



Leaving Certificate Applied (LCA) Policy

1. Introduction

1.1 What is the LCA Programme?

The Leaving Certificate Applied (LCA) is a two-year Senior Cycle programme aimed at students who prefer a more practical and hands-on approach to learning. It focuses on developing skills through continuous assessment, work experience, and practical tasks rather than relying solely on written examinations. The LCA programme is designed to prepare students for further education, training and employment by combining academic learning with real-world applications.

1.2 School Mission Statement and Ethos

Our vision is for an equality-based model of second-level school; one that places the student at its centre and is run as a participatory democracy, with respectful partnership between parents/guardians, students, staff and school management. We aim to create a vibrant, welcoming school community with positive teacher-student relationships, in which every student feels a real sense of belonging. Each student is encouraged to explore their full range of abilities and supported to reach their full academic and social potential, whatever their background and identity.

Our equality-based and multi-denominational ethos provides a strong moral, ethical and spiritual framework for the whole school community that informs teaching and learning and all policies and practices in the daily life of the school.

Students follow an ethical education curriculum, which includes learning about different religions and belief systems, equality and justice issues and an ethical approach to the environment. In line with our equality-based, ethical and democratic ethos, our school is committed to embedding and modelling sustainable and eco-friendly practices. Ballymakenny College aims to provide an education that will enable all students to contribute meaningfully to their communities, embrace the rights and responsibilities of citizenship in a democratic society and develop the knowledge, skills, attitudes and values necessary to live, learn and work in the 21st century.

2. Information for Parent(s)/Guardian(s) and Students

2.1 Who would benefit from the programme?

LCA is ideal for students who:

- Prefer practical, project-based learning over traditional academic subjects.
- Want to gain real-world experience through work placements.
- Struggle with the traditional Leaving Certificate structure but are motivated to succeed in a continuous assessment environment.
- Are interested in developing key skills such as communication, teamwork and problem-solving.

2.2 Information for Parent(s)/Guardian(s)

Parent(s)/Guardian(s) should be aware that LCA differs significantly from the traditional Leaving Certificate. The programme is assessed through assessments, key assignments, and tasks rather than solely a final set of exams. Like the established Leaving Certificate, attendance, engagement, and work ethic are key factors in student success. LCA provides structured pathways to further education, apprenticeships, and direct employment.

National Council for Curriculum and Assessment (NCCA) – Leaving Certificate Applied https://www.curriculumonline.ie/Senior-Cycle/LCA

Department of Education – Leaving Certificate Applied
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The official Department of Education document outlines the LCA programme, its aims, and implementation strategies.
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https://assets.gov.ie/195354/f0bfe509-7fd6-453b-8058-3d25d893740b.pdf

Citizens Information – Leaving Certificate Applied

This resource offers insights into the LCA, including eligibility, assessment methods, and progression opportunities.

https://www.citizensinformation.ie/en/education/state_examinations/leaving_certificate_applied.html

State Examinations Commission – Leaving Certificate Applied
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The commission provides information on examinations, assessment criteria, and resources for LCA students.

