Young Scientist	Some	Ms Deeney
PTM	All	All staff
Prizegiving	All	All staff
Attendance Certs	Some	Year Head
Student Council	Few	Staff & students
Sports Council	Few	Staff & students
Extra-curricular clubs & activities	Some	All staff
Rotary Youth Leadership Award	Few	Ms C Cooke

### 3.6 Sixth Year

Activity	Target Group	Facilitated by
Senior Prefect Team	Few	Prefect Committee
Senior Prefect Training	Few	External
Head Boy & Head Girl	Few	Prefect Committee
Assembly (weekly)	All	Principal, DP & YH
Guidance Class	All	Guidance Dept
Open Days	All	Guidance Dept
College Talks	All	Guidance Dept
Study Skills & Motivational Seminar	All	External Company
One-to-one Career appointments	All	Guidance Counsellors
Counselling Appointments	Few	Student Support Team
RACE Applications	Few	SEN & Ms Harkin
HEAR & DARE Applications	Some	Guidance Counsellors
Parents Careers Info Evening	All	Guidance Counsellors
Retreat	All	RE Dept
Leaving Cert Mass	All	RE Dept & all staff
Prizegiving	All	All staff
PTM	All	All staff
Evening Study	Some	Ms Coulter

RSE	All	RSE Team
Geography Field Trip	Some	Geography Dept
Art Trip	Some	Art Dept
Irish Trip	Some	Irish Dept
Extra-curricular Activities	Some	All staff
Various clubs	Some	Staff

### 3.7 Whole School Activities

Wellbeing Week	Opening School Mass
LGBT Awareness Week	Christmas Carol Service
Friendship Week	Prizegiving
Seactain na Gaeilge	Safer Internet Day
Maths Week	DEAR Time
Cultural Awareness Week	Christmas Charity Appeal
Science Week	Darkness into Light
Catholic Schools Week	No Uniform Day / Christmas Jumper Day
Ceiliúradh CEIST	

### 3.8 Clubs

Debating	Coding
Darts	Games Room
Chess	Reading
Baking	

**THIS LIST IS A WORK IN PROGRESS AND WILL BE UPDATED REGULARLY**

## **4. Provision of Guidance at St. Columba's College**

### **4.1 Resources**

**Time Allocation:** Currently 38 hours

Timetables are included in **Appendix 1**.

### **4.2 Personnel**

#### **Guidance Counsellors**

Ms. Catherine McNulty BA, HDip, Grad Dip in Guidance Counselling (DCU)

Ms. Eithne Sproule BComm, H Dip, Grad Dip in Guidance Counselling (UL)

#### **Student Support Team**

- The Student Support Team has a central role in the provision of guidance in the St. Columba's College.
- The composition of the team (Deputy principal, Year Head, Guidance Counsellors and SEN co-ordinator) is also critical to the provision of comprehensive student support services – educational, personal and social.
- The team meets every 3 weeks for each Year group at Junior Level and every 2 weeks at Senior Level and it has a vital role in communicating the needs of individual students and groups to the whole staff, management and parents.
- The Student Support Team structure supports the Continuum of Support model: guidance for a few, guidance for some and guidance for all.

#### **Student Support Team Members:**

Mr. Tom Rowan	Principal
Mr. John Sweeney	Deputy Principal
Ms. Georgina White	Deputy Principal
Ms A. Timoney	Deputy Principal
Ms. Eithne Sproule	Guidance Counsellor
Ms. Catherine McNulty	Guidance Counsellor
Ms. Mairead Holmes	SEN Co-ordinator

Mr B McCrea	6 <sup>th</sup> Year Head (Acting Ms. C. McNulty)
Ms. M. Rodgers	5 <sup>th</sup> Year Head
Ms. M. McGrath	Transition Year Head
Ms. N. Mahon	3 <sup>rd</sup> Year Head
Ms. AM Wade	2 <sup>nd</sup> Year Head
Ms. C. Cooke	1 <sup>st</sup> Year Head

### **4.3 Whole School Approach to Guidance**

While the Guidance Counsellors have the overall responsibility for co-ordinating and compiling the Guidance Plan, all members of staff have a contribution to make. The Guidance Counsellors are members of the school educational team and so work with various members of that team to provide students with the best possible service.

#### **Members of this team include:**

School Management	Year Heads
Class Teachers/Tutors	Subject Teachers
SEN Co-ordinator	Learning Support Team
Programme Co-ordinators	Parents
School Ancillary Staff	Assistants
SPHE Co-ordinator	Wellbeing co-ordinator

#### **The Guidance Counsellors may also liaise with the following outside agencies:**

Department of Education & Science	Health Service Executive
Feeder Schools	NEPS
Social Services	Garda Liaison Officers
Local Community	Local Business
SOLAS	Third Level Colleges
Donegal Youth Service	Support Groups
Donegal ETB	CAMHS
JIGSAW	School Completion Programme
Educational Welfare Officer	Business in the Community (BITC)
TUSLA	Finn Valley Family Resource Centre

#### **4.4 Facilities**

- Two Guidance offices equipped with telephone, personal computer, printer and broadband access. Computer networked to the main school network.
- A laptop and Chromebook each provided by the college.
- Notice Boards and holders for newsletters and relevant documents outside each office.
- Access to computer rooms and chrome books throughout school year.

#### **4.5 Materials**

- Each office has a stock of Irish and UK prospectuses.
- Go Careers Interview Techniques.
- Careers Portal REACH Programme for Senior Cycle
- Use of internet:

[www.careersportal.ie](http://www.careersportal.ie)

[www.qualifax.ie](http://www.qualifax.ie)

[www.ucas.co.uk](http://www.ucas.co.uk)

[www.cao.ie](http://www.cao.ie)

[www.careersnews.ie](http://www.careersnews.ie)

#### **4.6 External**

Open Days, Career Exhibitions, Guest Speakers, Past Pupils, Career Information sessions, Parents, NEPS Psychologist, Child & Family Services, Finn Valley Family Resource Centre, HSE/NHS Information sessions and Work Placement opportunities.

### **5. Guidance Curriculum**

The Guidance Curriculum is delivered both formally and informally.

#### **5.1 Formal Guidance**

The Formal Guidance curriculum is delivered through:

1. Individual meetings of a personal counselling nature and careers/vocational guidance nature.
2. Classroom guidance delivered in regular weekly classes to 6<sup>th</sup> year students, fortnightly to 5<sup>th</sup> years, rotating module for TY, rotating module in 3<sup>rd</sup> Year Wellbeing

3. Small group or year group interventions and team teaching for junior year groups.

## **5.2 Informal Guidance**

The Informal Guidance programme consists of liaising with Management/other teaching staff to promote cross-curricular links and to enhance the development of a whole school policy in relation to the delivery of the Guidance Plan. Meetings with parents/guardians and outside agencies form an integral part of Informal Guidance. Also, attendance at career events, SPHE events e.g. Road Safety Roadshow, guest speakers from colleges and organisations such as AWARE, JIGSAW, DYS are part of informal guidance.

## **5.3 Formal and Informal Guidance Programme**

St. Columba's are operating one hour class periods. Therefore, Guidance appointments will be 30 minutes long in order to maximise the number of students who can be accommodated with one-to-one appointments.

