

TRANSITION YEAR PROGRAMME 2009 – 2010

INTRODUCTION

Transition Year is a one-year school based programme, designed to act as a bridge between Junior and Senior Cycle. The Transition Year programme is designed to facilitate the smooth transition from the dependent learning of the Junior Cycle to the more independent self-directed learning of the Senior Cycle.

The programme offers the student the space to mature and promotes increased social awareness and social competence. The TY programme at Beaufort provides a broad variety of learning experiences both inside and outside the classroom.

The comprehensive TY programme offered by Beaufort aims to improve skills and encourage maturity by providing a variety of opportunities to:

- Discover personal strengths
- Learn about leadership, co-operation and dealing with conflict
- Work as part of a team
- Develop enterprising skills
- Sample and discover new subjects
- Make informed choices of Leaving Certificate subjects
- Build a solid foundation for the Leaving Certificate
- Gain knowledge of the working world
- Discover career opportunities

As a result students explore their own talents and abilities beyond the classroom and are expected to take responsibility for themselves and their future.

STRUCTURE OF TRANSITION YEAR

The year consists of 35 weeks of school. Two of these are set aside for work experience and one for community outreach.

TRANSITION YEAR CURRICULUM

Loreto Beaufort has designed its Transition Year programme placing continuing emphasis on academic excellence and achievement. The curriculum is designed round the best combination of teaching and learning strategies thus facilitating cross curricular work, experiential learning and activity based learning.

CORE CURRICULUM

All students undertake the following core subjects:

Religion Irish English
Mathematics French
Science (Chemistry, Biology, Physics)
Business (Economics, Accounting and Business)

OPTIONAL SUBJECTS

Students pick **two** subjects from the following

Spanish German Music Art
History Geography Religious Education
Home Economics/Social and Scientific

PLEASE NOTE:

- **Students who have studied German, Spanish and Music up to Junior Cert and wish to continue any of these subjects for Leaving Cert must choose one or both for Transition Year.**
- **Please note the final subject choice for Leaving Cert will be made during Transition Year.**

CORE SUBJECTS

RELIGION

The 4th Year programme of Religious Education endeavours to be rooted in Gospel values and mindful of Loreto ethos on the holistic development of its students.

The programme endeavours to prepare the students to actively engage in a positive way with their community and social outreach programme. It will encourage 'Faith in Action'. A living faith expressed in their service to others. The programme being mindful of the characteristics of the Kingdom of God as preached by Jesus will answer the question 'Why do – Jesus did', thus enabling the Kingdom of God to become active in and through the work of service undertaken by the students.

The challenge that Jesus posed by how he lived his life and how we, in the Ireland of to-day, can live the meaning of our faith as followers of Jesus and carry out the obligations that belonging to the Christian community imposes on us.

IRISH

The aim of Transition Year is to develop the students' confidence in Irish. It builds on the work done in Junior Cert and develops oral, aural, written and reading skills. Transition Year affords an opportunity to develop in the students an awareness of Irish culture and the history of the language. A variety of materials is used e.g. Irish language television programmes, film, short stories, poetry, drama, newspaper and magazine articles and ICT. Students do both homework and project work. Students are encouraged to participate in 'Seachtain na Gaeilge' in March and to visit the Gaeltacht during the summer.

Is í aidhm na hidirbhliana ná cumas na ndaltaí sa Ghaeilge a chur chun cinn. Déantar forbairt ar obair an Teastais Shóisearaigh. Tugann an idirbhliain deis don daltáí eolas a fháil ar chultúr na hÉireann agus ar stair na teanga. Baintear

úsáid as réimse leathan acmhainní mar shampla- cláracha teilifíse i nGaeilge, scannáin, gearrscéalta, filíocht, dramaíocht, ailt as nuachtáin agus irisí agus acmhainní ríomhaireachta. Déanann na daltaí obair bhaile agus obair thionscnaimh. Spreagtar na daltaí chun páirt a ghlacadh in imeachtaí Sheachtain na Gaeilge agus dul go dtí an Ghaeltacht i rith an tSamhraidh.

ENGLISH

The Transition Year Programme allows the student to engage with the English language in varied and creative ways while at the same time developing and improving writing skills. Particular attention is paid to the student's knowledge, level, and control of the more formal aspects of language example register, paragraphs, syntax, punctuation and spelling.