https://www.examinations.ie/?l=en&mc=ca&sc=lca

2.3 Information for Students

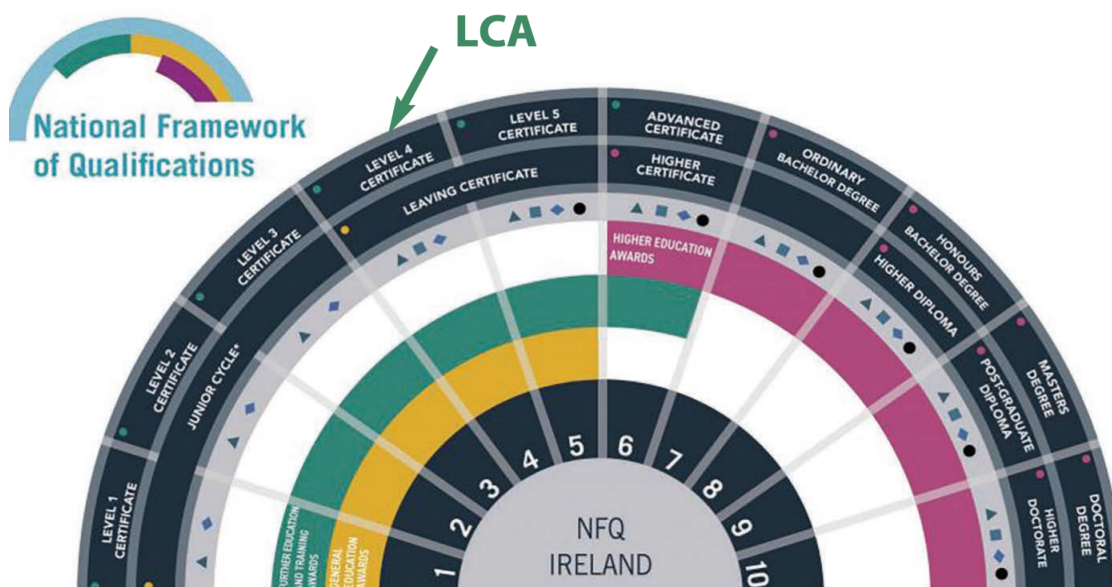
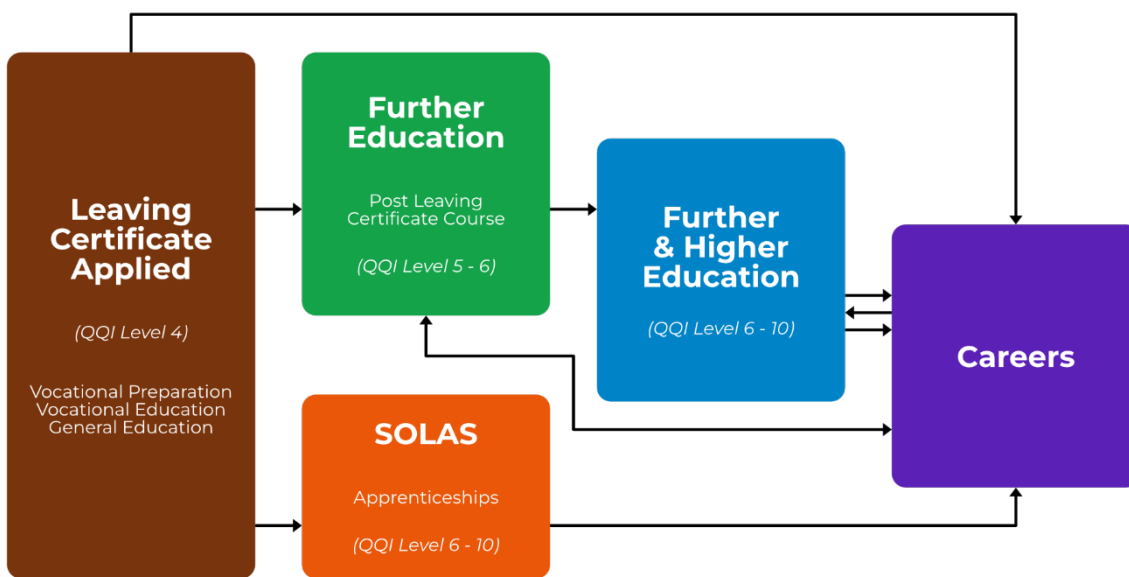
Students who choose LCA will engage in a variety of learning experiences including classroom learning, project work and work experience. They will be required to complete key assignments and projects in each subject. Regular attendance and commitment to the course are **essential**. LCA is a recognised qualification and provides opportunities for progression into further education, training, and employment.

“Would LCA be right for me?”

<https://spunout.ie/education/school/leaving-cert-applied/>

3. Curriculum Framework

3.1 Progression following the successful completion of the LCA programme



3.2 Schedule

The curriculum is delivered over **4 sessions**:

Year 1: Session 1: September to January
Session 2: February to May

Year 2: Session 3: September to January
Session 4: February to May

3.3 Timetabling

Subject Area	Notes
Vocational Preparation	-
VPG & Guidance (1+1 hours)	Two Classes Weekly Module 1 Guidance: Because of the developmental nature of the process involved, this module is designed to take one class period per week over each of the two years of the Leaving Certificate Applied programme, i.e. approximately thirty hours of class time in all. This may be taken as one class per week or as sessions of contact time totaling seven-and-a-half hours per session.
English & Communication (2 hours)	Two Classes Weekly
Vocational Education	
Mathematical Applications (2 hours)	Two Classes Weekly
I.C.T. (Information and Communication Technology)- (1 hour)	1 Class weekly
Vocational Specialisms (2) (2 + 2 hours)	Specialism 1 – Two Classes Weekly Specialism 2- Two Classes Weekly
General Education	
Arts Education (2 hours)	One Lesson Weekly
Social Education (3 hours)	Year 1 (3 Hours Weekly) SPHE 1- One Hour Weekly My Community- One Hour Weekly Contemporary Issues- One Hour Weekly Year 2 (3 Hours Weekly) SPHE 2- One Hour Weekly Taking Charge- One Hour Weekly Contemporary Issues 2 -One Hour Weekly
Languages (1 hour)	Year 1- Irish

Leisure and Recreation (2 hours) Elective Modules Science x 4 modules (2 hours) Personal Reflection (1 hour) Pastoral Care: Treoir 8:30-8:45 Mon-Thurs (1 hour) Friday Work Experience (6 hours max.)	Year 2- MFL
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Total: 28 Hours

3.4 Credit Allocation and Structure

	Course Name	Year One		Year Two	
		Session 1 Sept-Jan	Session 2 Feb -June	Session 3 Sept-Jan	Session 4 Feb -June
Vocational Preparation	Vocational Preparation & Guidance	➔ 2 2	➔ 2 Enterprise 2	➔ 2 2	2 Guidance 2
	English & Communications (Exam = 12 credits)	Personal & Social Communications	Communication & the Digital World	Communication in Media	Express Yourself
		VOC. PREP. TASK			
		PERSONAL REFLECTION TASK PART 1			
Vocational Education	Mathematical Applications (Exam = 10 credits)	Mathematics & Planning	Mathematics & the World Around Me	Mathematics & Life Skills	Mathematics & Work
	Vocational Specialisms Choose 2 from 11 options (Exams = 12 credits each)	1 1	1 1	1 1	1 1
	Introduction to Information and Communication Technology	➔	2	➔	2
		VOC. ED. TASK		VOC. ED. TASK	
General Education	Arts Education (Drama, Dance, Visual Arts, Music)	➔	2	➔	2
	Social Education (Exam = 10 credits)	1 My/Com ➔	1 Ctp/Iss1 1 Soc/Health	1 Ctp/Iss 2	1 Tk/Charge 1 Soc/Health
	Languages (2 exams = 6 credits each)	1	1	1	1
	Leisure & Recreation (including P.E.)	➔	2	➔	2
		GENERAL ED. TASK		CONT. ISSUES TASK	
Elective Courses	2	2	2	2	
30 Hour Modules (3 to 4 class periods per week)				PRACTICAL ACHIEVEMENT TASK	
➔ Indicates that the module credits may be taught in this session but cannot be claimed until May of that year. ☐ Indicates that the module credits can be claimed at the end of this session.		All tasks have a value of 10 credits each			
		PERSONAL REFLECTION TASK PART 1		PERSONAL REFLECTION TASK PART 2	

3.5 Modules

At the end of each session a student is credited on satisfactory completion of the appropriate key assignments for each module. 90% attendance is a requirement for awarding credits for the module.

Students receive **one credit per course module in which there is a final exam.**

Students receive **two credits per course module in which there is NO final exam.**

3.6 Student Tasks

- **Seven student tasks** are completed over four sessions.
- Each student is required to produce a report on the process of completing the task.
- Student tasks (projects) are assessed by external examiners appointed by the Department of Education.
- Students are required to attend an interview for 6 of these tasks.
- A maximum of 10 credits are awarded per task.

Summary of Tasks

Task	Credit	%	Completed in session	Assessed
1. General Education Originating in Arts Education, Leisure & Recreation, Language or Social Education	10	5	1	Jan/Yr 1
2. Vocational Preparation Originating in either Vocational Education & Guidance or English & Communications	10	5	2	May/Yr 1
3. Vocational Education - 1st specialism Originating in one Vocational Specialism	10	5	2	May/Yr 1
4. Vocational Education - 2nd specialism Originating in the second Vocational Specialism	10	5	3	Jan/Yr 2
5. Contemporary Issues Anchored in Social Education	10	5	3	Jan/Yr 2
6. Practical Achievement Generally out of school / centre	10	5	3	Jan/Yr 2
7. Personal Reflection Statement 1 from year 1 will be stored and returned to SEC when Statement 2 is complete	10	5	2 & 4	May/Yr 2