Student Support meeting will be 45-60 mins, every 3<sup>rd</sup> week

(\* In the event of a family bereavement / crisis / school-refusal or other relevant situations, the Pastoral Care team will arrange to visit the home)

(\* Classes allocated to each of these areas will vary from week-to-week depending on circumstances and rotations)

**(See Appendix 1, 2, 3 and 4, for detailed Year Group's Guidance Plans)**

## **6. Testing**

1. Assessment tests for incoming first years (CAT IV) and National Group Reading Test (NGRT)) are administered by a team of teachers and marked by the SEN Co-ordinator and an external business. The results are used by the SEN Co-ordinator to identify students requiring learning support. Results are available to all teachers on VS Ware to facilitate differentiation.

2. Throughout the year the SEN Co-ordinator uses the **WRAT IV** test in Reading, Spelling and Numeracy. She may, at times, administer the NGRT again if age appropriate. She uses **WIAT III** for DARE applications.

## **7. Protocol for Meetings**

### **7.1 Meetings with Students**

All meetings are by appointment. Students are either given an appointment by the Guidance counsellor or may request one. An appointment card is issued by the Guidance Counsellor and must be presented to the student's subject teacher and signed prior to attending meeting. If the scheduled time does not suit the subject teacher, it will be re-arranged.

All senior students are seen at least once during senior cycle by the Guidance Counsellor. The number of meetings varies greatly to meet individual students' needs.

### **7.2 Meetings with Parents / Guardians**

Parents/guardians may make appointments with the Guidance Counsellor by telephoning the school. On occasion the Guidance Counsellor may request another staff member eg. Year Head, subject teacher and/or management to be present at the meeting. The student may be invited in to all or part of the meeting with approval of parent/guardian. This gives the student responsibility, ownership and inclusion in the meeting's outcome. Notes are kept of all meetings by the Guidance Counsellor.

## **8. Reporting Procedures**

In both Personal Counselling and in Careers/Vocational Meetings, the confidentiality rule is followed i.e. Designated Liaison Person (DLP)/Deputy DLP and/or parents/guardians are informed if the student is in danger to him/herself and/or to others **or** if it is a legal requirement. The student is informed of the limits to confidentiality at the beginning of a meeting. If it is felt that it is in the student's best interests to inform a teacher/parent/guardian of a particular difficulty, this is only done with the knowledge and agreement of the student

## **9. Referral System**

Students may be referred to the Guidance Counsellor by Principal, Deputy Principals, Year Heads, Student Support Team or any Staff member. They may also be referred by parents or by self-referral. Peer support is encouraged.

The Student Council and Prefect system further enable vulnerable students to be identified. Students see the Guidance Counsellor on an appointment basis with the co-operation of class teachers. Students will be referred to outside agencies when appropriate and in consultation with the student's parents he/she can be referred to the appropriate professional.

If it is deemed necessary to make a referral, this is communicated to the student and the parents.

Where a parent is being advised to take a student to the G.P., a letter is sent home with this recommendation and a copy of the letter is also sent to the G.P.

## **10. Referrals to Student Support Team**

All staff are aware of the Student Support structure and are encouraged to use the **Consultation Forms** which are available in the staff room. This consultation form can be given to any member of the Student Support Team. If necessary, the issue may be addressed immediately by a member of the team or otherwise that student will be placed on the agenda for the next meeting.

The relevant Deputy Principal reports to Staff Meetings with an updated list of students who are receiving student support and the range of challenges being presented.

## **11. Record Keeping Procedures**

- Records of all careers/vocational guidance meetings are kept.
- To maintain confidentiality, records of counselling meetings are generally brief but will contain some of the actual words/phrases used by the client.
- To ensure accuracy, these notes are written as soon as possible after the meeting.
- Details of actions taken are recorded. Notes are generally brief.
- Student Support Meetings are recorded on a secure Google Drive

## **12. In-Career Development**

To maintain qualified membership of the Institute of Guidance Counsellors, a chartered member must complete 10 hours of in-service training annually. (**IGC Constitution and Code of Ethics 2004**).

In-career development is essential to the work of the Guidance Counsellor. Regular attendance at local IGC meetings and Counselling Supervision is facilitated by the school by

sensitive time-tabling. (Currently, Tuesday afternoons are left free of time-tabled classes in so far as it is possible).

The annual IGC Conference provides a range of in-service through the provision of workshops and presentations relevant to our work. Additional in-service is arranged locally and at national level and is open to all registered members of the IGC. The DES supports the provision of in-service for IGC members through funding for Counselling Supervision.

Attendance at Open Days, Guidance Seminars, CAO conference, HSE / SPHE, OIDE, Education Centres, Health Promoting Schools, and NEPS in-service etc. all constitute in-career development.

### **13. Links With Other Staff / Outside Agencies**

The following demonstrates the whole school approach to Guidance and the collaboration between the whole school community and the Guidance Counsellors.

#### **Subject teacher/Class teacher/Tutor**

- Encourages students to reach their academic and personal potential.
- Monitors behaviour and report to Year Head/Guidance Counsellor /Student Support Team if concerned.
- Liaises with parents via student journal.
- Debating and sport
- Musical
- Class talks
- Educational tours/trips

#### **Year Head**

- Member of Student Support Team.
- Referral person for Subject/Class teacher.
- Holistic monitoring of students.
- Refers students to Guidance Counsellor when necessary.
- Liaises with parents as necessary.
- Refers students to Management when necessary.

#### **TY Co-ordinator**

- Motivates and develop personal skills through the TY programme.

- Organises events, outside speakers, excursions etc which promote personal development.
- Liaises with management, Guidance Counsellors, parents in programme development.

### **Programme Co-ordinator**

- Plans and administers LCVP, LCA and TY programmes.
- Promotes programme with students, parents/guardians, outside agencies.
- Organises and monitors Work Experience
- Organises visits out and guest speakers

### **SPHE Teachers**

- Promote self-esteem and positive self-image
- Enables and encourages student discussion in relation to social, personal and health issues.
- Attends in-service
- Attendance at events such as the Road Safety Road Show
- RSE is delivered during SPHE classes

### **SEN Co-ordinator/ RACE Accommodations Co-ordinator**

- Collaborates with management on the allocation of hours for Learning Support.
- Attends Student Support meetings.
- Liaises with parents and external agencies.
- Attends primary school reviews and case-conferences.
- Attends weekly meetings with Additional Needs Assistants.
- Identification of students that JCSP may suit and promotion of the programme.
- Assists with assessment for DARE applications

### **Learning Support Teachers**

- Provides targeted support for identified students
- Consults with NEPS psychologist, Guidance Counsellor as necessary.
- Regular meetings and contact with parents.

### **EAL Teachers**

- Support international students with the English language

### **Parents Council**

- Forum for parents to participate in ongoing development of school
- Voice and link for parents with school.
- Review school policies and suggestions re. same.

### **Student Council**

- Identifies areas of student concern.
- Liaise with Teacher Representative to promote positive change.
- Helps to organise school activities e.g. LGBT week, Anti-Bullying week.
- Liaises with the Donegal Youth Council

### **Outside Agencies**

The Guidance Counsellors in St. Columba's promote and foster links with the following:

- NEPS: Counsellors have occasional contact and meetings with school psychologist.
- HSE, Child & Family Services: Where necessary, Guidance Counsellors have meetings with representative from the HSE in supporting students.
- Social Workers.
- TUSLA
- Educational Welfare Officer
- Employers / Local Business
- Colleges / Admission Officers
- ETB / SOLAS
- Past Pupils
- Primary Schools
- PLC colleges
- Army, Navy, Gardai
- Support agencies, e.g. AWARE, A.A., JIGSAW, Donegal Youth Service (DYS) provide guest speakers to address students
- Retreat Teams

## **14. Communication**

The Guidance Counsellors are engaged in communicating with the whole school community including students, other staff members, parents and management. The importance of effective communication is valued and therefore every effort is made to ensure that effective communication takes place.