The programme includes:

- Poetry Module to include project work
- Book reports on various novels selected and read by the students
- Detailed study of text, media and film
- Theatre visits
- Public speaking: the preparation and oral presentation of a chosen topic
- Students are actively encouraged to participate in all literary competitions as they arise

Debating

As 4th years students are not under academic pressure this presents an opportunity for them to get involved in debating. Debating is offered to all students at lunchtime.

MATHEMATICS

The Mathematics programme concentrates on:

- Maths processing: calculator use, approximations and error
- Mastery of basic skill of algebra reinforcing work covered in Junior Certificate.
- Functions and graphing – linear, quadratic, cubic
- Equations and solutions – linear, quadratic, cubic
- Co-ordinate geometry of the line including a complete revision of Junior Cert Work.

Each student will research and humanize the mathematicians who have influenced the course of mathematical thinking.

MODERN LANGUAGES (FRENCH, GERMAN AND SPANISH)

The modern continental languages programmes aim to:

- Consolidate work done to date and provide continuity between Junior Certificate and Leaving Certificate courses
- Develop the student's cultural awareness through the use of ICT, authentic texts, drama, DVDs and film
- Promote language acquisition through the medium of increased exposure to the target language
- Encourage students to undertake language courses or exchanges

SCIENCE

The Transition Year Science course is divided into three modules (Physics Chemistry and Biology). Its aim is to:

- apply scientific knowledge and skills
- acquire a sense of accuracy and of attention to detail
- carry out independent study – to include project work and practical work

Areas that we aim to cover are:

Physics: Scientific units and interpretation of graphs
Light
Optical instruments
Radioactivity

Chemistry: Famous scientists
Acids and bases in everyday life
Introduction to Data logging
Introduction to organic chemistry and
Pharmaceuticals

Biology: Food and digestion
Heart
Lungs
Eye
Water and environment
Ecology and study of a habitat.

The course will help to develop an awareness of how Physics, Chemistry and Biology relate to everyday life and the enormous impact science has on modern society.

BUSINESS

The main aim of Transition Year is to give students a taste of all 3 subject areas so that an informed decision can be made regarding subject choices in 5th year. By beginning the year with Business, students can incorporate the knowledge they gain into the setting up of their business for the Students Enterprise Awards. Students will learn about the basics of Accounting and how it can be applied in everyday life. It is also envisaged that by doing the Accounting module in the final term, students will return with the basic rules fresh in their minds for the year ahead.

Students will study a real business in detail, present a powerpoint presentation to the class and visit the business.

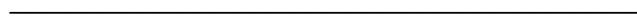
Students will keep a scrapbook project on topical issues in business media. They will also use Celebdaq – a stock exchange competition on line.

An internal competition managing a stationery shop will take place between the four classes. Run by students on a four week rota basis, it will cover purchasing, stock control and sales.

Throughout the year we will have guest speakers eg Irish Entrepreneurs , be using online Business games that teach competition and foreign exchange etc.

We will study economics and material covered will include macroeconomic topics such as the budget, Government finance, Government and the economy and microeconomics topics such as supply and demand. The aim of the module is to give students a brief overview of what economics is and its effects on everyday life internet and media.

On completion of 4th Year, students will have knowledge of the three areas of Business, Economics and Accounting.



OPTIONAL SUBJECTS

MUSIC

The ethos underpinning the Transition Year music programme is not the learning of a pre-defined, set curriculum, but rather the discovery of each student's individual musical strengths and interests through hands on, student driven practical music making.

Students love the opportunity to explore different musical genres from jazz to ethnic music, to tango. They also enjoy many workshops throughout the year. The highlight of the programme is the **Song School Workshop** where students learn to compose their own song and make a CD of their own composition. Students also explore areas such as the psychology of music, the physics of sound etc.

The Transition year programme is the study of music in a fun way before they settle down to their Leaving Certificate course in 5th year.

HISTORY

Transition Year History builds on the interest and enthusiasm for History acquired at Junior Cert level. The History class encourages debate, discussion and the development of personal views. Students are encouraged to enjoy analysing source documents and cartoons and to discuss different interpretations of them. Students are also encouraged to produce a project on their family tree or an oral History interview.

Transition Year students have the opportunity to undertake an individual research project of their choice. This will involve locating sources, research, collecting data and learning the skills of editing. Students are also encouraged to produce a project on their family tree or an oral history interview.

