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My calendar of Transition Year events (Students to fill this in)

[illegible]

My TY Timetable (Student to complete)

Times	Period	Monday	Tuesday	Wednesday	Thursday	Friday
08.55 – 09.53am	1				Work Experience	
09.53 – 10.05am	12 Mins	Cúram Class	Cúram Class	Cúram Class	Work Experience	Cúram Class
10.05 – 11.03am	2				Work Experience	
11.03 – 11.18		BREAK				
11.18 – 12.16pm	3				Work Experience	
12.16 – 1.14pm	4				Work Experience	
1.14 – 1.59pm		LUNCH				
1.59 – 2.57pm	5				Work Experience	
2.57 – 3.55pm	6				Work Experience	

PE Calendar

You will be given a copy of the PE Calendar to stick in here.....

List of Transition Year Events & Activities

- TY RCSI Mini MED
- Creative writing workshop
- *School musical (To be confirmed)
- Sporting events
- Child safeguarding and Introduction to Gaelic Games course
- Erasmus French/German trip/mobility trips
- Careers Options Fair
- Women in Technology lecture in SETU Waterford
- Cyber security course through SETU
- Workshop on healthy relationships
- Fund literacy programme through State Street
- Forensic Science workshop
- K Bowl, Dreamspace
- Driving School
- Primary School Debating Trip
- Body Image webinar
- Dunmore East Adventure Centre
- Pirates Cove Adventure Centre
- Junk Kouture
- Bagenalstown Pool (Water safety)
- Baltinglass Adventure Centre
- Guest speakers from the world of Engineering

- Payroll
- Medical Industries
- Alumni speakers
- Footgolf
- Emerald Park
- Self Defense
- Pilates
- Yoga
- Wellbeing classes
- Amnesty
- Young SVP
- Work experience.....

*** This list is not exhaustive**

Short courses & other activities throughout the year

- Movie Magic
- Forensic Science Workshop - 23rd October
- Driving school - 19th-20th November
- Movie editing
- Careers talks
- Royal College of Surgeons in Ireland - Mini Med - Spring 2025
- GAA: Introduction to Gaelic Games & Safeguarding – March to May 2025
- Financial wellbeing and money matters, ongoing through Bank Of Ireland.

New practical modules will also be embedded in the TY timetable for this academic year.

These modules will take 6 to 7 weeks to complete. All TY students will immerse themselves in each one:

- Health and Safety Authority (HSA) - “Safety in the workplace”.
- Additional Educational Needs (AEN) Teaching module - Understanding needs in our Schools and Society in general.
- “Know the Score” - School based substance use programme in conjunction with Trinity College Dublin and the Health Service Executive (HSE).
- Our local history - Getting to know my local area, to include a Leaving Certificate history sample

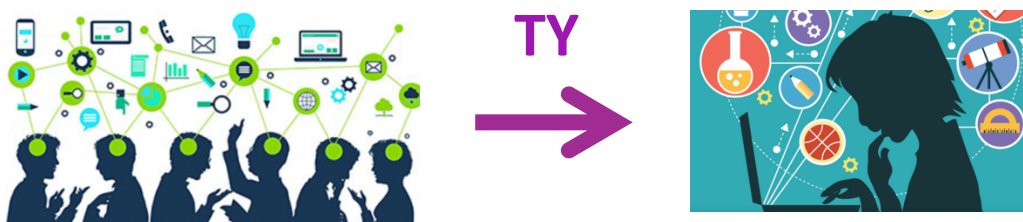
A brief history of Transition Year

Fourth year in secondary school is widely known as transition year, also known as TY, and can be described as a gap year or an optional year of schooling which exists in the middle of post primary education in Ireland. In an international context, it is very unique, as no other country has anything remotely similar. TY was founded in 1974, introduced by the Minister for Education at the time, Richard Burke. It was purposely created for a number of reasons, most notably to be a bridge between two very different systems in education:

1. The 'highly structured', lower secondary education system - First, Second and Third Year.

And

2. The 'high stakes', two year upper school system designed for a more independent learner - Fifth and Sixth Year.



This bridge would provide much needed respite amidst the academic treadmill of secondary education. Minister Burke also hoped that TY would encourage more innovative teaching methodologies and provide freedom and flexibility for teachers to experiment in the classroom. The potential to develop teaching skills and provide a sense of innovation and experimentation in Irish education was an exciting and fresh phenomenon. TY has been described as 'unique' and 'pioneering' in the world of education and remains a beacon for educational innovation around the world.

Since its introduction to Irish education, TY has varied considerably in its form from school to school, being non-existent in some to optional or compulsory in others. It has been instinctively steered by government guidelines designed to promote active learning, where

all students are actively engaged in the learning process. TY was designed to 'ensure the full range of pupil aptitude and ability is catered for' (Department of Education Circular M16/89).

According to the national council for curriculum and assessment (NCCA) website, TY has had strong growth over the decades with a current uptake in almost 92% of post primary schools in Ireland with a record number of third year students, 74% choosing to participate in 2019 (Irish Times, January 29th 2019). This growth factor is largely due to governmental promotions and incentives, which began during the 1990's. At PDLS, we are close to 100% uptake each year for TY, which is indicative of the excellent programme run at the College each year.

The year 1994 saw a distinctive change after TY was officially recognised as being the first of the three-year senior cycle course by the Department of Education. Participation rates increased by 148% that year. At PDLS, TY is very much considered a crucial year in the Leaving Certificate three-year cycle. Here are the reasons why?

1. TY provides freedom and flexibility within the classroom for Students and Teachers to immerse themselves into experiential education.
2. A year for students to learn about themselves and develop more life skills without any pressure.
3. A year for students to mature both socially and academically.
4. A year for students to discover who they are and where they are heading career-wise?
5. A year for students to find out what they are good at and more importantly what they are NOT good at.
6. TY allows for independent thinking and development of individual skills.
7. Students who do transition year at second level can get up to 40-45 more CAO points on average than those who do not, and are also more likely to go on to third level education, a study by the Economic and Social Research Institute (ESRI, 2005) has indicated.

We are thrilled that you've decided to enrol into our TY programme. We have an exciting year planned for you and can't wait to meet the more mature, more skilled, more informed, more prepared and more decisive **YOU** at the end of this academic year.