### **1. Students**

The majority of guidance related information is given to students during class periods. Google Classroom is also used as a communication tool to impart information and deadlines. Information relevant to individual students is given during one-to-one appointments. This is also an opportunity to get to know more about the student and their individual needs.

Links to regular sources of weekly information/online calendars of events are posted in Google Classroom and demonstrated in class. Links to useful resources on websites such as Careers Portal, Classroom Guidance and Qualifax are posted on Google Classroom.

Notice Boards are used outside both Guidance Offices to display posters.

## **2. Other staff members**

An email is sent to staff in September detailing all the Open Days that will be attended by the leaving cert students. It will also contain a reminder of how the career appointments operate.

Staff are also informed on an individual basis of any information they need to know about students.

Appointment Slips are signed by class teacher before appointment.

Lists are sent to Year Head and staff via email of students attending talks/ career events throughout the year.

## **3. Parents**

A letter to all Leaving Cert parents will be posted on the school website in the first term, outlining the list of Open Days that the school will be attending and the Policy for Attendance at Open Days. Parents are encouraged to check their student's Google Classroom for links to online calendars and notification of important dates. The importance of checking updates regularly is stressed.

Guidance Counsellors are present at all Parent Teacher Meetings.

Important reminders are sent via VShare to all parents.

An end of year letter with all relevant information is sent to all parents also.

Guidance Counsellors give presentations at:

- First Year Parents Information Evening (Sept)
- Third Year Parents & Students Info. Evening on Programme and Subject Choice (Jan)
- Leaving Cert Parents Guidance Information Evening (Sept)
- Assisting with SUSI grant applications (May)

Presentations are posted on the school website or through VShare

## **4. Management**

Communication between the Guidance Counsellors and the Principal and Deputy Principals occurs regularly in relation to student issues that arise on a day-to-day basis.

### **15. Remote Learning (In the Event of Future School Closures)**

Google Classroom is used for distributing information both during school and school closures. Live classes delivered via Webex/Zoom.

Recorded presentations uploaded to Google Classroom

Telephone support provided to students during school closures.

Student Support meetings take place on-line.

Students encouraged to email Guidance Counsellors with queries through school email account.

### **16. Links With Other Policies**

The Guidance Plan is developed in conjunction with the following policies:

- Additional Educational Needs
- Anti-Bullying
- Child Safeguarding Statement
- Code of Behaviour
- Critical Incident
- Data Protection GDPR
- Internet Safety: Acceptable Use Policy
- Relationships and Sexuality Education (RSE)
- Student Council
- Substance Use
- Remote Learning
- Communications
- Extra-curricular Trips
- One to one teaching

### **17. Areas for Development**

- Supporting SEN/International students with their after-school options

- More formal Guidance Programme for Junior classes especially 2<sup>nd</sup> Year through Wellbeing/SPHE
- Re-introduction of Assessment tests at Senior Level.

## 18. Ratification and Review

### 18.1 Implementation of Policy

St. Columba's College Whole School Guidance Plan has been ratified by the Board of Management and formally adopted on **12<sup>th</sup> March 2026**.

We commit to ensuring its implementation in a manner that upholds the College's Catholic identity while fully respecting the rights and dignity of every student.

Signature: P. J. McGowan

Date: 12/3/26

(Chairperson, Board of Management)

Signature: [Signature]

Date: 12/03/2026

(Principal)

### 18.2 Review of Policy

The school will monitor / review on a regular basis, and evaluate the policy and all related work and procedures to ensure legal compliance and the maintenance of best practices.

**Date for Review:** March 2027

## Appendix 1 - JC Plans

St. Columba's College Guidance Department Plan					
3 <sup>rd</sup> Year Career Guidance Unit of Learning – 2025/2026					
Topic	Learning outcomes	Methodology	Resources	Linked JC Wellbeing Indicators	Rationale + Key Skills
<b>1. Goal Setting</b>  <b>Lesson 1</b>  <b>60 min</b>	<u>Students will understand</u> <ul style="list-style-type: none"> <li>• What is a goal?</li> <li>• Why set goals?</li> <li>• SMART technique.</li> <li>• Importance of Planning + Preparation.</li> </ul>	PowerPoint Presentations.  Worksheets to check learning.  Handouts/Information leaflets.	PPT pg 161  Worksheet  Lesson Plan  in  Guidance Related Learning Lessons for JC by NCGE + CP	Responsible, Resilient, Aware	Encourages planning, self-awareness, and perseverance.  Managing Myself  Motivation  Time management  Self-Reflection
<b>2. My Skills + Values</b>  <b>Lesson 2</b>  <b>60 min</b>	Getting to know yourself	Complete a range of Self-assessments, Research + Reflections	PPT pg. 267, 61+149  Worksheet  Lesson Plan  in  Guidance Related Learning Lessons for JC by NCGE + CP	Aware, Respected, Connected	Promotes self-reflection, understanding personal strengths, and valuing diversity.  Staying Well

			<a href="http://www.qualifax.ie">www.qualifax.ie</a> <a href="http://www.careersportal.ie">www.careersportal.ie</a> <a href="http://www.myguidance.ie">www.myguidance.ie</a>		Being Literate
<b>3. Pathways</b>  <b>Lesson 3</b>  <b>60 min</b>	<ul style="list-style-type: none"> <li>Stages of Education.</li> <li>Importance of Education.</li> <li>Importance of learning key skills, e.g. literacy + numeracy.</li> </ul>	PowerPoint Presentations.  Worksheets to check learning.  Handouts/Information leaflets.	PPT Worksheet Lesson Plan in Guidance Related Learning Lessons for JC by NCGE + CP	Responsible, Active, Aware	Supports informed decision-making and understanding educational journeys.  Managing Myself
<b>4. My Options</b>  <b>Lesson 4</b>  <b>60 min</b>	<ul style="list-style-type: none"> <li>Be aware of Options after school.</li> </ul>	PowerPoint Presentations.  Internet Research Tools.  Worksheets to check learning.  Handouts/Information leaflets.	PPT Worksheet Lesson Plan  Guidance Related Learning Lessons for JC by NCGE + CP.  Internet Research.	Responsible, Resilient	Builds awareness of future choices and encourages proactive thinking.  Communicating  Managing Myself
<b>5. Exploration of Careers</b>  <b>Lesson 5</b>  <b>60 min</b>	<ul style="list-style-type: none"> <li>Research a number of career sectors.</li> </ul>	PowerPoint Presentations.  Internet Research Tools.  Worksheets to check learning.	PPT Worksheet Lesson Plan  Guidance Related Learning Lessons for JC by NCGE + CP  <a href="http://www.qualifax.ie">www.qualifax.ie</a>	Connected, Responsible, Aware	Fosters engagement with the world of work and personal interests.  Self-Reflection