Essay writing skills will also be developed during the year. During the year students will have the opportunity to study a selection of the following modules:

1. **An Explanation of the Leaving Cert Syllabus:**
Document study, the research study and other modules, why study history, the work of the historian, a visit to the library.
2. **An Introduction to the Study of Documents**
- a study of 19th century Ireland using facsimile documents, cartoons, photographs, drawing, newspapers and primary source evidence.
3. **Local History, 1916 and Rathfarnham,**
- A study of Patrick Pearse and his school at St. Enda's.
- The use of facsimile documents
- A project is produced on this and a field trip to St. Enda's included
4. **Women in Irish History**
- The suffragettes and the campaign for the vote of women
- The role of Women in the labour and nationalist movements. The Women of 1916.
5. **The Principles of Genealogy**
- How to research a family tree
- Vital records
- Oral history, use of interviews. Project- Interview with an elderly person.
6. **An Introduction to European History – World War 1**
- Irish involvement in W.W.1
- Battle of the Somme, using documentary evidence.
- New weapons, new styles of warfare
- Effect on civilian populations.

7. **An Introduction to American History 1945-1989:**
 - Racial conflict
 - Rosa Parks
 - Martin Luther King

8. **History through Film**
 - Political, military and social events.
 - using a selection of films on Irish, European, American Events

Transition Year students are encouraged to read as widely as possible round the course, and to get information from as wide a range of sources as possible i.e. the internet, libraries, T.V., films, documentaries, newspapers and primary sources where possible.

Lively discussions are common in the class and students are encouraged above all to enjoy History.

GEOGRAPHY

During Transition Year students will be introduced to the many different aspects of studying Geography.

- They will learn to use **Google Earth**. From this they will be introduced to the concept of **GPS systems** and will learn to interpret **satellite imagery and photographs**. They will also study **World Locational Geography** with particular attention to **European and Irish maps**.
- They will learn to use **Trailmaster**. They will practice map reading skills having completed the Trailmaster programme.
- They will study **India** as a continental region and will examine all aspects of physical, economic and human processes. Research will be from text and internet archives. They will be expected to prepare a PowerPoint presentation/or written report having completed this study.
- They will complete a **Field Study** exercise involving research in the chosen area of study, the making of measuring and recording equipment, choosing of site,

- measuring and recording information and compiling a written report.
- They will also be introduced to the study of **Soil and World Ecosystems**. Research will be from text and internet archives.

ART

The Transition Year Art course will aim to assist students in their creative and artistic development.

3D Construction

Puppetry / figurative / Masks

- Life Drawings and portraiture
- Figurative work by artists
- Research
- Drawing for construction
- Construction work
- Decorative work

Graphic Design

- Lettering
- Poster / packaging
- Advertising
- Image Work
- Balancing composition
- Final completion of graphic piece

Set Design

- Design and construct set for school play
- Drawing
- Research
- Painting
- Construction of set

RELIGIOUS EDUCATION

(for students who intend to take Religious Education as a subject choice in Leaving Certificate.)

Aims:

This programme aims to explore the search for meaning of life in this world. The module will attempt to develop an understanding of the nature of this search by working with different stories, personal stories, true life stories as well as sacred stories.

Students will be encouraged to explore their own search for meaning through popular music, video, art, literature and open discussion. Students will be invited to examine the thinking of the great philosophers on the purpose of life. Students will become familiar with religious responses to the great questions of life.

It is hoped that students will have a greater appreciation of and openness to the search for meaning in their lives and in the lives of others; that they will recognise the need to engage in this search for meaning of life as part of their growth towards maturity

T.Y HOME ECONOMICS

AIM

To look at key areas of the Home Economics Syllabus that are relevant in the lives of the female T.Y. student.

To give students a better knowledge and understanding of these key areas.