3.7 Modes of Assessment in the LCA

Satisfactory completion of modules + 90% attendance					62 credits	31%
<ul style="list-style-type: none"> Evidence of completion of key assignments for each module One credit per course module in which there is a final exam Two credits per course module in which there is NO final exam 						
7 Student Tasks @ 10 credits each					70 credits	35%
Vocational Preparation		Vocational Education (x2)				
General Education		Contemporary Issue				
Personal Reflection		Practical Achievement				
Final Examinations					68 credits	34%
English & Communications	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications		
12 credits	12 credits each	6 credits each	10 credits	10 credits		
Total					200 credits	100%

3.8 Final Examinations

English and Communications (12 Credits)

Mathematical Applications (10 Credits)

Social Education (10 Credits)

Vocational Specialisms x 2 (12 Credits Each)

Languages x 2 (6 credits each)

Year 1 Session 2- Irish

Year 2 Session 4- MFL

3.9 LCA Certification

At the end of each session, students receive a breakdown of their awarded credits based on a combination of Key Assignments, Student Tasks and Assessments.

Students who successfully complete the LCA programme will receive a certificate from the State Examinations Commission. All credits awarded will be recorded on the Leaving Certificate Applied Certificate.

Certification awarded at 3 levels

PASS	120 - 139 credits	60-69%
MERIT	140 - 169 credits	70-84%
DISTINCTION	170 - 200 credits	85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a "Record of Experience".

4. Roles and Responsibilities in the LCA Programme

4.1 Role of the LCA Programme Coordinator

The LCA Programme Coordinator holds overall responsibility for the effective organisation, coordination and monitoring of the Leaving Certificate Applied programme alongside management within Ballymakenny College.

In particular, the Coordinator is responsible for:

1. Establishing and maintaining systems for the accurate recording, monitoring and reporting of student credits in line with Department of Education requirements.
2. Ensuring that approved templates and documentation for Key Assignments, Student Tasks and attendance records are made available to LCA teachers, including through Teams and Outlook.
3. Supporting staff in understanding LCA assessment structures and timelines, while not being directly involved in the completion or grading of student assignments or tasks.
4. Monitoring attendance data relevant to the awarding of attendance credits, including the verification and processing of medical certificates and approved attendance exemptions.
5. Liaising with school management, Guidance, AEN staff and House Leaders to support student engagement, progression and retention within the programme.

4.2 Role of the Guidance Counsellor

The Guidance Counsellor plays a central role in supporting students during the LCA programme.

This role includes:

1. Providing guidance to students and parents/guardians on senior cycle options, including the suitability and structure of the LCA programme.
2. Contributing to the LCA application and interview process by offering professional insight into student strengths, learning styles, interests and future pathways.

3. Delivering and supporting aspects of Vocational Preparation and Career Guidance within the LCA framework, as timetabled.
4. Liaising with external agencies, employers and training providers where appropriate to support student progression.

4.3 Role of School Management

School management has overall responsibility for the overseeing, resourcing and quality assurance of the LCA programme.

Management responsibilities include:

1. Ensuring that the LCA programme is provided in compliance with Department of Education regulations, circulars and national guidelines.
2. Allocating appropriate staffing, timetabling and resources to support the effective delivery of the programme.
3. Supporting the work of the LCA Coordinator and facilitating collaborative planning among LCA staff.
4. Overseeing admissions, appeals and disciplinary matters related to the programme in line with the school's Code of Behaviour policy.

4.4 Role of the LCA Subject Teacher

LCA subject teachers play a key role in delivering the programme through high-quality teaching, continuous assessment and student support.

Teachers are responsible for:

1. Planning and delivering subject content using active, practical and differentiated teaching methodologies appropriate to the LCA programme.
2. Establishing and maintaining a subject-specific Microsoft Teams page to ensure that all learning materials, assignments and supports are accessible to students.
3. Planning and scheduling Key Assignments across the duration of each module to avoid unnecessary clustering and undue pressure on students.
4. Providing timely, constructive feedback on Key Assignments and Student Tasks and allowing students opportunities to improve their work in order to achieve the highest possible grade.
5. Ensuring that drafts of Student Tasks are reviewed and that students receive clear guidance on how to improve their work.