Transition Year Sample Timetable 2026-2027

Times	Period	Monday	Tuesday	Wednesday	Thursday	Friday
08.55 – 09.53am	1	Computer Studies	Gaeilge	Option Group 1 (1 of 2 chosen – changes over at Christmas)	Work Experience	Religion
09.53 – 10.05am	12 Mins	Cúram Class	Cúram Class	Cúram Class	Work Experience	Cúram Class
10.05 – 10.03am	2	Option Group 2 (Chosen - Full Year)	SPHE	Subject Rotation Group (Rotated – Every 5 weeks)	Work Experience	Option Group 1 (1 of 2 chosen – changes over at Christmas)
11.03 – 11.18	BREAK					
11.18 – 12.16pm	3	Religion	English	Option Group 2 (Chosen – Full Year)	Work Experience	Mathematics
12.16 – 1.14pm	4	Gaeilge	Option Group 3 (Chosen – Full Year)	Careers	Work Experience	Subject Rotation Group (Rotated – Every 5 weeks)
1.14 – 1.59pm	LUNCH					
1.59 – 2.57pm	5	Subject Rotation Group (Rotated – Every 5 weeks)	PE	Mathematics	Work Experience	
2.57 – 3.55pm	6	Folder Class	PE	English	Work Experience	

TY Timetable Inclusions

Category	Subjects	Notes
Core Subjects	Religion Irish Careers Folder Class English Mathematics Computer Studies PE	All students study these subjects for the full year as per the timetable above.
Subject Rotation Group (All Students do all subjects)	Music History Biology Sustainable Living Chemistry Research & Referencing (Prep for upcoming AACs in 5 th Year)	Each of the six base classes study all subjects in this category - 3 classes per week for 5 weeks each, No choice required – The Base classes move onto the next subject in the list every 5 weeks.
Option Group 1 (Choose 2)	Geography Home Economics Art Construction Agricultural Science Business	2 periods per week: One subject studied until Christmas. Second subject from Christmas to Summer
Option Group 2 (Choose 1)	German English & Communications Design & Communication Graphics (DCG) Accounting French Physics	2 periods per week - studied for the full year.
Option Group 3 (Choose 1)	Stage Design (Woodwork) Junk Kouture Theatre and Stage Media Textiles & Crafts Formula One	1 period per week - studied for the full year.

Cúram Class:

This is a new initiative introduced across PDLS. Every Base Class will take part in a daily 12-minute session with their Cúram Teacher. The purpose of the Cúram Class is to provide a short, structured pastoral check-in that helps to build positive relationships, support student wellbeing, reinforce school standards and expectations and ensure that students are settled, focused, and ready for learning each day.



Subject Descriptors: (In Alphabetical Order)

Accounting

With transition year students, I will examine multiple aspects of the senior cycle Accountancy course. I will review aspects of management accounting including marginal and absorption costing. We will examine financial accounts that will appear on the leaving cert paper including Final accounts and interpretation of accounts. The time in TY will also be useful to prepare for the upcoming additional assessment component that will be appearing as part of the leaving cert course in the coming two years.

Agricultural Science

The Transition Year Agricultural Science module provides students with an introduction to key areas of agriculture, including animal science, plant production, soil, and farming practices. Students will engage in a mixture of classroom-based learning and practical activities including experiments, helping them to develop both knowledge and hands-on skills. As part of the module, students will carry out a project; this gives them an insight into the Leaving Certificate Agricultural Science course, which includes a project worth 25%. The module also encourages an awareness of the role of agriculture in Ireland's economy and environment. This module is particularly beneficial for students considering studying Agricultural Science at senior cycle or those with a general interest in farming and the natural world.

Art

This portraiture module begins with mastering facial proportions and sketching features before moving into acrylic techniques. You will start by "blocking in" shapes and values to establish a strong structural foundation for your work. Mid-way through, the focus shifts to mixing skin tones and using layering to create realistic highlights and shadows. Throughout the block, you are encouraged to experiment with different styles, from classic realism to expressive colour. By the end of the weeks, you will have developed a polished portrait that

showcases your technical skill. This hands-on process turns a blank canvas into a personal study of character and form.

Biology

This Transition Year Biology module introduces students to the diverse and exciting world of biological sciences. Students will explore different branches of biology and learn about potential careers in areas such as healthcare, research, and environmental science. The course will help develop key skills needed for Senior Cycle, including practical laboratory work and the use of scientific equipment. Students will study aspects of human biology, such as the skeleton, circulatory system, and introductory biochemistry. The module aims to build curiosity, scientific skills, and a strong foundation for future study in biology.

Business

TY Business covers marketing and explores how businesses promote products, build brands, and attract customers. Students learn about economics, insurance, and how financial and government decisions impact businesses and consumers in everyday life. The course also includes management, employment law, and consumer law, giving students a better understanding of the workplace, including their employment and consumer rights. We also examine international trade and explore how businesses operate and compete in a global economy, while considering how sustainability and ethics influence business decision-making.

Career Guidance

During Transition Year, and throughout the years ahead, you will gain valuable experiences that help shape your future career direction. You will make important decisions about your Leaving Certificate subjects, the levels at which you study them, and whether you wish to continue into further or higher education after school. These choices are personal and will be influenced by your interests, strengths, ambitions, opportunities, and goals. The Careers Portal is designed to support you throughout this journey. It provides access to career interest assessments, course information, college and apprenticeship pathways, labour market trends, and detailed job profiles. By using the portal, you can explore a wide range of career options, discover the qualifications and skills required for different professions, and make informed decisions about your future. The portal also helps you connect your subjects and interests to real career opportunities, giving you greater confidence when planning your next steps.

Computer Studies & ICDL

Transition Year Computer Studies introduces students to essential digital skills through three ICDL modules: Computer & Online Essentials, Documents, and Presentations. These

modules prepare students for the digital demands of Senior Cycle subjects and future study or work.

ICDL is an internationally recognised qualification, giving students a valuable and transferable certification. Students also develop typing and keyboard skills to improve speed and accuracy across all subjects. There is the option to complete additional digital modules in areas of personal interest. Beyond the classroom, students can engage in extra-curricular IT opportunities, including a Cyber Security programme supported by SETU and participation in the Microsoft DreamSpace Ambassador programme, allowing students to further explore technology and digital leadership.

Construction

The subject of Construction focuses on the design and construction of buildings, combined with practical model-making activities. Students explore how and why buildings are designed and built in particular ways, developing an understanding of construction methods, materials, and design principles. This subject provides students with a valuable insight into what is expected at Leaving Certificate level and offers an excellent foundation for those considering future apprenticeships or careers within the construction industry.

Design & Communication Graphics (DCG)

Design & Communication Graphics focuses on developing students' skills in computer modelling and demonstrating the value of these skills across a wide range of local and international industries. Students will also receive an introduction to modern technologies such as 3D printing and CNC cutting. CNC (Computer Numerical Control) cutting is a manufacturing process where computer-controlled machines are used to cut, shape, and design materials with a high level of precision. This technology is widely used in engineering, construction, manufacturing, and product design industries. This subject links particularly well with the Formula 1 STEM in Schools programme, allowing students to apply their design and modelling skills in a practical, creative, and innovative setting.

English

The Transition Year English Program in PDLS acts as a bridge between Junior & Senior Cycle programmes. It focuses on personal growth, enrichment of literacy skills and collaborative learning. The Core Aspects of Study include fictional, functional and creative writing. Studied texts are explored through novel, drama and poetry. Digital media explores films and documentaries. Many key skills are acquired across the TY English Program namely Communication skills, enrichments of literacy, digital literacy and independent learning.

English, Media & Communications

This module is a Short Course designed to equip students with introductory information relating to the Comparative Study in Leaving Cert. In particular, students will focus on the

Film genre as part of their studies and examine how film is incorporated into English by comparing different films in relation to the Comparative modes.

