

## 6<sup>th</sup> Year Guidance Overview

### Guidance Curriculum

The Guidance curriculum may be divided into two components:

- Formal
- Informal

### Formal Guidance

The Formal Guidance curriculum is delivered using two forms of intervention employing a number of methodologies:

1. Individual contact of a personal counselling nature and careers/vocational guidance.
2. Classroom guidance delivered in regular weekly classes / rotating modules / team teaching / class group or year group intervention as required.

### Confidentiality

In both Personal Counselling and in Careers/Vocational Guidance Interviews the confidentiality rule is followed i.e. school management, class teacher, year head and/or parents/guardians are informed if it is felt that the student is a danger to him/herself and/or to others as it is a legal requirement to do so.

The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Year Head/Parent/Guardian of a particular difficulty, this is only done with the knowledge and hopefully the agreement of the student.

### Informal Guidance

The Informal Guidance programme consists of liaising with other Whole School Guidance Team members to promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of The Guidance Programme. Meetings with Parents/Guardians form an integral part of Informal guidance.

#### 2.1.3 Provision of classroom guidance/modules

Having [examined](#) the school's provision of guidance, the programs were redesigned in May 2019 to be in line with the Areas of Learning, Competences and Learning Outcomes associated with a [Whole School](#)

[Guidance Framework 2017](#) approach.

All Career Guidance modules from 1st Year to 6th Year (excluding Transition Year) are delivered as part of the SPHE programs.

General guidance activities per year group are listed below.

### **Leaving Certificate Organisation**

Students receive formal class contact for 10 timely lessons as part of the SPHE program.

Each student attends at least one individual 1:1 session with an appointed guidance counsellor to determine career options. The outcome of these sessions are recorded on Compass.

Further 1:1 sessions are available to students who may be applying for UCAS, EUNICAS, Scholarships, Apprenticeships, PLC courses, SUSI Grant Funding, HEAR and DARE.

### **Syllabus**

Normally students receive information through the SPHE Program as per the lessons outlined below.

#### **September – December**

- Lesson 1. Applying for College via CAO.
- Lesson 2. Open Day Preparation
- Lesson 3. HEAR and DARE. Reduced points college access schemes.
- Lesson 4. Studying Abroad. UCAS and EUNICAS.
- Lesson 5. The HPAT.

#### **January – May**

- Lesson 6. Scholarships.
- Lesson 7. Apprenticeships.
- Lesson 8. PLC Courses.
- Lesson 9. Students Universal Support Ireland (SUSI) Grant.
- Lesson 10. Exemptions and Entrance Exams.

#### **2.0.3.7 Leaving Certificate Applied Programme**

As per LCA Vocational Preparation and Guidance Syllabus.

The LCA module helps the students to develop an awareness of their interests, aptitudes and skills with regard to work; to investigate a range of career, education and training opportunities and to devise a personal career action plan.

This mandatory module is designed to help the student become more aware of his/her interests, aptitudes and skills with regard to the world of work. It also seeks to facilitate the process of matching and applying these interests, aptitudes and skills to particular career areas and the world of work in general.

It is intended that a guidance counsellor should deliver this module. The module is designed to complement but not to replace individual career planning interviews between the guidance counsellor and individual students.

## **Aims**

This module aims:

- to enable the student to become more aware of her/his interests, skills and personality attributes and relate these to different fields of work
- to help the student determine her/his own strengths or weaknesses and relate these to working life
- to provide opportunities for the student to identify general areas of employment that suit her/his own skills, qualities and interests
- to enable the student to access and use relevant careers information
- to help the student develop an action plan in relation to her/his chosen career
- to encourage the student to review and evaluate the effect of maturation, work placement experience, and increased workplace and personal awareness on her/his career interests.

## **Units**

Unit 1: The student and the world of work (5th Year Session 1)

Unit 2: The student and one particular field of work (5th Year Session 2)

Unit 3: Information building (Leaving Cert Session 1)

Unit 4: Career Action Plan (Leaving Cert Session 2)

PCA delivers the Guidance Module Units in 6-week programmes i.e. 4 hours per term. This is due the smaller group size facilitating one to one teaching and learning.

## **Wellbeing in Guidance**

The guidance department also recognise that Guidance-related learning is an important aspect of the wellbeing of students in Senior Cycle. Delivery of the Career Guidance modules ensures that the guidance counsellors have opportunities to get to know and to support students throughout Senior Cycle. As well as delivering the Career Guidance modules, the guidance counsellors also co-ordinate the appropriate sharing of relevant information about students with their teachers in support of their wellbeing as and when

required or requested.

### **In house College Fair**

Presentation College hosts an annual [Colleges Fair](#) in the main assembly on the Friday prior to October Midterm.

Colleges and past pupils attending the colleges are invited to attend.

### **In house Careers Fair**

Presentation College hosts an annual [Careers Fair](#) in the main assembly on the Friday prior to the Easter Holidays.

Companies from a wide range of industry sectors and past pupils are invited to attend.

### **Open Day Policy**

Leaving Certificate students are advised to attend Saturday college open days where possible. Permission to attend open days otherwise is at the discretion of the parent and requires a written note to the year head.

### **Guest Speakers**

Guest speakers are invited to visit the school from a range of sectors and services on separate occasions.

These sectors include but are not limited to: Solas, Gardaí, Army, Nursing, STEM, Agriculture and the Tourism sector.

Services guest speakers include EuroPass, Aware and Pieta House.

School Liaison Officers from Third Level Colleges are invited to visit the school to give a talk on their institution, meet the students and answer questions.

### **Medtronic Science Awards**

The Medtronic Science Awards to past Senior Cycle students are annually organised by the Science Dept. in October of each year.

### **College Access Schemes Application Procedure**

All leaving cert students are presented with a letter for their parent/guardian perusal via Compass. The letter details the HEAR and DARE entry requirements.

Parents/Guardians are encouraged to inform their Guidance counsellor of

their intention to signify their intention to apply.

Guidance counsellors liaise with the students and the parents throughout the application process.

### **SUSI Grant Application**

Students receive information about SUSI as part of their Careers class.

Parents/Guardians are notified once SUSI is open via Compass and are directed to SUSI resources and contact information.

Guidance counsellors provide students with application assistance on request.

### **Guidance Alumni**

The guidance department records the college and course destinations of all past pupils via the aforementioned past pupil survey.

This information is used two ways.

The first is in October and April of each academic year to invite [past pupils](#) to return to the school to attend either or both of the annual 'Colleges' and 'Careers' fairs. Past students are encouraged to stand with their new college (October) or related industry sector company (April) and share their experience of college with present students to ensure more informed college course decision making practices in PCA. Past pupils also avail of the opportunity to network with college and industry employees.

The second way the information is used is to link past pupils with present pupils where discussions around potential college course content may prove to be beneficial as part of the college course decision making process.

## **Support for parents**

### **Talks and presentations**

Parents and Guardians meet with the guidance department members on the following occasions:

- Leaving Cert Parents/Guardians CAO Information Evening
- CAO Offers Morning 1:1 Meetings as required.

Team members also liaise with parents/guardians via text/email/telephone where necessary to offer advice as requested.