6. Setting deadlines for sections of Student Tasks and proactively intervening where students fall behind, including informing the House Leader and parents/guardians as appropriate.
7. Ensuring that all reasonable efforts are made to support students in submitting required tasks. No student should fail to submit a task unless they have been absent for the entire session concerned.
8. Referring all report-related notes, concerns or updates through the House Leader and Treoir teacher in line with whole-school reporting procedures.

4.5 Role of Parent(s)/Guardian(s)

Parent(s)/guardian(s) are recognised as key partners in the successful implementation of the LCA programme in Ballymakenny College.

Their role includes:

1. Supporting their child's attendance, punctuality and engagement with all aspects of the programme.
2. Attending information meetings, interviews and review meetings as required.
3. Engaging with communication from the school regarding progress, attendance, work experience and assessment deadlines.
4. Encouraging their child to meet coursework and task deadlines and to take responsibility for their learning throughout the programme.
5. Notifying the school promptly of absences and providing appropriate certification where required. Failure to do so may result in issues relating to credit allocation.

5. Work Experience

Work experience is a compulsory part of Leaving Certificate Applied where students are awarded credits under the Vocational Preparation & Guidance module.

Students must attend work on the **designated work placement day** during school term. This day may change on a yearly basis based on the needs and requirements of the school. It is important that students choose their work experiences carefully. It is recommended that work experience be completed in at least two different career areas over the course of 2 years.

It is the responsibility of the student to acquire a work experience placement before the start of both Year 1 and Year 2. This placement should mirror the school day, i.e. 9am to 3pm unless by prior arrangement with both the employer and LCA Co-ordinator.

Students are provided with the following in June in advance of sessions 1 and 3 so that the placement be secured by a specified date in August:

- School letter to employer
- School insurance letter
- Work experience letter to parent(s)/guardian(s)
- Placement details return form signed by both student and parent(s)/guardian(s)
- Employee evaluation form.

Employee evaluation forms **must** also be returned at the end of each session. Failure to return or complete the above two documents will result in students losing vital credits. It is recommended that students do not combine their work placement with their part time jobs and students should not substitute their work placement day with another day.

Important: If a student is unable to attend their work placement, they must notify both their employer and House Leader or LCA Co-ordinator.

5.1 Monitoring of Work Experience:

Students will be monitored carefully on work experience placements and the Programme Co-ordinator and/ or a member of the teaching staff will telephone/ visit and interview both the student and the employer at various stages throughout the Work Experience process.

The employer must fill out the employee evaluation form and either return to the student at the end of each session or send by post or email to the Programme Co-ordinator.

6 Entry Requirements /Admissions Process

6.1 Nature of Entry

Entry to the Leaving Certificate Applied (LCA) programme in Ballymakenny College is **by application** and is **not an automatic entitlement**. Places on the programme are limited and are subject to the school's capacity to deliver the programme effectively and in a manner that supports student learning, wellbeing and safety. An expression of interest is not an application.

Applications must be submitted in accordance with the procedures and deadlines outlined in the LCA Application Form for the relevant academic year.

6.2 Eligibility to Apply

Students of Ballymakenny College may apply for entry to the LCA programme if they:

- Are completing **third year** or are currently enrolled in **Transition Year**.

6.3 Admissions Criteria

Submission of a completed LCA Application Form is a requirement of the admissions process. Applications that are incomplete, or where required programme expectations are not accepted, will be deemed incomplete and will not be processed further as part of the admissions process.

As the LCA programme is based on continuous assessment and work experience, students must demonstrate an ability and willingness to meet attendance and punctuality requirements. In determining suitability, consideration is also given to the impact of a proposed placement on the learning, wellbeing and safety of other students in the LCA class and the wider school community.

Applications are considered using a holistic assessment of the student's suitability for the LCA programme.

This may include consideration of:

- Engagement with learning and capacity to benefit from a practical and applied programme.
- Attendance and punctuality record; students must demonstrate the ability to maintain attendance in line with programme requirements (minimum 90% per module).
- Behaviour and ability to engage positively with staff and peers.
- Readiness and maturity to meet the demands of Senior Cycle, including work experience.
- Recommendations from relevant staff, including House Leader, Guidance Counsellor, AEN team (where applicable), and subject teachers.