- **Food choices:** how the type of food we eat is influenced by a number of factors including, culture, eating patterns, sensory aspects, nutritional awareness, health status, availability, finance and advertising.
- **Nutrition:** a knowledge of nutrition is essential to the study of this subject. Outline study of the 6 main nutrients, their sources, functions and deficiency symptoms

- **Diet and health:** energy factors which determine energy requirements. Current nutritional guidelines. Dietary and food requirements of different age groups (with emphasis on the importance of including specific nutrients in the diet of adolescent females e.g. iron and calcium. Excesses and deficiencies in the diet and their effects on health and well-being. To look at the benefits of incorporating physical activity into the daily routine of the teenager.
- **The Irish diet:** Analysis of the Irish diet in relation to current dietary guidelines with special focus on the teenage diet. Changes in food and eating patterns in the Irish diet from the beginning of the 20th century.
- **Food processing and Packaging.** Look at the range of processed/convenience foods available today with special regard to the effect of overuse of these products in the teenage diet. Food packaging and environmental impact of packaging materials.
- **Safefood:** to include food hygiene regulations, safe food preparation, ie personal hygiene, kitchen hygiene and food hygiene. (HACCP). On-line exam may be undertaken on completion of this topic.

Students will engage in independent, activity-based and self directed learning with the aid of the many resources available to them. Students should develop general, practical and academic skills and knowledge.

Students will be given practical cookery assignments appropriate to areas studied, they will need to research, investigate and cook suitable dishes.

Career guidance is increasingly important for Transition Year students as they enter the Senior Cycle of the school. They will have class with a Guidance Counsellor.

The programme has five main elements:

1) Preparation for the two work experience placements

The dates for the work experience placements are **12th to the 16th October inclusive and 19th to the 23rd October**. The final deadline for submitting completed work experience forms is **Friday 18th September**. The student should look for and find themselves 2 separate placements in 2 work areas that they are interested in or are curious about. If a student misses any of this time it must be made up at a later stage in the student's own time.

The preparation will include:

- Employer and employee expectations
- how to prepare for the first day
- what I will gain from work experience

2) Debriefing :

- How did my placement go and what did I learn by doing work experience?
- Preparation for community outreach
- Outlining the difference between it and work experience
- Students will learn how to prepare a CV and letter of application

3) Subject Choice for Senior Cycle: 4th Year students are allowed to sample a wide range of academic subjects and only make their final selection for 5th year in February of 4th year. To assist them in this, they will sit a series of aptitude tests, the DATS, in December of Transition Year. They will also receive one to one feedback on these tests by a Guidance Counsellor and also have class work on options and combinations.

Class teachers will also at this time inform students of what their subject is like for Leaving Cert level.

- 4) Students will engage with “The Be Real Game”. This is a role play game which goes on over several months, whereby each student selects a role to play. This role is at an early stage of their career and they will need to prepare C.Vs. do interviews, opt for further training and develop a lifestyle in keeping with their income. There are many activities and discussions that form part of the game.
- 5) Students will have an introduction to the main colleges in Ireland and will have the opportunity to hear talks by chosen speakers from particular career areas.

COMMUNITY OUTREACH

Students will get the opportunity to give a week long commitment to active involvement in the local community. The aim here is to help those less fortunate than ourselves. Special attention will be paid to the needs of:

- The elderly
- Those with physical or intellectual disability
- The homeless and the disadvantaged

Students find their own placement and some examples of areas where they may offer their services are:

- Homes for the elderly
- The Hospice
- Soup Kitchens
- Services for the disabled e.g. St. Michael’s House, Cheeverstown etc.

The Community Outreach week will take place from **26th – 30th April**. The deadline for having the form completed and returned is **Friday 19th March 2010**.

Each student will need to bring in €10.00 in September to cover the cost of their careers workbook.

PHYSICAL EDUCATION

Students have a double period and 1 single period of PE each week. The object of this programme is to introduce students to areas of sport and recreational leisure activities outside the existing school curriculum.

Health and Fitness Programme

This includes aerobics, circuit training and self defense.

Team Games

This includes outdoor hockey, basketball, camogie, tennis, athletics, volleyball, indoor soccer, hockey and badminton. All students are strongly encouraged to take part in team sports.

TRANSITION YEAR MODULES

MUSIC APPRECIATION

Music is everywhere. It is all round us in the world. Yet most of us never think of it, or even notice it. The Transition Year Music Appreciation course is aimed at raising student's awareness of this medium in their everyday lives. It is not a course in Western Art, or Classical music, but rather an eight week discovery of how music interacts with our lives in general. Students study such diverse areas as:

- The psychology of music, and its psychological effects on the human brain, (why does sad music make us feel sad, etc.)
- Ethnic music from areas such as Sub-Sahara Africa and Indonesia
- the development of the recording industry
- the development of 'pop culture, and many more

It is a course of interest to all students, not just those with specific interest or talent in music.