			<a href="http://www.careersportal.ie">www.careersportal.ie</a> <a href="http://www.myguidance.ie">www.myguidance.ie</a>		
<b>6. Focus on Local Opportunities</b>  <b>Lesson 6</b>  <b>60 min</b>	<ul style="list-style-type: none"> <li>Research local employment options.</li> </ul>	Complete a research project in groups or individually.	PPT. Information Interviews. Internet Research.	Connected, Active, Responsible	Strengthens ties to the local community and promotes active engagement. Communication. Connectedness
<b>7. Study Skills</b>  <b>Lesson 7</b>  <b>60 min</b>	<ul style="list-style-type: none"> <li>Participate in a Study Skills Seminar + Workshop.</li> <li>Time Management</li> <li>Motivation.</li> <li>Study Techniques.</li> </ul>	3 classes together in the school hall Presentation + interactive examples. Handouts + Worksheets. Study Planner.	PPT. Worksheets. Handouts.	Resilient, Responsible, Aware	Develops coping strategies, motivation, and time management.
<b>8. Subject Choice</b>  <b>Lesson 8</b>  <b>60 min</b>	<ul style="list-style-type: none"> <li>Participate in a Subject Choice Seminar + Workshop.</li> <li>Be able to use the Minimum Requirements Tool.</li> <li>Be able to locate information on each subject for LC.</li> </ul>	3 classes together in the school hall. Presentation. Research Tools Workshop in Computer Room.	PPT. Handouts. Workshop in Cpr Room <a href="http://www.qualifax.ie">www.qualifax.ie</a> <a href="http://www.careersportal.ie">www.careersportal.ie</a>	Responsible, Aware, Respected	Encourages informed choices and respect for diverse academic paths.



Appendix 2 – TY Guidance



# St Columba's College

## Transition Year

### Career Guidance

#### Micro-module

**Dream. Discover. Do.**

Unlock Your Future

#### Contents

---

TRANSITION YEAR .....	1
KEY COMPETENCIES OF SENIOR CYCLE .....	1
STUDENT DIMENSIONS OF TRANSITION YEAR.....	2
RATIONALE.....	4
AIM.....	4

<b>TIME ALLOCATION</b> .....	<b>4</b>
<b>LEARNING OUTCOMES</b> .....	<b>4</b>
<b>TEACHING FOR STUDENT LEARNING</b> .....	<b>6</b>
<b>ASSESSMENT</b> .....	<b>8</b>
<b>ASSESSMENT METHODS</b> .....	<b>8</b>
<b>FEATURES OF QUALITY</b> .....	<b>8</b>
<b>REPORTING</b> .....	<b>9</b>
<b>EVALUATING</b> .....	<b>10</b>
<b>RESOURCES</b> .....	<b>10</b>

## Transition Year

Transition Year (TY) is a one-year optional programme available to all post-primary schools and is offered as part of the senior cycle experience. During senior cycle students develop a stronger sense of their identity, learning with and from their peers, teachers, other adults, and various media. Senior cycle educates the whole person.

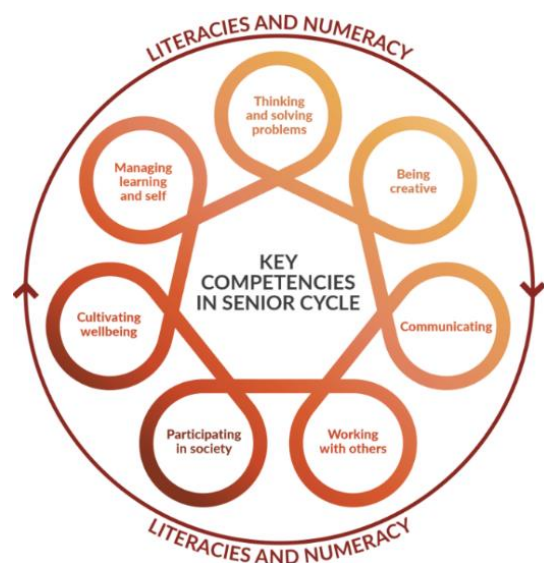
Students' experiences in senior cycle should contribute to their intellectual, social and personal development and their overall wellbeing. During TY, students can develop more mature relationships with teachers and other adults and become active agents in designing their own educational experiences and their own contribution to society.

TY programmes offer a unique opportunity in senior cycle where schools and communities can collaborate to encourage young people to thrive now and into the future. TY offers time, space, and autonomy to create enjoyable and meaningful educational experiences that support students in senior cycle while facilitating their engagement with a broader range of pathways and possibilities. It equips young people with the supports and experiences to develop a greater capacity to respond to uncertainty, manage complexity, and become agents of positive, ethical change in society.

### **Key competencies of senior cycle**

Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop during senior cycle, which helps them to become more engaged, enriched and competent learners.

Further information on key competencies of senior cycle can be found on [ncca.ie](http://ncca.ie).



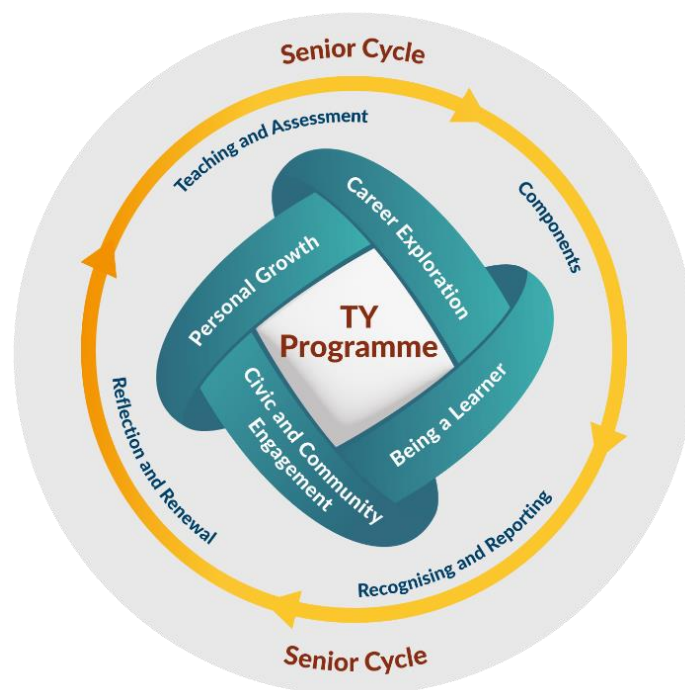
**Figure 1:** Key Competencies in Senior Cycle, supported by literacies and numeracy

**Student Dimensions of Transition Year**

The Student Dimensions describe how students can develop in TY and the experiences that can support this development. The four Student Dimensions are:

- Personal Growth
- Being a Learner
- Civic and Community Engagement
- Career Exploration

The four Student Dimensions are designed to interlock in such a way that together they intersect with all seven key competencies of senior cycle. Each Student Dimension contains a set of developmental indicators and related student experiences.



**Figure 2:** Overview of the Transition Year Programme Statement

Further details can be found in the [Transition Year Programme Statement](#). (p.11-15)

Table 1 lists the developmental indicators that are most likely to be supported by student participation and engagement with this micro-module.