Folder Class

This class is designed to bring the entire Transition Year experience together in a meaningful and reflective way. Each student is provided with a personal portfolio folder where they will collect assessments, reflections, achievements, photographs, certificates, and records of the many experiences they encounter throughout the year. Students are given dedicated time each week to reflect on their activities and experiences, considering what they have learned, the challenges they faced, and how these experiences have influenced them personally and academically. They are encouraged to think critically about whether experiences were positive or difficult, how they responded to them, and how they might make decisions differently in the future. The portfolio also provides students with an opportunity to recognise their own growth in areas such as confidence, independence, teamwork, communication, and self-awareness. By the end of the year, students will have created a valuable record of their Transition Year journey and a deeper understanding of themselves, their strengths, and their goals for the future.

Creativity and individuality are strongly encouraged, so students are invited to personalise and decorate their folders, making them a true reflection of their unique TY experience. At the end of the year, prizes will be awarded for the two most outstanding portfolios.

Formula 1 – STEM

F1 STEM is an exciting, hands-on learning experience for students. The programme is student-led, with teams working collaboratively under the guidance of a teacher. As part of the project, students develop important teamwork, leadership, communication, and problem-solving skills. Teams are responsible for sourcing sponsorship and fundraising by creating and implementing their own marketing strategies to help fund their project. The project involves designing, manufacturing, and testing a miniature Formula 1 car, which can compete at school level and, if successful, progress to national competition level. Each student takes on a specific role within the team, allowing them to contribute their individual skills and gain valuable experience in a real-world project environment.

French

The course aims to build on the foundations established during the Junior Cycle while preparing students for the demands of the Leaving Certificate French programme. A strong emphasis is placed on improving spoken French through a variety of projects, presentations, and role plays, with a particular focus on oral expression linked to key areas of the Leaving Certificate exam. Students will also develop essential written production skills needed for success in the exam. In addition, they will explore Francophone countries and cultures, gaining a broader awareness of France and the wider French-speaking world, particularly

within Europe and through opportunities such as Erasmus programmes. Overall, the course seeks to build students' confidence and competence as effective speakers of French.

Students may also apply to participate in an Erasmus+ mobility.

Gaeilge

Leagann Gaeilge na hidirbhliana béim ar phríomhghnéithe na hArdteiste; labhairt, éisteacht léitheoireacht agus scríbhneoireacht san áireamh. Tugtar tascanna rialta do na scoláire a chuireann lena gcumas agus lena gcuid deiseanna an teanga a úsáid taobh amuigh den seomra ranga agus faigheann na scoláirí blaiseadh ar scrúduithe béil na hArdteiste chomh maith.

TY Irish places emphasis on the main aspects of the language for Leaving Cert, namely speaking, listening, reading and writing. Students are given regular tasks that both provide opportunities and allow progression of their use of Irish outside of the classroom and students also get a taste of the challenges of Leaving Cert oral exams.

Geography (River Studies)

This Transition Year subject offers students a hands-on introduction to river studies, with a particular focus on investigating the quality and characteristics of the local River Barrow. Students engage in fieldwork to analyse water quality, examining indicators such as clarity, flow rate, and biological health to assess the condition of the river ecosystem.

A key element of the course involves studying river processes, including erosion and deposition. Students learn how rivers shape the landscape over time by measuring features such as river velocity, sediment size, and channel changes in real-world settings.

In addition, the module develops essential geographical skills through the use of Ordnance Survey maps. Students build confidence in map reading, interpreting contour lines, identifying physical features, and using grid references skills that support both fieldwork and classroom learning in preparation for the Leaving Certificate curriculum.

German

In Transition Year German, students develop a solid understanding of the requirements of the Leaving Certificate oral examination. This includes learning a picture story and a role play from the Leaving Certificate syllabus, allowing students to gain a clear insight into the expectations and demands of the course. We engage with more challenging grammar topics to further develop accuracy and confidence in spoken and written expression. A project on famous native German speakers and festivals in German speaking countries helps to deepen our understanding of German language, culture, and society. Additionally, we watch a German foreign language film to prepare students for the oral examination question on their experience of a German novel or film.

Students may also apply to participate in an Erasmus+ mobility.

History

In Transition Year History, students have the opportunity to sample a range of topics that are explored in greater depth at Senior Cycle. These may include areas such as the Civil Rights Movement, The Troubles in Northern Ireland, and the Moon Landing. The flexibility of the TY programme allows us to examine these topics in more detail and from a broader perspective than is often possible in exam years. Students are encouraged to explore key individuals and lesser-known figures, deepening their understanding of historical events and the people who shaped them. A central focus of TY History is the development of students' research skills. This is a vital component of Senior Cycle History, particularly in relation to project work such as the Research Study Report (RSR). The opportunity to practise and refine these skills in TY provides students with a strong foundation and a valuable advantage as they progress into 5th and 6th year.

Home Economics

In Transition Year, Home Economics gives students the chance to develop practical life skills they can use every day in a fun and hands-on way, while also introducing and linking to key areas of the Leaving Certificate Home Economics course. Throughout the year, students learn about healthy eating, cooking and nutrition, we look at the Irish diet and food industry, helping students understand where their food comes from and the role it plays in everyday life. Students also get opportunities to adapt and modify recipes, carry out sensory analysis (tasting and evaluating food), and build confidence in the kitchen. Alongside this, we explore consumer studies, including budgeting, making informed choices, and understanding how to get value for money. Overall, Home Economics in TY encourages students to become more independent, confident, and aware of their role as consumers and members of the community.

Junk Kouture

Students will create a Junk Kouture design based on a chosen theme, using recycled materials such as plastic, cardboard, or fabric. They will research ideas, sketch their outfit, and plan how to construct it while focusing on sustainability and reducing waste. Over the year, students will gather materials, build their design, and prepare a model and presentation to showcase their work.

Mathematics

This Transition Year Maths programme offers a fresh, hands-on approach that helps students see how mathematics connects to the real world. Through topics like linear and quadratic relationships, geometry, trigonometry, and statistics, students build confidence, creativity, and strong problem-solving skills while deepening their understanding of key concepts. By exploring how different areas of maths link together, students develop the

knowledge and confidence needed to make a smooth and successful transition into 5th year.

Media

Media is an exciting and creative Transition Year subject that gives students the opportunity to explore how events, products, and ideas are promoted to the public. Through a variety of practical and hands-on activities, students learn the skills involved in advertising, marketing, and event promotion while developing their creativity and confidence. Throughout the module, students will examine how different forms of media influence audiences, including social media, posters, video, radio, photography, and digital content. A key focus of the subject is learning how to successfully promote an event, from developing original ideas and creating a brand identity to designing promotional materials and planning an effective marketing campaign. Students will have the chance to design posters, flyers, and social media advertisements, as well as create short promotional videos and audio clips. They will also develop skills in photography and graphic design while improving their teamwork, communication, and presentation abilities. As part of the course, students may work together to plan and market a school or community event, while also exploring how businesses and organisations use media strategies to attract and engage audiences.