CRAFTS

A variety of crafts will be studied during this module including the following:

Batik: Many beautiful images can be created using a variety of dyes or by cracking the wax to create fine cobweb lines of colour. Batik is a simple and fun way of creating your own images on fabric cushions, clothes or wall hangings.

Lino Prints: Lino printing is a fun and easy way of introducing students to the printing process

Papier Maché: A fun and easy way to create your own 3D forms

BAG MAKING

In Bag Making the girls get a chance to learn a new skill that many of them might never have experienced before, for example, if they did not do Home Economics up to Junior Certificate.

The students are given the opportunity to study different materials, patterns, shapes, designs and bag designers. They learn how to do simple tasks using a sewing machine, like hair bows, pin cushions and also sewing hems.

They will get the chance to design their own bag or cushion and go through the creative process of completing this item. It is enjoyable experience like completing a jigsaw, when you put all the pieces together and see the end result.

COMPUTER STUDIES

Beaufort is an authorized European Computer Driving License (ECDL) test centre. Transition Year students are offered the opportunity to avail of the centre and sit the ECDL certification course. It is an internationally recognized standard of computer competency.

The entire course consists of seven modules and continues in the senior cycle.

- Module 1 Basic Concepts of IT
- Module 2 Using the computer and managing files
- Module 3 Word Processing
- Module 4 Spreadsheets
- Module 5 Databases/Filing Systems
- Module 6 Presentation and Drawing
- Module 7 Information Network Services

CURRENT AFFAIRS

This is a course designed to familiarize students with current events of a social and political nature in Ireland, Europe and elsewhere. Students are encouraged to read newspapers, magazines and watch current affairs programmes. Each student will be required to present a project on a chosen topic; European Affairs, current issues, and world problems. Students can choose to do a project on some campaign or project related to events during the school year. This course will be presented with the use of DVDs, videos and internet sources.

DIGITAL PHOTOGRAPHY

This course will introduce pupils to basic digital photography techniques. It aims to encourage teamwork and an appreciation of photography's role as an artistic and communicative medium. Composition is a main component. Creativity and experimentation is encouraged. Pupils will learn how to critically discuss and analyse photographs. Work produced will be exhibited at the end of year Transition year Graduation Evening and also published in the annual Beaufort Year Book.

ADOBE PHOTOSHOP

This module aims to give pupils a good practical understanding of how to use Adobe Photoshop. Pupils will learn how to manipulate image and text using Photoshop 6. Creativity and experimentation is encouraged. Specific themes will be given to pupils for each project within this module. Some themes will be based on events that take place throughout the transition year e.g. work experience and outreach. The practical application of their finished work is important. One of the ways this is achieved is through the creation of posters for the TY Musical which are then used to advertise the event. Also the work the pupils have done in the Photography Module is experimented with, finalized and printed to exhibition standard for the TY Graduation Evening.

INTERIOR DESIGN

The object of this module is to develop a greater knowledge and understanding of colour, pattern and texture and their use in Interior Design.

- to introduce students to skills involved in appliqué, quilting and patchwork
- to include practical items of soft furnishings, bean bags, cushions, wall hangings, lampshades patchwork quilts and table mats
- to design costumes in conjunction with the drama, music and art departments in preparation for the annual musical

CULINARY SKILLS

“Experimentation time” for students both beginners and advanced to work with ingredients from afar and produce some adventurous culinary delights from China, Thailand, Mexico, and Italy. In doing so, students look at the staple foods in the above countries and presentation of these dishes. Students will also cook dishes in relation to special diets and various cooking principles. The course ends with “Chocolate Day” where students have a choice to make any dessert with chocolate!

DRAMA AND CHOIR

In Transition Year the emphasis is on Creative Drama

- Theatre Production
- Voice Production
- Sound and Movement – Verbal Dynamics
- Improvisation

DANCE

Students will get an opportunity to learn Salsa, Brazilian and other forms of dancing allowing them to develop their co-ordination and deportment.

“The Play!”

The highlight of the Transition Year programme is the Annual Musical. It is a very exciting and fun time for all students where many musical and artistic talents are discovered, team spirit flourishes and everyone has the opportunity to get involved, from singing and acting to set and costume design, from stage management, sound and lighting to make up artist. There’s a role for everyone, and years after the final curtain falls, everyone remembers “the play”.

NB

Any student who wishes to take part in the play must be available for all rehearsals between January and the start of the performance including Mid Term. It is not possible for the Director/ Musical Director to cast a student who will not be available during this time, for whatever reason.