**Table 1** Student Dimensions supported by the micro-module.

Student Dimension	Developmental Indicators most relevant to the micro-module
<b>Personal Growth</b>	<ul style="list-style-type: none"> <li>• Becoming more assured and confident about themselves as a person.</li> <li>• Knowing how to make informed decisions.</li> <li>• Coming to see challenges as further opportunities for growth.</li> <li>• Increasingly taking ownership of their own behaviours and decisions.</li> </ul>
<b>Being a Learner</b>	<ul style="list-style-type: none"> <li>• Being more motivated to learn and seeing education as worthwhile and enjoyable.</li> <li>• Becoming more skilled with digital technologies, both as a user and a creator.</li> <li>• Exploring their own personal interests.</li> <li>• Having a greater appreciation of lifelong learning.</li> </ul>
<b>Civic and Community Engagement</b>	<ul style="list-style-type: none"> <li>• Sustaining more caring and respectful relationships with people, place and nature.</li> <li>• Recognising and engaging with complexity and uncertainty.</li> <li>• Working more co-operatively with others and in teams.</li> <li>• Understanding better the interconnections of local, national and global communities.</li> </ul>
<b>Career Exploration</b>	<ul style="list-style-type: none"> <li>• Being more informed on the links between education and career opportunities.</li> <li>• Having a greater capacity to research and critically reflect upon career pathways.</li> <li>• Increasing their awareness of personal interests, aptitudes, values and dispositions.</li> <li>• Identifying and reviewing career-related goals more regularly.</li> </ul>

**Rationale**

This micro-module is designed to equip students with essential career guidance skills, fostering self-awareness, research abilities, and informed decision-making regarding educational and career pathways. Through structured lessons, students will develop communication, analytical and reflective skills, enabling them to navigate the National Framework of Qualifications (NFQ) and explore progression opportunities. The module aligns with the aims of the TY Programme Statement by empowering students to become creative and active agents in their learning and future career choices.

**Aim**

The main aim of this micro module is to equip students with the research and reflective skills to interrogate possible future career and education pathways which would best fit their skills, interests and values. Students will envisage and discuss possible future vocational roles.

**Time Allocation**

This micro-module is designed for a minimum of **10 hours** of class contact time.

**Learning Outcomes**

The learning outcomes below are designed to promote teaching and learning that develop students' knowledge, skills, values and dispositions incrementally, enabling them to apply their key competencies to different situations as they progress. The right-hand column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. The left-hand column outlines specific areas that students learn about. Taken together, these provide clarity and coherence with the other sections of the micro-module.

The learning outcomes are numbered to support teacher planning. It does not imply any hierarchy of importance across the outcomes themselves.

**Table 2** Learning outcomes

Students learn about	Students should be able to
<p>1.</p> <p><b>Introduction + Overview of TY Guidance module</b></p>	<p>1.1 Meet and greet students.</p> <p>1.2 Students will understand the LOs of the TY Guidance Module.</p> <p>1.3 Students reflect and discuss with their peers ideas regarding their future selves.</p> <p>1.4 Students make suggestions regarding the overall aims for the micro-module.</p>
<p>2.</p> <p><b>Introduction to the NFQ</b></p>	<p>2.1 Students will recognise and understand the NFQ Diagram.</p> <p>2.2 Students will be able to explain the 10 levels in the Irish Education System.</p> <p>2.3 Students will know where Students are on the NFQ and be able to identify Progression Pathways.</p>
<p>3.</p> <p><b>Introduction to Course + Career Searches</b></p> <p><b>CAO / Qualifax / Careers Portal</b></p>	<p>3.1 Students will develop online course research skills.</p> <p>3.2 Link courses to the NFQ Levels.</p> <p>3.3 Students are able to check for Minimum and Specific Requirements.</p>
<p>4</p> <p><b>Career Investigation Portfolio Assignment</b></p>	<p>4.1 Students will decide a career to investigate.</p> <p>4.2 The students will conduct research and complete a Career Investigation Profile Worksheet.</p> <p>4.3 The students will research and analyse the skills and qualities needed in a specific career path.</p> <p>4.4 Students will be able to give details of requirements and NFQ level.</p> <p>4.5 Students will identify two pathways into their chosen career.</p>
<p>5.</p> <p><b>Exploring Personal Values</b></p>	<p>5.1 Students understand what values are and why it is important when making decisions about education and career options.</p> <p>5.2 To aid self-awareness about how the students see their personal values.</p> <p>5.3 To help them identify values important to them and jobs Students might be drawn to.</p> <p>5.4 To review in relation to the careers and courses that the students researched in the Career Investigation Assignment.</p>

<p>6.</p> <p><b>Matching My Skills and Talents with Careers</b></p>	<p>6.1 The students will explore their skills and discuss where Students might be relevant in the world of work and what courses might suit them.</p>
<p>7.</p> <p><b>Assessment, Reflection and Portfolio</b></p>	<p>7.1 Students will engage in a Reflection Activity. 7.2 Students will fill an Evaluation of the Guidance Module. 7.3 Students will upload their Career Investigation to their Portfolio.</p>

### Teaching for Student Learning

Teaching for student learning in TY requires a dynamic approach that prioritises student engagement, exploration, and development. The Curriculum Dimension for Teaching and Assessment identifies collective professional practice and classroom practice that can support student learning and development. In particular, teaching approaches in TY should develop the student in being a learner and encourage them to take responsibility for their own learning. The aims and learning outcomes of the micro-module will strongly influence the choice of teaching pedagogies.

Table 3 suggests activities to support students in realising the learning outcomes. The activities can be adapted and are neither prescriptive nor exhaustive.

**Table 3** How learning outcomes are supported by the micro-module

Learning Outcomes	Aligned activities
1.1	<ul style="list-style-type: none"> <li>Meet students.</li> </ul>
1.2	<ul style="list-style-type: none"> <li>Outline an overview of what we will be hoping to achieve as part of the TY Guidance Module.</li> </ul>
1.3	<ul style="list-style-type: none"> <li>Allow students to have peer to peer discussions sharing their future visions of their careers.</li> </ul>
1.4	<ul style="list-style-type: none"> <li>Get oral feedback from the group on any ideas or additional Los they would like included.</li> </ul>

2.1 2.2 2.3	<ul style="list-style-type: none"> <li>• Show and explain the NFQ diagram.</li> <li>• Let students research the <a href="http://www.qqi.ie">www.qqi.ie</a> website.</li> <li>• NFQ worksheet.</li> </ul>
3.1 3.2 3.3 3.4 3.5 3.6	<ul style="list-style-type: none"> <li>• The teacher will spend 10 minutes demonstrating <b>Qualifax Course Finder / Careers Portal Course Finder / CAO Course Finder.</b></li> <li>• Students Practise Research <b>Careers Portal / Cao / Qualifax.</b></li> <li>• The students will develop their online research skills and focus on the content of a course and how it might suit their strengths and interests. Students will make a more informed decision with this knowledge.</li> <li>• Students filter courses by NFQ level.</li> <li>• Students check Minimum and Specific Requirements.</li> <li>• For the last ten minutes Students will discuss in groups or pairs one of the courses researched and whether the course interested them and whether it suits their strengths.</li> </ul>
4.1 4.2 4.3	<ul style="list-style-type: none"> <li>• The student will complete the <b>Career investigation Worksheet</b> using CAO/Careers Portal.</li> <li>• Facilitate conversation with the students about different pathways to do the course. This will take 20 minutes.</li> <li>• Discuss for ten minutes planning and setting up an <b>Information Interview</b> with someone in their chosen career, and what Students might ask.</li> </ul>
5.1 5.2 5.3 5.4	<ul style="list-style-type: none"> <li>• The students will be given Personal Values Worksheet.</li> <li>• Students will match each value to the correct description.</li> <li>• Students will then list the 5 values that matter most to them for the future. (First Leanings Worksheet 1.4).</li> <li>• Review the courses and careers saved in the CP Carer File and see if Students link with the values Students identified as important to them in today's exercise.</li> </ul>
6.1 6.2 6.3 6.4 6.5	<ul style="list-style-type: none"> <li>• Explain briefly to the students what we mean by skills and why it is important to identify strengths when choosing a field of work or study.</li> <li>• A <b>list of skills with descriptions</b> will be shown on the power point slide.</li> <li>• Students receive a worksheet divided into '<b>Skills I am naturally good at/ Skills I need to work on</b>'. In collaboration with the student Students must categorise each skill.</li> <li>• Conversation on importance of connections between the skills and hobbies, and any possible career paths.</li> <li>• Allow time at the end for peer discussion.</li> </ul>
7.1 7.2 7.3 7.4 7.5	<ul style="list-style-type: none"> <li>• Students will have time to reflect on their research, ideas and on what Students have learned about themselves during the module.</li> <li>• Students will Visualise themselves in the Future.</li> <li>• Students will complete a 300 word reflection of where Students see themselves in 5-10 years' time.</li> <li>• Students will fill an Evaluation Questionnaire.</li> </ul>

- Students will upload their final draft of their Career Investigation Task.