Mini Company

The Mini-Company Programme is open to all TY Business students. Working individually or in teams, students set up and run their own business. The programme promotes entrepreneurship, giving students hands-on experience in designing, marketing, producing and selling products or services. At PDLS, students create a wide range of products each year and have the opportunity to showcase and sell them at the school Christmas fair. All students are encouraged to write a Business Report and to enter the Student Enterprise Awards competition.

Mini-Company is a very rewarding experience for TY students, that helps them to build valuable lifelong skills and to benefit financially from the profits earned.

Music

Students will develop practical music skills through percussion and ukulele performance. They will learn at least four songs on the ukulele while also gaining an introduction to basic drum-kit rhythms and percussion techniques. Students will also be introduced to music technology through the use of **MuseScore 4**, a music notation and composition programme that enables them to compose, arrange, and notate their own music using computer software. All students are encouraged to participate in the school musical production in a variety of creative roles, including performance, costume design, set construction, artwork, and stage make-up. This provides valuable opportunities for teamwork, creativity, and confidence-building. The course also includes **Music Appreciation**, where students explore

and listen to a wide range of musical genres. Educational documentaries and guided listening activities introduce students to styles such as Classical, Traditional Irish, and Popular Music, helping them to develop a broader understanding of music and culture.

Physical Education (PE)

Transition Year Physical Education offers a varied and engaging programme designed to promote fitness, confidence, and overall wellbeing. Students take part in a wide range of activities, including Zumba, swimming, circuit training, self-defence, and footgolf. In addition, the programme places a strong emphasis on wellbeing, incorporating elements such as yoga, breathing techniques, and strategies for managing stress. Students are also encouraged to set personal goals, helping them to build resilience, self-awareness, and a positive approach to both physical activity and everyday challenges. Overall, TY PE supports students in developing healthy habits, new skills, and an appreciation for lifelong physical activity in a fun and supportive environment. Takes place every Tuesday after lunch, school PE Uniform compulsory.

Physics

Students carry out key optics experiments from the Leaving Certificate Physics course, including determining the refractive index of a solid transparent material and finding the focal lengths of both a convex lens and a concave mirror, helping to develop their practical laboratory skills and understanding of light. This is followed by a week-long hands-on project where students solder PCB boards to build an electronic robot, giving them experience in electronics and circuit construction. The unit concludes with a presentation on a famous scientist, allowing students to research and communicate scientific ideas effectively.

Religion

Our Transition Year Religious Education programme offers students a unique space to step back from academic pressure and engage with the "big questions" of life. Throughout the year, we explore the complexities of Morality and Contemporary Issues, encouraging students to develop their own ethical compass in an ever-changing world. The course dives deep into The Search for Meaning, inviting a personal reflection on what truly matters. We frame life as a Journey, examining the milestones that shape our identities and beliefs. Students also engage with the concept of Hope, looking at how resilience and faith can inspire positive action in society. Our goal is to foster critical thinking, empathy, and a broader perspective on the human experience.

Research and Referencing Skills

This module helps students learn how to find, use, and present information correctly in preparation for their 5th Year Additional Assessment Components (AACs), now part of most

Leaving Certificate subjects – worth 40% of their final Leaving Certificate Grade. Students practise researching topics, choosing reliable sources, and organising their findings clearly. They learn to recognise trustworthy sources. For example, a student researching climate change would use a scientific website or book rather than an unreliable blog or random social media post. A key focus is avoiding plagiarism by putting information into their own words and referencing sources properly. For instance, if a student uses information from a website, they must cite it in the text and include it in a bibliography using a set format such as Harvard referencing.

The module also introduces the responsible use of AI tools. Students learn how AI can support research, for example, helping to generate ideas, explain complex concepts, or suggest keywords, while understanding its limitations. They are taught to verify AI-generated information using reliable sources and to acknowledge its use where appropriate, ensuring their work remains authentic and academically honest. Students also develop practical research skills like note-taking, keyword searching, and structuring a short project. An example task might be completing a mini research project on a topic of interest, including at least three sources and a correctly formatted reference list. Overall, the module builds confidence in academic writing, critical thinking, and independent learning, giving students a strong foundation for senior cycle project work.

Social, Personal and Health Education (SPHE)

Our Transition Year SPHE programme focuses on equipping students with the practical life skills and emotional intelligence needed to navigate young adulthood safely and confidently. We begin by examining Alcohol and Substance Use, providing factual information to encourage informed, health-conscious decision-making. A core pillar of the course is developing Assertive Communication Skills, empowering students to express their boundaries clearly and respectfully. Through our work on Empathy, we challenge students to see the world through the eyes of others, fostering a supportive school culture. The RSE module covers the vital importance of Communication and Staying Safe within personal relationships. By exploring the impact of Responsible Choices, students learn to weigh the long-term consequences of their actions. Ultimately, this course aims to build the resilience and self-awareness necessary for students to flourish both personally and socially.

Sustainable Living

This short Sustainable Living micro module introduces students to key ideas around climate action, sustainability, and responsible living. Students will explore topics such as climate change, waste, energy use, and biodiversity, while considering how everyday choices impact the environment. The module uses active, student-centred learning, including group work, discussion, and a small practical project. Through this, students will develop important life skills such as teamwork, critical thinking, and informed decision-making, while gaining a better understanding of their role in creating a more sustainable future.

Textiles & Crafts

The Transition Year Textiles & Craft module is a creative and practical subject that allows students to explore fabrics, fashion, textiles and design through hands-on learning experiences. Throughout the year, students will develop practical skills while building creativity, confidence, teamwork, problem-solving abilities and hand-eye coordination. Students will learn about different fabrics and fibres, fabric care and washing guidelines, and how textiles are used in everyday life. They will also explore colour, pattern and design as part of the creative process. Practical work will include hand sewing, machine sewing, fabric design, tie-dyeing, embellishment, crochet and simple textile construction projects. A key focus of the module is sustainability and upcycling. Students will investigate the impact of the textile industry on the environment and complete a core sustainability-focused project using creative textile skills and design thinking. Students will also have opportunities to contribute to textiles and costume work for the school musical or drama production, allowing them to apply their skills in a collaborative and creative setting. The module encourages self-expression, creativity and an appreciation for sustainable and practical design skills.

Theatre and Stage

The TY Theatre Studies module gives students the opportunity to explore the world of drama, theatre, and performance in a creative and practical way. Through acting, dance, improvisation, and stage performance, students build confidence, communication skills, and self-expression while working closely with others as part of a team. Students help organise events, create programmes, and paint set designs, building confidence, creativity, and teamwork. It's a fun, hands-on experience that creates memories to last a lifetime.

Work Experience

Work experience is a central part of the Transition Year programme and provides students with a valuable opportunity to experience the world of work first-hand. It enables students to explore a variety of career paths, develop practical workplace skills, and gain a greater understanding of their own interests, strengths, and future career possibilities. During their placements, students may work in a wide range of environments, including businesses, schools, hospitals, retail settings, offices, farms, engineering companies, childcare facilities, and community organisations. These experiences help students to develop essential life and workplace skills such as communication, teamwork, responsibility, punctuality, problem-solving, adaptability, and professionalism. Work experience also encourages students to become more confident and independent as they learn to adapt to new surroundings and workplace expectations.