ENVIRONMENTAL STUDIES

In an age when environmental awareness is becoming increasingly important we have now decided to introduce an environmental module. This will focus primarily on the issue of personal responsibility in the protection and management of the environment. The programme will include:

- Global warming

- Environmental pollution air, water and land
- How care for the environment starts at home and in school
- The importance of personal choice in the kind of house, car and lifestyle we opt for
- The importance of reducing the amount of waste we produce, water and power we consume
- Recycling – the positive option
- The separation management and disposal of waste
- Carbon footprint reduction
- How to consume less energy
- Alternative renewable energy sources

CULTURAL EDUCATION

Students will have the opportunity to go on a range of outings during the year. They will visit places such as Kilmainham Gaol, National Art Gallery, The High Courts, Wicklow Gaol, Natural History Museum, G.A.A. Museum, and the Mosque.

BRIDGE

The aim of this module is to introduce a basic knowledge and understanding of the game of Bridge. Students will learn some basic card playing techniques. They will be introduced to the game e.g. how to bid, how to play a contract, how to defend, how to score etc. Students will have the opportunity to practice and to play mock games. They will develop an understanding of the fun and etiquette of Bridge. It is hoped that this course will encourage students to take up this game as a leisure activity.

TOURISM

This is a new module which deals with Tourism in Ireland. The girls get to learn about various attractions/sites of interest. They complete a project on a chosen tourism attraction.

ADDITIONAL OPPORTUNITIES:

- Gaisce – The President’s Award

- Green Schools Group
- Young Scientist
- Amnesty International Group
- Annual Musical
- Lectures on topics such as Alcohol, Smoking, Road safety
- First Aid
- Nutrition and Health Care
- Essay Competitions
- Fundraising for various charities
- Adventure outing to Delphi
- Driving instruction
- Student Enterprise Awards
- Toastmasters - offered outside of school time. It is a chance for the students to develop their public speaking skills. A 'Showcase' night is held for all involved to present their new talent.

ASSESSMENT AND EVALUATION

Students will be assessed by means of:

- Written examinations at Christmas and Summer
- Continuous Assessment
- Project Portfolios
- Exhibition of completed work
- Module Assessment

GRADUATION AND PRIZE GIVING

Graduation and Prize giving will take place during the month of May and parents are invited to attend. On the same evening there will be an exhibition of all work completed during the year.

School Expectations

The School has high expectation of students in Transition Year. Here we outline our requirements with regard to work and behaviour of Transition Year Students

- (a) Develop work and study habits as directed by subject teachers
- (b) Establish positive and respectful relationships with both fellow students and staff
- (c) Participate in classwork, complete homework and assignments on time and to the required standard
- (d) Meet with organizational deadlines e.g closing date for Work Experience applications, return of signed Consent Forms as required etc.
- (e) Observe the rules and regulations of the school
- (f) Endeavour to participate fully in Transition Year maintaining a satisfactory attendance record
- (g) Participate fully in the complete range of Transition Year activities.

TRANSITION YEAR CONTRACT

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I _____ Have read the above rules
and am fully committed to Transition Year

Parent's Signature _____

Student Signature _____

Year Head _____

TRANSITION YEAR PERMISSION SLIP

I give permission for my daughter _____ to go on all
school outings during Transition Year 2009/ 2010 and I agree to whatever
arrangements are made for her and the group.

I understand that she must adhere at all times to the school rules.

Father's Signature _____ Mother's Signature

Student's Signature _____

Date: _____

**Both forms to be completed and returned to Ms Taylor by Friday 4th
September 2009**

Teaching Methods and Approaches

A key feature of Transition Year is the use of a wide range of teaching/learning methodologies and situations. The goals and objectives are achieved by:

- Negotiated learning
- Students taking personal responsibility for learning
- Activity based learning
- Integration of appropriate areas of learning
- Team teaching approaches
- Group work: discussion, debate, interview, role play
- Project work and research
- Visiting speakers and seminars
- Study visits and field trips
-

Assessment and Certification

Assessment takes many forms, including the following;

- Assessment of written work
- Assessment of practical work
- Oral feed-back
- Class discussion
- Assessment of project work
- Written, oral and aural examinations
- External examination e.g. ECDL
- External assessment e.g. employer's report following Work Experience
- Self Assessment