All applicants must attend a formal interview as part of the admissions process. The purpose of the interview is to discuss the student's understanding of the LCA programme, their motivation for applying, and their readiness to meet the expectations of the programme, including work experience and continuous assessment.

No single criterion determines entry.

Acceptance of the school's Code of Behaviour by both the student and their parent(s)/guardian(s) is a condition of entry to the Leaving Certificate Applied programme.

6.4 Oversubscription and Priority of Access

Where the number of applications exceeds the number of available places, priority may be given to students who are required to make an **immediate Senior Cycle programme decision**, including students currently enrolled in Transition Year. Students applying directly from third year may be given lower priority where Transition Year remains a possible pathway to further develop skills, maturity and readiness for Senior Cycle.

Please note: There is a separate application process for Transition Year.

6.5 Waitlist

Where, following the application of the admissions criteria and any stated priority of access, the number of suitable applicants exceeds the number of places available, a random selection process may be used to allocate the remaining places and form a waitlist. This process will be conducted by the principal.

Placement on a waitlist does not guarantee a place in the programme. Should a vacancy arise, the school reserves the right to offer the place having regarded the admissions criteria, the needs of the existing LCA cohort and the overall best interests of students.

6.6 Best Interests of the Student and the Cohort

Entry to the LCA programme will only be approved where, in the professional judgement of school management, participation in the programme is deemed to be **in the best interests of the student concerned** and compatible with the effective delivery of the programme.

In making such decisions, the school also considers its **duty of care** to the LCA cohort and the wider school community, including the impact of any placement on learning, wellbeing and safety.

In some cases, it may be determined that the LCA programme is not an appropriate pathway for a student at that time. Such decisions do not constitute a permanent exclusion from the programme and may be reviewed where there is clear evidence of changed circumstances or improved readiness.

Continued participation in the Leaving Certificate Applied programme is dependent on appropriate engagement, attendance and behaviour. Where a student persistently fails to engage with programme

requirements or where behaviour significantly undermines the learning, wellbeing, or safety of others, the school reserves the right to review the student's continued placement in the programme. In such circumstances, the school may determine that removal from the LCA programme is necessary in the best interests of the student concerned and/or the wider LCA cohort.

6.7 Decision-Making Authority

Final decisions regarding entry to the Leaving Certificate Applied programme rest with the **Principal of Ballymakenny College**, acting on behalf of the Board of Management and informed by consultation with relevant staff. Decisions are based on professional judgement and the application of this policy.

6.8 Transfers

In order to maintain the integrity and stability of the Leaving Certificate Applied programme and to protect the educational experience of students already enrolled, entry to the programme is restricted to the formal admissions process outlined in this policy. Transfers into the LCA programme from outside the school or from other programmes will not be considered. This approach reflects the school's duty of care to the existing LCA cohort and the structure of the programme.

6.9 Communication and Review

Where a student is not offered a place on the LCA programme:

- The decision will be communicated clearly to the student and parent(s)/guardian(s).
- The reasons for the decision will be explained with reference to the admissions criteria and principles set out in this policy
- Where appropriate, alternative educational pathways or supports will be discussed.

7. Success Criteria & Monitoring

This policy will be reviewed regularly as part of the normal Whole School Development Planning review cycle. If necessary, it may be reviewed at any time in light of changing circumstances and/or changing legislation. Any amendments which need to be made will be in keeping with the general philosophy of the school. Any suggested amendments/improvements will be communicated to the Principal or Deputy Principal(s) who will consult with all partners.

Ratified by the Board of Management on 10th of February, 2026

Signed by Chairperson: *Brid Rocks*

NOTE:

- *Parent(s)/guardian(s) may appeal the decision of the Selection Committee to the Board of Management before the next scheduled meeting. Please be advised that the decision of the Board in this regard is final.*
- *Any serious breach of the school's Code of Behaviour prior to commencement of LCA may result in the withdrawal of the offer of a place in LCA. This also applies to waitlisted students.*

Any appeal will be limited to consideration of whether the admissions process was applied fairly and in accordance with this policy. An appeal does not constitute a re-selection or re-assessment process and **no additional information may be submitted as part of an appeal.**

The outcome of an appeal will be final.