Students are encouraged to reflect on their placements, consider the aspects they enjoyed most, and identify areas they may wish to explore further during senior cycle and beyond.

This reflective process helps students make more informed decisions about their future education and career pathways.

Work experience takes place every Thursday throughout the school year. Students are expected to arrange their own placements with the support and guidance of the TY Coordinator. To gain the greatest benefit from the programme, students are encouraged to change placements each term in order to experience different types of workplaces and career areas. Flexibility is also built into the programme to accommodate students seeking specialised or unique placement opportunities. Students and parents are encouraged to speak with the TY Coordinator if they wish to discuss individual circumstances or specific career interests.

Subject Rotation Group – Dates for moving						
Dates	Music	History	Biology	Sustainable Living	Chemistry	Research & Referencing
Aug 31st '26	4A	4B	4C	4D	4E	4F
Oct 5th '26	4F	4A	4B	4C	4D	4E
Nov 16th '26	4E	4F	4A	4B	4C	4D
Jan 6th '27	4D	4E	4F	4A	4B	4C
Feb 22nd '27	4C	4D	4E	4F	4A	4B
Apr 12th '27	4B	4C	4D	4E	4F	4A

Transition Year - Breakdown of Fees

The cost for Transition Year is €450, which helps us provide students at PDLS with an immersive, enjoyable, and highly educational experience throughout the year.

The actual cost per student is approximately €535; however, the school subsidises part of this expense in order to keep the programme as affordable as possible for families, particularly given current financial pressures. We greatly appreciate the continued support of parents and guardians in helping us provide such a rewarding and productive year for our students.

* We understand that paying the full amount within the specified timeframe may not be possible for every family. If this is the case, we are more than happy to arrange an alternative payment plan for those who may need it.

The TY fee contributes towards a wide range of activities and experiences, including:

- Bus transport
- Educational trips and excursions
- Entrance fees
- Guest speakers and presenters
- Workshops and programmes
- The wide variety of PE activities held each Tuesday afternoon

On the next page is a detailed breakdown of how the Transition Year fees for the 2025–2026 school year were allocated across the various activities, programmes, and resources provided for our 130 students. Next academic year, we expect it to be similar or higher with inflation.

TRANSITION YEAR COSTS 2025-2026	
External Trips and Activities (Admission fees)	
Carlingford Adventure Centre	Total = €28,190.00
Baltinglass Adventure	
Dunmore East Adventure	
K-Bowl	
Emerald Park	
Waterford Hike (May 8th)	
TY Physical Education Programme Activities	
TY PE, Circuit Classes, Footgolf, Wellbeing Activities, Hall Rental, Self Defence, Zumba for the Year	Total = €9,100
Academic and Skills Development	
ICDL (International Computer Driving Licence)	Total = €11,010.00
Child Safeguarding Tutor	
Julia Lufkin English Workshop	
Driving School Session	
Forensic Science Workshop	
Movie Making Workshop	
First Aid Training	
Graigcullen Swimming fee	
GAA Coaching Course	
Safe Pass	
Transport Costs (Buses to following events)	
Clogrennan Wood	Total = €18,105.00
Arboretum Millford	
Dunmore East	
Pocock Footgolf	
Baltinglass Group 1	
Baltinglass Group 2	
Carlingford Adventure Centre	
McDonagh Junction - K Bowl	
Visual Carlow	
Emerald Park	
Waterford Greenway	
Surfing as Gaeilge	
TY Walk in Waterford - Coomshingaun	
Carlingford Adventure Centre	
Junk Kouture Bus Booking	
Formula 1 Bus	
Patrick Fitness	
Graigcullen Swimming	
Pocock Footgolf Bus	
Administrative Costs	
Photocopying/Texts etc	Total = €3100
Graduation Service	
Total per child (Subsidised by PDLs)	€535

Your thoughts at the beginning of Transition Year?

Remember that this is just the beginning..... the experience you are about to embark on in TY may change the following thoughts dramatically.

Building a strong foundation for the Leaving Certificate

What subjects did you do for the Junior Cycle? Highlight your favourites?

At PDLS, every student studies English, Irish and Mathematics for the Leaving Certificate plus 4 Option Subjects. What subjects, from the following list, do you think you might like for your Leaving Certificate? **Please circle or highlight 4 of the subjects below:**

Science Subject:	Agricultural Science
Laboratory Science Subjects:	Biology
	Chemistry
	Physics
Languages:	German
	French
Business Subjects:	Business
	Accounting
Humanities:	History
	Geography
	Art, Craft & Design
	Home Economics
	Music
Practical Subjects:	Construction
	Design & Communication Graphics

Thinking about your future career?

What career area might you be interested in from the following lists on the next 2 pages:
We can break it down further at a later date:

Agriculture, Animals & Food



Animals & Veterinary Science

Looking after the health and welfare of animals.



Farming, Horticulture & Forestry

Working with the land, managing livestock, crops, forests or the environment.



Food & Drink

Working with the production, distribution, preparation and serving of food and drinks.



Maritime, Fishing & Aquaculture

Fishing in the open seas or farming them in fish farms. Looking after the sale and promotion of all seafood.

STEM, Environment & Construction



Biological, Chemical & Pharmaceutical Science

Creating high quality drugs or chemicals, testing them to ensure they are effective and safe, and monitoring their effect on people and the environment.



Biomedical Technologies & Medtech

Work on the development of technology that enhances the diagnosis, prevention, monitoring, and treatment of diseases and disabilities.



Construction, Architecture & Property

Working in the planning, building, selling or management of construction projects (housing estates, roads, warehouses and so on).



Earth & Environment

Work with technologies which monitor and predict changes in our environment, the development of renewable energy sources, and the conservation of ecosystems.



Engineering, Manufacturing & Energy

Working in one of the many engineering or technology fields such as Civil, Mechanical, Electrical, Manufacturing, Motor and Energy.



Information Technology (IT)

Working in the manufacture, sales or support of all forms of computers and computer systems, or in the creation and development of software.



Physics, Mathematics & Space Science

Researching and investigating the laws of the universe, or using mathematics to solve complex issues in science or business.

Healthcare, Wellbeing & Sport



Healthcare

Working in hospitals, clinics and medical centres looking after the health and care of people with physical illness.



Leisure, Sport & Fitness

Working in a leisure centre, in sports as a player or coach, or involved in personal / fitness training.



Psychology & Social Care

Caring for individuals experiencing psychological difficulties, or with the welfare of individuals or groups of people experiencing some form of hardship.

Creative Arts, Fashion & Media



Art, Craft & Design

Producing new pieces of art, craft or design work.



Fashion & Beauty

Working in any area involving fashion, beauty care, hairdressing and personal hygiene, for example fashion design, beauty therapy etc.



Media, Film, TV & Animation

Communicating information through various forms of media, for example TV, Radio, newspapers, the internet, and film.



Music & Performing Arts

Working in the music/entertainment business as an artist (performer) or in one of the many roles that are involved in the design and production of a show.

Government, Law & Education



Community & Voluntary

Working to provide services to people of all ages across areas including social, community, youth, education, and charity, voluntary and sporting organisations.