### **Assessment**

Assessment in senior cycle involves gathering, interpreting, using and reporting information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

As well as varied teaching strategies, varied assessment strategies will support student learning and provide information to teachers and students that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual learners. By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

### **Assessment Methods**

The assessment methods listed below are those most closely aligning with the aims, rationale and learning outcomes of the micro-module and also with the Teaching and Assessment section of the TY Programme Statement (p.20-22).

- **Career Investigation - Portfolio Assignment**
- **NFQ Worksheet**
- **Values Worksheet**
- **Skills Worksheet**
- **Reflection and Evaluation Worksheet**

### **Features of Quality**

Features of quality are the statements that support teachers and/or students in making judgements about the quality of student work for the purpose of awarding achievement. The feature of quality below are the criteria that will be used to assess the student learning and

achievement at one of three levels over the course of the micro-module. The three levels are: Distinction, Merit or Achieved.

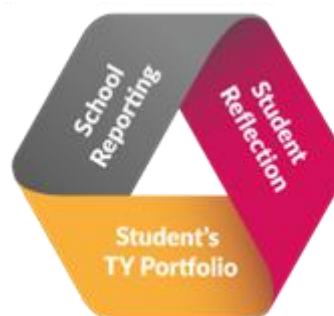
**Table 4** Features of quality

Area of Learning	Distinction	Merit	Achieved
NFQ	Correct answers to all questions with excellent level of detail	Good answers to all questions with some level of detail	Satisfactory answers to some/all questions with some level of detail
Career Investigation	Excellent level of research and detail evident in each section of the report	Good level of research and detail evident in each section of the report]	Satisfactory level of research and detail evident in some/all sections of the report
Values/Skills Worksheets	Each section attempted to a high level of detail and reflection	Each section attempted to a good level of detail and reflection	Some/all sections attempted to a satisfactory level of detail and reflection
Reflection Task	Each section attempted to a high level of detail and reflection]	Each section attempted to a good level of detail and reflection]	Some sections/all sections attempted to a satisfactory level of detail and reflection

### Reporting

The Transition Year Programme Statement (p.23-25) describes the three elements to reporting in TY programmes:

- The TY portfolio
- Student reflection
- School reporting



**Figure 3:** The three elements of reporting in TY

### Portfolio

- By conducting research, the students can gain important insight into their chosen career and help them make informed decisions.
- Research and decision making.
- This information can then be added to the worksheet.

### **Reflection Activity/Evaluation Questionnaire**

- Students will have opportunity to think about the Guidance Module and what Students have learned. Students can make connections between what Students have learned about themselves with possible career and education pathways in the future.
- Students gain valuable skills such as reflection, communication. ICT, and critically thinking.
- Students complete a five-question evaluation for the career guidance micro-module tailored to TY Students. The questions aim to assess the effectiveness of the course, its relevance, and the impact on the participants' understanding of career options.
- This structure combines both quantitative and qualitative feedback to give a well-rounded view of the course's effectiveness.

### **Evaluating**

Reflection and Renewal is a Curriculum Dimension that speaks to the importance of ongoing evaluation of the TY programme and of the components that comprise the programme. The purpose of evaluating the micro-module is to find out, from both the students' and teacher's perspective, the success or otherwise of the module and how it can be improved for the future.

The evaluation of this micro-module may be achieved through a mix of verbal feedback, online evaluation, evaluation based on teacher feedback as part of TY programme evaluation, or other methods that may be suited to the school.

### **Resources**

- PowerPoint Presentation- Overview of TY Guidance Module
- [www.gqi.ie](http://www.gqi.ie)
- NFQ Worksheet
- Internet access
- Computers

- [www.careersportal.ie](http://www.careersportal.ie)
- [www.qualifax.ie](http://www.qualifax.ie)
- [www.cao.ie](http://www.cao.ie)
- Career Investigation Worksheet
- Worksheet 1.4, First Learnings UL
- Skills Worksheet
- PPT on skills with descriptions of skills
- Reflection Activity Sheet
- Evaluation Questionnaire
- Internet Access

## Appendix 5 – 5<sup>th</sup> Careers

### Careers - 5<sup>th</sup> Year (2025/26)

Topic	Content	Learning Intentions	Resources	Time	Reflection & Evaluation
<b>Introduction</b>	<ul style="list-style-type: none"> <li>-Intro to Careers Class,</li> <li>-Outline of course,</li> <li>-Info re appointments</li> <li>-Careers Form to be filled,</li> <li>-Register Careers Portal Account</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how the Guidance programme works,</li> <li>-Recognise the importance of early research,</li> <li>-Understand the open-door policy</li> </ul>	<ul style="list-style-type: none"> <li>Handout (Careers Form)</li> <li>PP Pres. (Course Outline)</li> <li>Internet</li> </ul>	1 class	<ul style="list-style-type: none"> <li>*Worksheet</li> <li>Complete</li> <li>*Career Interest Form</li> </ul>
<b>Career Awareness</b>	<ul style="list-style-type: none"> <li>-Career Awareness Exercise (True/ False)-</li> <li>Myths about Careers</li> <li>-Factors relating to jobs</li> <li>-Careers Portal Interest Test</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate an ability to recognise personal preferences in relation to work/career</li> <li>-Understand the importance of personal satisfaction in the workplace</li> <li>-Identify career interest area for future analysis</li> </ul>	<ul style="list-style-type: none"> <li>Handout – Career Awareness</li> <li>Internet (CP website)</li> </ul>	1 class	*Class Discussion
<b>Career Interests</b>	<ul style="list-style-type: none"> <li>Career Interest Test – <a href="http://www.careersportal.ie">www.careersportal.ie</a></li> </ul>	<ul style="list-style-type: none"> <li>-Understand the link between careers and the student’s interests</li> <li>-Understand the different interest groups (Investigative, Realist, Enterprising, Linguistic,</li> </ul>	<ul style="list-style-type: none"> <li>-Computer Room</li> <li>-Websites: Careersportal</li> <li>-Individual Reports</li> </ul>	1 class	<ul style="list-style-type: none"> <li>*Online Interest Test &amp; feedback</li> <li>*Produces code and graph of main Interest Areas</li> </ul>

		Administrative, Naturalist, Creative, Social)  -Recognise careers associated with the different interest groups  -Identify personal interest group and research careers and characteristics associated with that group.			
<b>Study Skills</b>	-Howard Gardner's Theory on different types of intelligence  -Learning Styles  -Goal Setting  -Study Smart	-Understand that there are various types of intelligences  -Recognise the three learning styles: Visual, Auditory and Kinaesthetic  -Identify individual learning style & goals  -Study Skills Tips and advice	PowerPoint presentation  Howard Gardner Questionnaire  Learning Style Test  Goal Setting & Study Skills handout	2 classes	*Worksheet  *Workbook
<b>Career Skills</b>	-Different types of working skills  -Career Skills Self-Assessment test  Career Skills Summary and Action plan	-Understand that different jobs require different sets of skills  -Recognise the 3 main categories of skills – people,	Career skills test  Enterprise skills test  Computer & whiteboard  PP Presentation	1 class	*Workbook