If students are not engaging with the programme, they, together with their parent(s)/ guardian(s) will be asked to attend a meeting with at least two members of Management. Students will have an opportunity to improve engagement/ attendance/ behaviour. If students continue to disengage, they will forfeit their place on the LCA Programme and will be advised to consult the Guidance Counsellor regarding alternative Senior Cycle Programmes. This place may become available to a student in order of merit on the Waiting List(See 6.5).

Appendix 1: Sample LCA Interview Questions



1. Can you tell us a little about yourself and why you are interested in the LCA programme?
2. What do you know about the LCA programme and how it differs from the traditional Leaving Certificate?
3. Why do you think LCA is the right choice for you?
4. What subjects or areas of study do you enjoy the most?
5. Do you prefer hands-on learning and project-based work? Can you give an example?
6. How do you manage deadlines and coursework?
7. What are your career goals or future aspirations?
8. How do you think the LCA programme will help you achieve these goals?
9. Are you willing to commit to regular attendance and participation in all aspects of the programme?
10. LCA includes work experience as part of the programme. Do you have any ideas about where you'd like to work?
11. Have you had any previous work experience? If so, what did you learn from it?
12. LCA involves continuous assessment, including assignments, tasks, and projects. How do you stay organised and motivated?
13. Teamwork and communication are key skills in LCA. Can you give an example of when you worked well in a team?
14. How do you handle challenges or setbacks in school or personal life?
15. What do you hope to gain from your time in LCA?
16. Is there anything else you would like to share about why you should be considered for this programme?

Appendix 2: Invitation to Interview



Dear Parent/Guardian,

I am writing to invite your son/daughter, _____, to attend a formal interview as part of the application process for entry to the Leaving Certificate Applied (LCA) Programme at Ballymakenny College for the academic year _____.

The interview forms an important part of our admissions process and provides an opportunity to discuss your child's application, learning strengths, motivations and suitability for the LCA programme.

Interview Details:
Date:
Time:
Venue: Ballymakenny College

The interview panel will normally include the LCA Programme Coordinator, the Guidance Counsellor and a member of school management. During the interview we will explore your child's interest in the LCA programme, preferred learning styles, attendance and engagement, readiness for work experience and future goals.

Please ensure that your child brings a copy of their completed LCA Application Form and any relevant supporting documentation to the interview.

If the scheduled interview time is unsuitable, please contact the school office **as soon as possible** to arrange an alternative appointment.

Should you have any queries regarding the interview process or the LCA programme, please do not hesitate to contact the LCA Coordinator.

Yours sincerely,

Principal

Ballymakenny College

Appendix 3: Offer of Place



Date: _____

Dear Parent/Guardian,

Following completion of the LCA application and interview process, I am pleased to inform you that your son/daughter, _____, has been offered a place on the Leaving Certificate Applied (LCA) Programme at Ballymakenny College for the academic year _____.

This offer is based on a holistic review of suitability, engagement, attendance, and programme readiness.

The LCA programme provides a practical, applied learning pathway designed to support personal development, employability skills and progression to further education, training or employment.

To accept this place, please complete and return the enclosed acceptance form by _____.

We look forward to working in partnership with you to support your child throughout their LCA journey.

Yours sincerely,

Principal

Ballymakenny College

Appendix 4: Waitlist Notification



Date: _____

Dear Parent/Guardian,

Thank you for your child's application and attendance at the LCA interview.

Following the admissions process, your son/daughter, _____, has been placed on a **waiting list** for the Leaving Certificate Applied (LCA) Programme for the academic year _____.

This decision reflects current programme capacity rather than a lack of suitability for LCA.

Should a place become available, families on the waiting list will be contacted in order of review. We appreciate your continued interest in the programme and will keep you informed of any changes.

Yours sincerely,

Principal

Ballymakenny College

Appendix 5: Unsuccessful Application



Date: _____

Dear Parent/Guardian,

Thank you for your child's application and participation in the LCA interview process.

Following careful consideration of all information available, we regret to inform you that your son/daughter, _____, has not been offered a place on the Leaving Certificate Applied (LCA) Programme for the academic year

_____.

This decision was made following a holistic review of programme suitability, capacity, and student needs. We recognise that this may be disappointing and we remain committed to supporting your child in identifying the most appropriate senior cycle pathway.

Should you wish to discuss alternative options or seek further guidance, please contact the school.

Yours sincerely,

Principal

Ballymakenny College