Education & Teaching

Teaching at any level, including professional training, or involved in the design and development of courses and the qualifications that they lead to.



History, Culture & Languages

Working in museums, art galleries or heritage management. Using languages professionally, for example translating, interpreting, working for the EU and in global sales and support.



Law & Legal

Involved in the administration of the law, defending the rights of individuals and organisations.



Public Administration, Politics & EU

Working for the government to ensure the efficient and correct running of the country.



Security, Defence & Law Enforcement

Working in the Garda Síochána, army, navy, air corps, or other organisations involved in personal, national or cyber security.

Accountancy, Finance & Insurance



Accountancy & Taxation

Working mainly in business, records details of financial transactions and provides advice on financial and tax matters.



Banking & Financial Services

Providing services to the public and business through banking, the management of funds and other forms of financial services.



Insurance

Providing and selling insurance services to the public and businesses.

Business, Sales & Tourism



Advertising, Marketing & Public Relations

Creating advertising, managing marketing campaigns, and ensuring that a company is always seen in the best possible light.



Business Management & Human Resources

Involved in the running of a business, helping it grow and develop, operate efficiently, meet business objectives and manage its workforce.



Clerical & Administration

Working in an office and being involved in the day-to-day running of a business.



Sales, Retail & Purchasing

All forms of work directly involved in the delivery of products and services to the marketplace.



Tourism & Hospitality

Attending to the needs of local and visiting tourists, for example in the hotels, restaurants, bars and tourist attractions, and promoting Ireland as a welcoming place to visit.



Transport & Logistics

Transporting goods and people, the infrastructure (roads, rail and so on) that make this possible, and the services that are required to maintain operations 24/7.

Opportunities

List the opportunities you will have to develop Learning and Study Skills throughout TY:

“You get out what you put in”

What do you think this means?

Building a strong foundation for the Leaving Cert

TY offers you the opportunity to develop a wide range of skills, talents and competencies which will benefit you for the remainder of secondary school and on into college and the workplace. But first you need to consider what your strengths are as a learner and what areas you need to further develop as you progress through TY. Here is a list of what are considered some of the 21st century skills required to thrive in a rapidly changing modern world:

1. **Critical thinking** – analyse a situation, weigh up the options and identify possible solutions. Students will be given opportunity to develop their critical thinking skills!
2. **Creativity** – The ability to solve problems that do not have obvious solutions. Eg: Show what you have learned by creating something new such as a digital book, podcast, video, artistic piece. This requires a lot of higher order thinking.
3. **Collaboration** – solving tough problems requires people to work together both in person and virtually. An amalgamation of different skill sets is essential for any work environment. What tools and strategies are necessary for this to be most effective and how can you as a student develop your tool pack?
4. **Communication** is the ability to ensure your ideas are understood in a variety of media formats and done in a concise manner. How do you develop this skill?

To develop the above list, the following skills are also important:

- Literacy skills such as Information literacy, Media literacy, Civic Literacy.
- Numeracy Skills
- Digital Literacy & Technological skills
- Flexibility & Perseverance
- Leadership
- Initiative & self-direction
- Productivity
- Social skills and social responsibility
- Problem solving and innovation
- Global awareness



Students will have ample opportunity to develop these skills in the various activities presented to them throughout transition year.



Every School Day Counts!



365 days = 166 days at school + 199 days at home												
Less than 5% absent	5% to 20%. Absent	Greater than 20% Absenteeism equals being Absent 33 or more days which means More than 198 hour long classes missed										
Less than 8 days absent	8-33 Days Absent											
Less than 48 classes missed	48 to 198 classes missed											
	Worrying	Seriously Concerning & Detrimental to Learning & Wellbeing										
166 - 157	156 148 140											
	133 128 120 112 104 94 86 75 66 58 49 41 34 25 17 8	Days at School →										

Gaisce



GAISCE
THE PRESIDENT'S
AWARD

This sheet is for recording activities only.
Please retain until Award completion is authorised by
Gaisce - The President's Award.



Bronze
Gaisce Award



AWARD
RECORD
SHEET

Participant Name

PAL Name

COMMUNITY INVOLVEMENT

WEEK	DATE	TIME	SUPERVISOR SIGNATURE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

PERSONAL SKILL

WEEK	DATE	TIME	SUPERVISOR SIGNATURE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			



TELL/SHOW US WHAT YOU'RE UP TO: TAG @GAISCEAWARD

PHYSICAL RECREATION

WEEK	DATE	TIME	SUPERVISOR SIGNATURE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

ADDITIONAL WEEKS OF 1 CHALLENGE AREA



WEEK	DATE	TIME	SUPERVISOR SIGNATURE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

ADVENTURE JOURNEY

DATE FROM	DATE TO	VENUE AND ACTIVITIES UNDERTAKEN	SUPERVISOR SIGNATURE



TELL/SHOW US WHAT YOU'RE UP TO: @GAISCEAWARD



GAISCE
THE PRESIDENT'S
AWARD

Work experience

WORK EXPERIENCE

- Prepares you for your working life.
- Enables you to learn the importance of punctuality, following instruction and personal presentation such as dress code.
- Shows you how to work as a Team and on your own initiative.
- Develops your communication skills.
- Helps you to develop socially in your interaction with Colleagues.
- Increases confidence and maturity levels and helps you grow as a global citizen.
- An opportunity to acquire a reference and possible employment (Part time or otherwise) in the future.

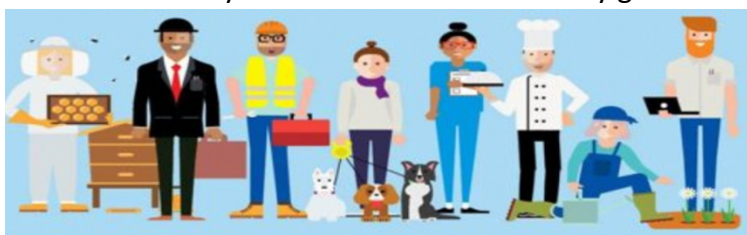
Welcome to the world of Work!



In PDLS, students undergo their work experience in TY each Thursday of the school year. Usually students can experience up to 3 different work experiences throughout each Term.

1. September to Christmas
2. January to Easter
3. Easter to Summer

Work Experience is completed each Thursday from 9am to 4pm and PDLS expect an excellent attendance rate and the utmost effort by each student to ensure they get the most out of their participation.



So choose wisely, think about what you may want in a future career and try to link your work experience choices to elements of that. Students are monitored in the workplace and inspections are performed by PDLS to ensure compliance. Each student is expected to find their own work experience, although PDLS have a list of possibilities in the local area. All students are fully insured under their school insurance scheme within the hours mentioned above.

Work experience evaluation sheet (For Employers)



Student Name: _____ Employer Name: _____

Employer Address: _____

Employer Phone Number: _____

At the end of the placement, please rate the student by placing a tick in the appropriate boxes.