	<ul style="list-style-type: none"> <li>-Enterprise skills &amp; self assessment, summary and action plan</li> <li>-Entrepreneurial assessment</li> </ul>	<ul style="list-style-type: none"> <li>task and personal skills.</li> <li>-Identify different skills under each category</li> <li>- Recognise student's own skills</li> </ul>	<ul style="list-style-type: none"> <li>(Essential Guidance)</li> <li>Own Skills Identification Handout</li> </ul>		
<b>Topic</b>	<b>Content</b>	<b>Learning Intentions</b>	<b>Resources</b>	<b>Time</b>	
<b>National framework of Qualifications</b>	<ul style="list-style-type: none"> <li>-NFQ explained</li> <li>-10 Levels of Education</li> <li>-Explanation of each Level</li> <li>-Discuss Junior &amp; Leaving Cert Levels</li> <li>-Relationship between training courses, apprenticeships, NWRC, PLC's, CAO, UCAS and the NFQ</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the meaning of the NFQ</li> <li>-Recognise the 10 levels</li> <li>-Identify the level that the student is currently at</li> <li>-Identify with Level 6,7,8 courses using college prospectuses</li> <li>-Understand entry requirements</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint Presentation</li> <li>-NFQ poster – fan diagram</li> </ul>	1 class	*Worksheet
<b>Career Investigation</b>	<ul style="list-style-type: none"> <li>-Students select a career that they are interested in and must complete the project using two pathways into the same career</li> </ul>	<ul style="list-style-type: none"> <li>-Develop an awareness of suitable careers</li> <li>-Understand the necessary skills suited to the job</li> <li>-Identify the personal qualities/ attributes required for the job</li> <li>-Identify 2 courses that</li> </ul>	<ul style="list-style-type: none"> <li>-Computer Room</li> <li>-Websites: <a href="http://www.careersportal.ie">www.careersportal.ie</a></li> <li><a href="http://www.qualifax.ie">www.qualifax.ie</a></li> <li><a href="http://www.careernews.ie">www.careernews.ie</a></li> <li><a href="http://www.cao.ie">www.cao.ie</a></li> <li><a href="http://www.ucas.com">www.ucas.com</a></li> </ul>	2 classes plus research homework	<ul style="list-style-type: none"> <li>*Research Assignment &amp; Report</li> <li>*Special emphasis on LCVP layout for LCVP Classes</li> </ul>

		<p>may lead to the career</p> <p>-Understand the link between Leaving Cert subjects and the career chosen</p> <p>-Analyse advantages and disadvantages of the chosen career</p>	-College Prospectuses		
<b>Topic</b>	<b>Content</b>	<b>Learning Intentions</b>	<b>Resources</b>	<b>Time</b>	
<b>Personality</b>	<p>-The four different types of personality</p> <p>-Careers linked to different personality types</p> <p>-Strengths and weaknesses associated with each personality type</p>	<p>-Understand the importance of personality when choosing a career</p> <p>-Identify the four types of personality- Improvisor, Stabiliser, Theorist, Idealist</p>	<p>-Computer</p> <p>-Personality Test (CP)</p> <p>-CP Presentation</p>	1 class	*Online Test & Report
<p><b>Career Sectors</b></p> <p><b>(Careers in Focus)</b></p> <p><b>***These sectors change yearly depending on student interest</b></p> <p><b>***Students are surveyed in order to select the</b></p>	<p>-Nursing-</p> <p>-Second Level Teaching</p> <p>-Primary School Teaching</p> <p>-Engineering</p> <p>-Agriculture</p> <p>-Psychology</p> <p>-Allied Health Professions</p> <p>-Trades</p>	<p>-Understand the different pathways into the particular career in focus</p> <p>-Identify the level of education needed for each career</p> <p>-Understand the skills and interests that are needed for each sector</p> <p>-Understand entry requirements</p>	<p>-Handout</p> <p>-College Prospectuses</p> <p>-Computer</p> <p>-College/ Career Video</p>	2/3 classes	<p>*Personal Research</p> <p>*Note taking</p> <p>*Favourites star</p>

<b>careers for this section</b>		and points that are needed  -Recognise colleges that offer particular courses			
<b>CAO</b>	-Brief Introduction to the CAO system (Central Applications Office)	-Understand the CAO system  -Understand the application process	CAO website  Computer Handout	1 class	*Worksheet
<b>UCAS</b>	-Brief introduction to UCAS	-Understand that UCAS is used to apply for courses in Northern Ireland, England, Scotland and Wales	UCAS website  Computer	1 class	*Worksheet
<b>College Awareness / Apprenticeships / Other Options</b>  <b>***Subject to change – students are surveyed to help select the colleges of interest</b>	-UG  -UCD  -Maynooth University  -ATU  -TU Dublin  -UU and QUB  -Donegal ETB	-Recognise different colleges in terms of size, faculties, location, courses, levels	Presentations  College Videos/Web sites  Virtual Events	2 classes	

**Notes:**

5<sup>th</sup> year Guidance Classes are delivered every second week.

Appointments are available to all students.

Careers Fairs throughout the year.

## Appendix 4 – 6<sup>th</sup> Year Careers

### Careers - 6th Year (2025/26)

Topic	Content	Learning Intentions	Resources	Time	Reflection & Evaluation
<b>Introduction</b>	<ul style="list-style-type: none"> <li>-Outline of course</li> <li>-Timetable of important dates</li> <li>-Open Day information</li> <li>-Format of guidance appointments</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the nature of 6<sup>th</sup> yr. guidance</li> <li>-Identify with key dates individually</li> <li>-Understand the policy on attending open day</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>PowerPoint</li> </ul>	1 class	Students research & select Open Days to attend
<b>Motivation &amp; Goal Setting</b>	<ul style="list-style-type: none"> <li>-What is motivation?</li> <li>-Motivators</li> <li>-Examples of local success to inspire</li> <li>-Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the importance of being self – motivated</li> <li>-Identify individual motivators</li> <li>-Realise the benefit of having a goal in order to achieve success</li> <li>-Develop short-term &amp; long-term goals</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> </ul>	1 class	Goal Setting Exercise
<b>UCAS</b>	<ul style="list-style-type: none"> <li>-UCAS key dates</li> <li>-Application Process</li> <li>-Fees</li> <li>-Research</li> <li>-Popular courses applied for by Irish students</li> <li><b>-UCAS Test Deadline NB</b></li> <li>-Register interested students</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the UCAS system</li> <li>-Identify if the student will use UCAS based on their career plans</li> <li>-Recognise fee and loan structure</li> <li>-Understand the application</li> </ul>	<ul style="list-style-type: none"> <li>Personal Statement Handout</li> <li>Internet</li> <li>wwwucas.com</li> </ul>	2 classes	<ul style="list-style-type: none"> <li>Online Application</li> <li>Personal Statement Prep</li> </ul>

