



LCVP POLICY
SWORDS COMMUNITY COLLEGE

December 2025

Signed: _____

Chairperson of Board of Management

Date: _____

Signed: _____

Principal (Secretary to the Board)

Date: _____

Introduction

Swords Community College is a post primary school which opened in August 2018 under the Dublin Dun Laoghaire Education Training Board. The college is built on the foundation of our four pillars; excellence, resilience, respect and teamwork.

As Swords Community College continues to grow rapidly within its catchment area, the Board of Management will review the enrolment policy on a yearly basis.

The Board of Management is committed to the successful implementation of recent legislation, in particular the Education Act (1998), the Education Welfare Act (2000) and the Equal Status Act (2000). The Board fully subscribes to the principles of partnership, accountability, transparency, inclusion and respect for diversity, parental choice and equality.

School Mission Statement

Swords Community College is a warm, welcoming, inclusive, innovative, multi-belief college, which puts the learners at the centre of all activities. We encourage the development of 21st Century learning skills, allowing learners to take ownership of their learning; to explore, enquire and direct their own learning experiences. All our learning practices are facilitated by a team of passionate and dedicated teachers. Swords Community College will provide technology-enhanced learning environments, as we aspire to be a Digital School. This alongside traditional methods combine to create our 'tradigital' school. Learners use iPads and other technologies in the classroom on a daily basis, allowing us to build the school of the future, now.

Swords Community College will strive for the highest academic standards, yet these will be built on the foundation of exceptional pastoral care structures. Our learners will be safe and respected in school, which then allows them to succeed and achieve their full potential. We work with learners to develop the knowledge and skills they will need for third level education and for life itself.

Swords Community College

LCVP in Swords Community College is not compulsory. The maximum number of places available per year will depend on staffing, facilities, resources and will be determined annually by the Board of Management.

For acceptance onto LCVP the school must be of the opinion that a student is capable of benefitting from participation in the programme and, equally, that their participation will not prevent any other student(s) from benefitting from participation.

Swords Community College Core Team

Swords Community LCVP core team is made up of the Senior Leadership Team, Year Head and Programme Coordinator.

LCVP Admission Policy

The LCVP admissions are outlined in the LCVP Admissions Policy. This policy outlines the admission criteria and procedures.

LCVP

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established). The programme was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. The LCVP combines the academic strengths of the Leaving Certificate (established) with a new and dynamic focus on self-directed learning, innovation and enterprise. This two-year programme is part of an expanded provision that aims to cater for the diversity of participants' needs at senior cycle.

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

Throughout the programme students are encouraged to:

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

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

The strong vocational focus of the LCVP is achieved through the provision of additional courses of study in work preparation and enterprise known as the **Link Modules**.

Expectations of students completing LCVP

- Students will be expected to have a high rate of attendance to be accepted into the course as there are strict deadlines on coursework throughout the two-year cycle.
- Students are expected to be able to work both independently and as part of a team.
- Students are expected to have strong IT skills for report writing and to keep up to date with tasks and assignments given throughout the two-year cycle.
- If a student is not keeping up with their work this will be flagged with both students and parents, if there is no improvement in the effort being made by the student the student may not be admitted to year 2 of the course.

Programme Requirements

As part of the recent announcements relating to senior cycle reform the Minister for Education announced that "in schools providing the LCVP, students starting 5th year in 2022 will be able to take the Link Modules without having to meet the subject-specific criteria".

The Link Modules

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

Link Module I – Preparation for the World of Work

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

Link Module II – Enterprise Education

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

Typical LCVP Students

Typically, LCVP students take seven Leaving Certificate Subjects plus the Link Modules.

Teaching and Learning

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

- Conducting investigations – businesses, community enterprises, agencies
- Arranging visits out of school to sites of interest in the context of conducting investigations
- Inviting visitors to the classroom -adults other than teachers as resource visitors
- Working in teams – on projects and investigations
- Organising enterprise activities – setting up projects as vehicles of learning
- Actively preparing for work – career investigation, job search, practice at interviews
- Experiencing the world of work, work experience, work simulation, work shadowing
- Making presentations to adults and peers
- Using information and communications technology – to access, store, communicate and present information

Assessment of the Link Modules

LCVP students follow the same subject syllabi and are assessed in the same way as their peers in the Leaving Certificate. For the Link Modules they are assessed by written examination (40%) and by portfolio of coursework (60%).

The portfolio of coursework must be submitted on the first Wednesday in March of the leaving certificate year. The written examination takes place on the first Wednesday in May of the leaving certificate year. (Changes were made to the assessment process for the 2020, 2021 and 2022 due to the Covid-19 pandemic, information on these changes is available [here](#)). The examination is of two and a half hours duration and consists of three sections which are outlined below.

The structure of the Written Examination is as follows:

Section A	Audio	Visual	Presentation
Section B	Case Study (received in advance by students)		
Section C	General Questions (4 out of 6)		

The portfolio of coursework accounts for 60% of total marks. Students assemble the portfolio over the two years of the programme and it is assessed at the end of the final year of the leaving certificate. The portfolio and written examination are externally assessed by the [State Examinations Commission](#).

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Section C	General Questions (4 out of 6)		

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LINK MODULES - PORTFOLIO OF COURSEWORK

CORE ITEMS

Curriculum Vitae
Career Investigation
Enterprise/Action Plan
Summary Report

OPTIONAL ITEMS (any two)

Diary of Work Experience
Enterprise Report
Recorded Interview/Presentation
Report on My Own Place

Certification

LCVP students receive the same certificate as other leaving certificate students but their certificate includes an additional statement of the results of the Link Modules.

The Link Modules are recognised for points purposes by the Institutes of Technology and the Universities. The points are allocated as follows:

Grade	Universities and Institutes of Technology Award
Distinction	66 points
Merit	46 points
Pass	28 points

Senior Cycle

A new Leaving Certificate "Life, Community and Work" specification will be introduced for fifth year students in September 2026. This will replace the current Leaving Certificate Vocational Programme Statement.

Assessment criteria include 4 x tasks, a portfolio, and the exam.