Rating	Excellent	Good	Fair	Poor
Attendance				
Time Keeping				
Ability to follow instructions				
Ability to learn new skills and procedures				
Level of competence in completing tasks				
Initiative / Capacity to work unsupervised				
Overall attitude towards the job				
Ability to communicate with staff/supervisor/public				
Suitability for this type of work				

Any additional comments you would like to make:

Signed: _____ Name Printed: _____

Date: _____ Role: _____

Thank you for taking the time to fill out this evaluation sheet. We would be grateful if you could return it to Presentation de la Salle College, Royal Oak Rd, Bagenalstown, Carlow either by post or via the student for the attention of Mr. Meaney (TY Coordinator).

Work experience evaluation sheet (For Students)



Student Name: _____

Where did you work? _____

When did you work there? From: _____ To: _____

Job Description: Did you like the experience? Describe how you felt doing this job:

General work skills you have developed. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Acceptance of constructive criticism					
Your appearance / Dress code					
Punctuality					
Attendance					
Your Treatment of your fellow workers and the public (if applicable)					
Your Dependability & Responsibility					

Work qualities and habits. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Effort (Initiative, Eagerness, Effectiveness)					
Dexterity (Speed, Accuracy, Organisation)					
Follow Through (Completing Tasks & Projects)					

Communication skills. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Verbal (Speaking clearly)					

Would you like a future career in this area of work? YES NO

Did your experience enhance your skills for use in your future career? YES NO

Work experience evaluation sheet (For Students)



Student Name: _____

Where did you work? _____

When did you work there? From: _____ To: _____

Job Description: Did you like the experience? Describe how you felt doing this job:

General work skills you have developed. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Acceptance of constructive criticism					
Your appearance / Dress code					
Punctuality					
Attendance					
Your Treatment of your fellow workers and the public (if applicable)					
Your Dependability & Responsibility					

Work qualities and habits. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Effort (Initiative, Eagerness, Effectiveness)					
Dexterity (Speed, Accuracy, Organisation)					
Follow Through (Completing Tasks & Projects)					

Communication skills. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Verbal (Speaking clearly)					

Would you like a future career in this area of work? YES NO

Did your experience enhance your skills for use in your future career? YES NO

Work experience evaluation sheet (For Students)



Student Name: _____

Where did you work? _____

When did you work there? From: _____ To: _____

Job Description: Did you like the experience? Describe how you felt doing this job:

General work skills you have developed. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Acceptance of constructive criticism					
Your appearance / Dress code					
Punctuality					
Attendance					
Your Treatment of your fellow workers and the public (if applicable)					
Your Dependability & Responsibility					

Work qualities and habits. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Effort (Initiative, Eagerness, Effectiveness)					
Dexterity (Speed, Accuracy, Organisation)					
Follow Through (Completing Tasks & Projects)					

Communication skills. Rate yourself! Please Tick:

	Excellent	Good	Satisfactory	Poor	NA
Verbal (Speaking clearly)					

Would you like a future career in this area of work? YES NO

Did your experience enhance your skills for use in your future career? YES NO

Educational Trip/Excursion/Presentation Evaluation Sheet

Destination:

Subject Area:

Date Undertaken:

Overall Rating: 1 2 3 4 5

Describe the trip/excursion/presentation in detail! Who was the Presenter/Guide?

What did you like about the trip/excursion/presentation? Why?

What did you NOT like about the trip/excursion/presentation? Why?

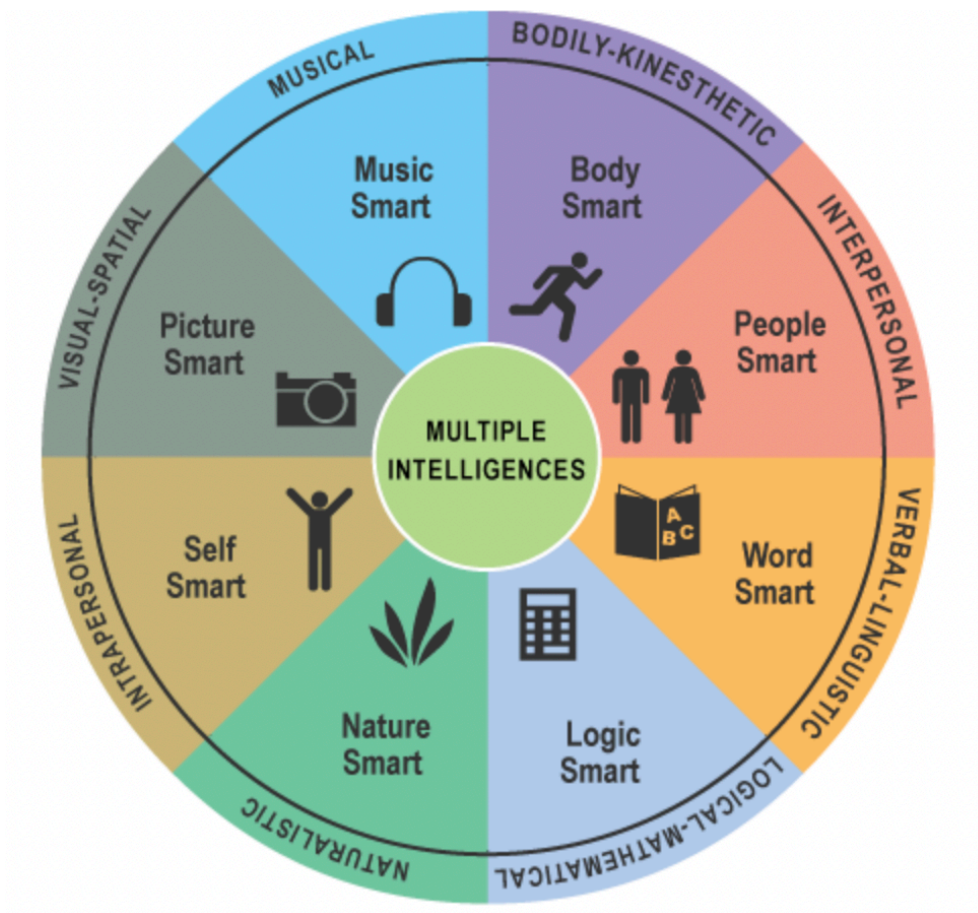
What did you learn about yourself as a person on this trip/excursion/presentation?

What skills or improvements to yourself, as a person, have you developed from undertaking this trip/excursion/presentation?

How would you rate your own level of participation on this trip/excursion/presentation?
Why? 1 2 3 4 5

This sheet can be photocopied for each event and placed into the TY Folder

Multiple Intelligences – which one are you?



Multiple Intelligences of Howard Gardner

Which intelligence is most likely you? There may be more than one. Why?

Find out what you can about this intelligence type(s).