		<p>process: personal statement, predicted grades, references, etc</p> <p>-Identify the key dates for application (e.g. medicine etc 15<sup>th</sup> October)</p>			
<b>NFQ and Course Search</b>	-Recap on NFQ from last year	<p>-Understand the levels, esp. in relation to CAO application in November</p> <p>-Identify the entry requirements for each level</p> <p>-Understand the importance of the NFQ in career planning</p>	<p>-Course search Handouts</p> <p>-College websites</p>	2 classes	
<b>HEAR/ DARE Access course</b>	<p>-Explanation of HEAR / DARE</p> <p>-Benefits of HEAR / DARE</p> <p>-Criteria for HEAR / DARE</p> <p>-Application process</p>	<p>-Understand the HEAR/ DARE access routes</p> <p>-Identify the method of application</p> <p>-Recognise if the student is a HEAR/ DARE applicant</p>	<p>-PowerPoint presentation</p> <p>-HEAR/ DARE videos</p> <p>-Handout- Information leaflet</p>	2 classes	Research eligibility
<b>Internet Research</b>	<p>-www.qualifax.ie (Spotlight on Careersportal)</p> <p>-wwwucas.com</p> <p><a href="http://www.eunicas.ie">www.eunicas.ie</a></p>	<p>-Understand the importance of internet research in career planning</p> <p>-Understand the importance</p>	<p>-Computer Room</p> <p>-Handouts</p>	2 classes	

	<ul style="list-style-type: none"> <li>-www.cao.ie</li> <li>-www.careernews.ie</li> <li>-College websites</li> </ul>	<ul style="list-style-type: none"> <li>of course content in researching careers (Qualifax)</li> <li>-Create a career file on Careersportal</li> <li>-Understand all the features of your career file</li> </ul>			
<b>CAO</b>	<ul style="list-style-type: none"> <li>-Restricted courses</li> <li>-CAO application process</li> <li>-CAO choices</li> <li>-CAO preparation</li> <li>-CAO timetable of events</li> <li>-HPAT Ireland</li> <li>-Register interested students</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the CAO system/ demo application</li> <li>-Understand the application process</li> <li>-Identify the key dates and fees for application</li> <li>-Recognise the different levels in education (recap)</li> <li>-Understand the features of the handbook</li> </ul>	<ul style="list-style-type: none"> <li>-Digital Handbook</li> <li>-CAO website</li> <li>-PowerPoint presentation</li> </ul>	2/3 classes	Register for CAO
<b>CV writing</b>	<ul style="list-style-type: none"> <li>-Letter of Application</li> <li>-CV Template</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to write a letter/email of application</li> <li>-Complete individual CV</li> </ul>	<ul style="list-style-type: none"> <li>-Handout</li> <li>-CV Template</li> <li>-Computer Room</li> </ul>	2 classes	Complete CV
<b>Interview Skills</b>	<ul style="list-style-type: none"> <li>-Purpose of an interview</li> <li>-Preparation</li> <li>-Do's and don'ts</li> <li>-Sample interview</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the importance of Interviews</li> <li>-Develop interview skills</li> </ul>	<ul style="list-style-type: none"> <li>-Handout</li> <li>-Computer</li> <li>-PowerPoint</li> <li>-Role play</li> </ul>	1 class	Mock Interviews

		<ul style="list-style-type: none"> <li>-Prepare questions</li> <li>-Develop confidence in dealing with interview style questions</li> <li>-Complete a mock interview</li> </ul>	-Guest Speaker		
<b>Stress Management</b>	<ul style="list-style-type: none"> <li>-What is stress?</li> <li>-Signs of stress</li> <li>-Stress management techniques</li> <li>-Useful contact numbers and websites</li> </ul>	<ul style="list-style-type: none"> <li>-Understand stress and its symptoms</li> <li>-Recognise de-stressing techniques</li> <li>-Identify useful sources and people</li> </ul>	Computer	1 class	Workshop
<b>PLC courses</b>	<ul style="list-style-type: none"> <li>-Explanation of PLCs</li> <li>-Format of PLCs</li> <li>-Fees</li> <li>-Application process</li> <li>-Content</li> <li>-Location</li> <li>-Purpose of PLCs</li> <li>-Progression to Third Level</li> </ul>	<ul style="list-style-type: none"> <li>-Understand what a PLC is</li> <li>-Identify suitable PLC courses</li> <li>-Recognise Colleges of Further Education</li> <li>-Understand the application process</li> <li>-Research a few plcs individually</li> </ul>	<ul style="list-style-type: none"> <li>-Handout</li> <li>-Computer</li> </ul>	1 class	
<b>Scholarships</b>	<ul style="list-style-type: none"> <li>-Explanation</li> <li>-Types of scholarships</li> </ul>	<ul style="list-style-type: none"> <li>-Understand what Scholarships are</li> <li>-Recognise the various types</li> </ul>	<ul style="list-style-type: none"> <li>-Handouts</li> <li>-Websites</li> </ul>	1 class	Online research to check eligibility and complete applications

		<ul style="list-style-type: none"> <li>-Identify the methods of application</li> <li>-Identify Scholarships that may apply to individuals</li> </ul>			
<b>ETB/SOLAS</b>	<ul style="list-style-type: none"> <li>-Apprenticeship training</li> <li>-Explanation of Apprenticeships</li> <li>-How to become an Apprentice</li> <li>-Types of Apprenticeships</li> <li>-Entry Requirements</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the Apprentice Training option and how it works</li> <li>-Recognise the different trades for Apprentice Training</li> <li>-Understand the application Method</li> <li>-Understand the SOLAS organisation</li> </ul>	<ul style="list-style-type: none"> <li>-Website</li> <li>-SOLAS Handout</li> </ul>	1 class	Guest Speaker & visit to training centre.
<b>SUSI Maintenance Grant</b>	<ul style="list-style-type: none"> <li>-Explanation of SUSI</li> <li>-Criteria for eligibility</li> <li>-Courses that are eligible</li> <li>-What a Grant covers</li> <li>-Application process</li> <li>-Demo application</li> </ul>	<ul style="list-style-type: none"> <li>-Understand SUSI</li> <li>-Recognise the eligibility criteria</li> <li>-Analyse individual financial income with parents/guardians</li> <li>-Understand the different parts to the grant</li> <li>-Understand the application process</li> </ul>	<ul style="list-style-type: none"> <li>-www.susi.ie</li> <li>-Computers</li> <li>-Handout</li> </ul>	2 classes	Evening assigned to complete SUSI with parent/guardian
<b>CAO NEXT STEPS</b>	<ul style="list-style-type: none"> <li>-Change of mind</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to make a</li> </ul>	<ul style="list-style-type: none"> <li>-Handout</li> </ul>	1 class	Worksheet

	<ul style="list-style-type: none"> <li>-Reassessing course choices</li> <li>-Key dates</li> <li>-How to defer a place</li> <li>-Offer stage</li> </ul>	<ul style="list-style-type: none"> <li>change of mind application</li> <li>-Identify course choices on both the Level 8 and Level 7/6 lists</li> <li>-Recognise the importance of genuine order of preference</li> <li>-Identify key dates in change of mind process</li> <li>-Understand the method used to defer a college place for a year</li> <li>-Identify the ways to accept and decline offers and understand the importance of offer deadlines</li> </ul>	<ul style="list-style-type: none"> <li>-Computer</li> <li>-PowerPoint Presentation</li> </ul>		
<b>College Guest Speakers</b>	-Information on various I.T.s, Universities, PLC and ETB	-Understand the different Colleges and what courses they offer	Guest Speakers and presentations	Varies throughout the year	

**Notes:**

One to one Appointments all year

Guest Speakers from colleges

Attending Ulster University & ATU Open Days

6<sup>th</sup> Year Parents Career Information Evening Sept 18<sup>th</sup>

Visit to ETB Oct 7th