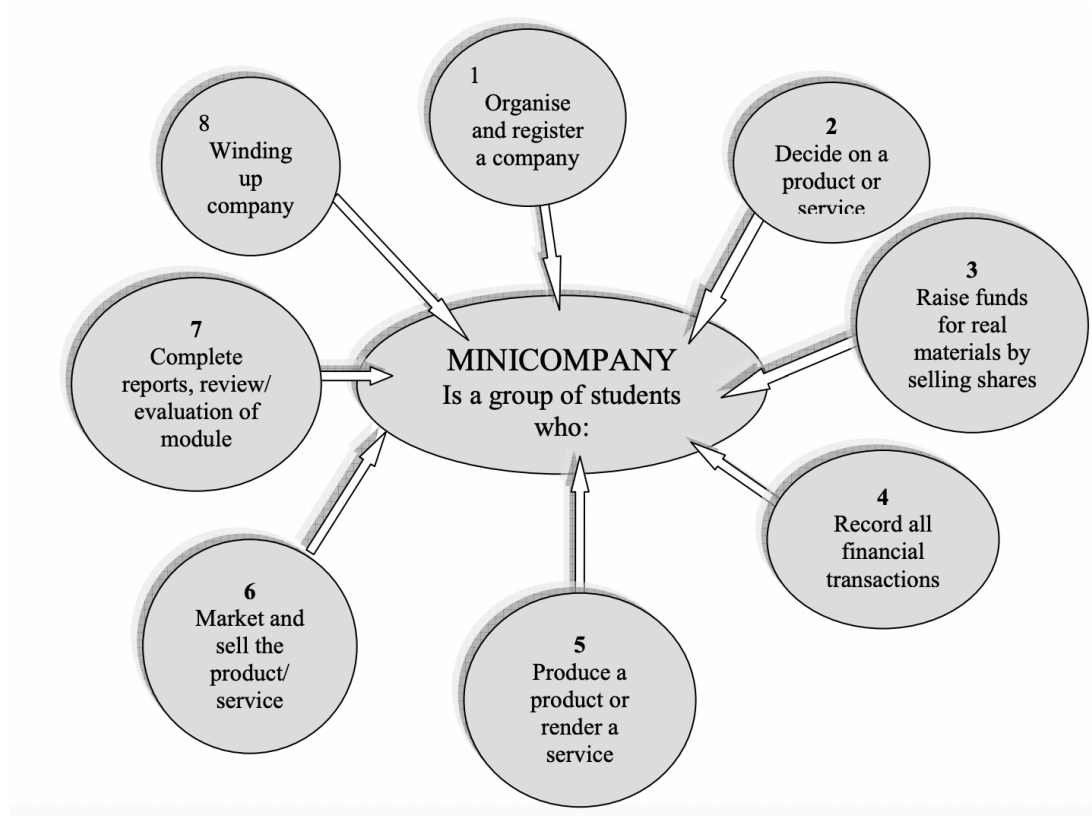
What careers are most suited to your intelligence(s)? (Howard Gardner, 2023)

Intelligence Type	Strengths	Characteristics	Possible Careers
Visual-Spatial Intelligence	Visual and spatial judgment	• Read and write for enjoyment • Are good at putting puzzles together • Interpret pictures, graphs, and charts well • Enjoy drawing, painting, and the visual arts • Recognize patterns easily	• Architect • Artist • Engineer
Linguistic-verbal Intelligence	Words, language, and writing	• Remember written and spoken information • Enjoy reading and writing • Debate or give persuasive speeches • Are able to explain things well • Use humour when telling stories	• Writer/journalist • Lawyer • Teacher
Logical-Mathematical Intelligence	Analysing problems and mathematical operations	• Have excellent problem solving skills • Enjoy thinking about abstract ideas • Like conducting scientific experiments • Can solve complex computations	• Scientist • Mathematician • Computer programmer • Engineer
Bodily-Kinaesthetic Intelligence	Physical movement, motor control	• Are skilled at dancing and sports • Enjoy creating things with his or her hands • Have excellent physical coordination • Remember by doing, rather than hearing or seeing	• Craftsperson • Dancer • Builder • Surgeon • Sculptor • Actor

Musical Intelligence	Rhythm and music	• Enjoy singing and playing musical instruments • Recognize musical patterns and tones easily • Remember songs and melodies • Have a rich understanding of musical structure, rhythm, and note	• Musician • Composer • Singer • Music teacher • Conductor
Interpersonal Intelligence	Understanding and relating to other people	• Communicate well verbally • Are skilled at communicating with little or no words • See situations from different perspectives • Create positive relationships with others • Resolve conflicts in group settings	• Psychologist • Philosopher • Counsellor • Salesperson • Politician
Intrapersonal Intelligence	Introspection and self-reflection	• Analyse their strengths and weaknesses well • Enjoy analysing theories and ideas • Have excellent self-awareness • Understand the basis for his or her own motivations and feelings	• Philosopher • Writer • Theorist • Scientist
Naturalistic Intelligence	Finding patterns and relationships to nature	• Are interested in subjects such as botany, biology, and zoology • Categorize and catalogue information easily • Enjoy camping, gardening, hiking, and exploring the outdoors • Dislikes learning unfamiliar topics that have no connection to nature	• Biologist • Conservationist • Gardener • Farmer
Existential Intelligence	An ability to see the big picture	• Have a long-term outlook • Consider how current actions influence future outcomes • Interest in questions about the meaning of life and death • Strong interest and concern for others • The ability to see situations from an outside perspective	• Philosopher • Theologian • Pastoral counsellor • Priest/Nun

My Mini Company Experience

A Mini-company is a simulation exercise of the real business world that allows students to use their initiative and creative talents to design, produce and market goods/ services, while gaining insights into the world of business.



THE BENEFITS OF A MINI-COMPANY

The Mini-company programme creates a learning environment designed to help develop skills and abilities in students that will enhance the overall mission and aims of Transition Year. The programme focuses on:

- **Personal Development:** Students develop personality traits such as responsibility, leadership, confidence, self-reliance, and creativity.
- **Skills Acquisition:** Students participating in the programme develop general, technical and academic skills.
- **Experience of the Adult Working Life:** Students will experience the success and failures of their Mini-company venture through simulating a “real-life” experience, from setting up the company to winding it down.

Student End of Year Evaluation of Transition Year

End-of-Year Evaluation

Student's Name _____

Class _____

Date _____

1 What three aspects of the TYP did you most benefit from?

- 1 _____

- 2 _____

- 3 _____

2 What aspects of TYP did you least benefit from?

- 1 _____

- 2 _____

- 3 _____

3 For you personally, what would you consider to have been your greatest success this year?

4 What aspect(s) of TYP would you most like to change?

5 How would you rate the following aspects of TYP? Tick.

	Of great benefit	Of some benefit	Of little benefit
Orientation	☐	☐	☐
Visiting speakers	☐	☐	☐
Projects	☐	☐	☐
Field Trips	☐	☐	☐
Outdoor pursuits	☐	☐	☐
Assessment	☐	☐	☐

6 What one piece of advice would you offer to a third-year student about to go into TYP?

Thank you for your co-operation.

Specific Event

(Visiting Speakers, Out-of-School Learning Experiences, Significant Learning Days, etc.)

Name _____

Class _____

Event

Date

Describe briefly the main activities of the event.

What did you find most satisfactory about the event?

What did you learn from the event?

Tick the words which best describe your experience of the event.

Interesting ☐

Boring ☐

Educational ☐

Enjoyable ☐

Useless ☐

Worthwhile ☐

Challenging ☐

Helpful ☐

Any other comments?

