



# NCGE Report on Guidance Provision to European Schools

# 2017



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

Summary report of guidance delivery by  
NCGE appointed Guidance  
Counsellors to Irish students in the  
European Schools in Autumn 2017

## *Preamble*

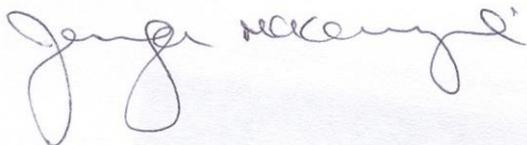
The **National Centre for Guidance in Education (NCGE)** is an agency of the Department of Education and Skills (DES), operating under the aegis of Léargas. The following report details the delivery of the DES funded NCGE guidance service to those Irish students who were attending a European School in the year 2017.

NCGE wishes to acknowledge the direction, co-operation and genuine commitment of the DES Inspectorate in the planning and co-ordination of this service.

NCGE is very grateful to the co-ordinating teachers based in the European schools who take on the responsibility for co-ordinating the delivery of the career guidance service provided by NCGE annually. Their assistance is critical to the delivery of this very valuable service and is completed in addition to their normal teaching responsibilities.

Furthermore, the delivery of this guidance service would not be possible without the professional dedication of the two qualified and highly experienced guidance counsellors who commit to the delivery of high quality guidance service to the students. On behalf of NCGE, I wish to thank them for their dedication and personal commitment to the process.

Finally, I wish to acknowledge the NCGE staff involved in the co-ordination, planning, administration and support of this guidance service, who each year review, consider and explore new ideas to ensure the continued professional delivery of this service.

A handwritten signature in blue ink, appearing to read 'Jennifer McKenzie', is written over a light blue rectangular background.

***Jennifer McKenzie***

***Director, NCGE***

## The European Schools

The following information is taken from the website of the European Schools (<https://www.eurisc.eu/en>) and the website of the Department of Education and Skills ([Information note for parents on the European Schools, International Section, DES](#)).

- (i) European Schools: The European Schools (ES) and the Accredited European Schools are educational institutions set up in the European Union's Member States. They provide children with a multilingual and multicultural education at nursery, primary and secondary levels. The Schools follow a specific curriculum and offer the European Baccalaureate (EB) diploma.
- (ii) DES supports for European Schools: The Department of Education and Skills (DES) provides funding for access to appropriate guidance for the children of Irish parents who are enrolled in the European Schools. This service is coordinated by the National Centre for Guidance in Education (NCGE) and is delivered by qualified guidance counsellors as recognised by the DES. The support is intended to supplement, but not replace, the guidance support already available to students in the European Schools. It is geared specifically to the needs of Irish students who may be considering applying to Irish third-level institutions and who have questions regarding general entry requirements, particular course requirements, and application procedures and deadlines. The service is provided in the autumn term each year. In European Schools with larger numbers of Irish students (usually the schools in Brussels and Luxembourg), an Irish guidance counsellor visits the school. The guidance counsellor generally meets with each Year 7 student individually, and, as appropriate, with groups from Years 5 and 6. In some cases, the guidance counsellor also meets with parents of Year 7 on a designated evening during the visit. In the case of schools with smaller numbers of Irish students, an Irish guidance counsellor provides a service by means of Skype or an equivalent system, by prior arrangement with the school. The service is provided to Year 7 students and, as appropriate, to students from Years 5 and 6. Information on equivalences between the European Baccalaureate (EB) and national systems can be found in a document published annually on the ES website.

### NCGE coordination of guidance provision

The DES funds the delivery of the guidance service to Irish students in the European Schools. NCGE has co-ordinated the delivery of the service, on behalf of the Department, for over 15 years.

NCGE communicates the delivery of this service to schools, students and parents under 'the umbrella' of Euroguidance Ireland. This is due to the natural synergy of the objective of the Euroguidance Network in the promotion of mobility. It also allows for more coherent communications through the use of a dedicated section on the Euroguidance Ireland website (rather than the NCGE main site). It allows for easier referencing to the appropriate Euroguidance hosted ancillary resources, such as online booklets, blogs and videos that are relevant to the European School students.

Each year, NCGE liaises with the relevant Senior Inspector, Inspectorate European Schools in the DES, to access the details of the eligible European Schools and the associated student numbers requiring guidance provision. NCGE contracts qualified experienced Guidance counsellors to provide this service each year. Provision is made both on site in the larger European Schools and via online video conferencing (i.e. Skype and Adobe Connect) for one-to-one or group guidance sessions in the smaller schools. Each year, NCGE meets with the relevant Inspector to internally review the guidance

service provision to the European Schools, to decide on and make changes to delivery as appropriate based on this review.

Following such discussions in 2016, students were asked in their information sheets to provide permission and contact details for NCGE to follow up with them after they left school, to ascertain their third level destinations, if appropriate.

For 2017, NCGE developed a new online student information template; this enabled the populating of subsequent 'Dropbox' files which would be used by the coordinator in each school to monitor the information gathered from students as well as giving the guidance counsellors some advance information in relation to specific student's needs prior to delivery. This mechanism also enabled parents of those students less than 18 years of age to provide documented permission/consent for their son/daughter to attend the one-to-one and/or group sessions. More details regarding the Student Template are provided in Appendix B.

NCGE contacted the coordinating teachers in each of the European Schools detailing how provision was to be organised and providing dates to schools for guidance delivery. NCGE proposed and hosted an online meeting of those co-ordinating teachers who were available to attend, to discuss any issues they had and how NCGE could support their interaction with the guidance service delivery. Following this discussion, NCGE arranged for the prospectuses of the main Universities and Colleges to be sent directly to the Co-ordinating teachers, to make them available to the students in advance of the guidance counsellor visits.

As detailed above, two guidance counsellors were contracted with a specific purpose, temporary fixed term contract, to deliver the guidance to students in 12 European Schools in 2017. One guidance counsellor was recruited for the on-site provision of guidance in Brussels and Luxembourg. One guidance counsellor was contracted to provide guidance via Skype to students in European schools in Germany, Spain and an additional school in Belgium. Following a change in plans due to unforeseen circumstances, the on-site service to Varese, Italy was changed, with the agreement of all concerned, to a service provided via online video conference.

In line with the DES commitment, each guidance counsellor communicated his/her willingness to meet with the parents of individual students when requested.

The following tables outline the details of the Guidance Service Delivery to European Schools

**Figures returned directly by European Schools to DES Inspectorate for service 2017-2018**

<b>School</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
Alicante	2	3	2	2
Bergen	0	0	0	0
Brussels 1	11	6	3	8
Brussels 2	6	5	5	9
Brussels 3	5	4	6	8
Brussels 4	5	9	8	3
Frankfurt	3	5	2	2
Karlsruhe	0	2	0	1
Luxembourg 1	4	2	4	4
Luxembourg 2	4	3	6	1
Mol	2	0	1	3
Munich	0	3	3	1
Varese	1	5	5	3

- Eligible students from each school are those who have at least one Irish parent.
- The final number of actual recipients does not directly correlate to this table as not all eligible students seek guidance.
- In addition to years 5, 6 and 7, where sought and appropriate, guidance was also be provided to Year 4.

**Coordinating staff of NCGE:**

Jennifer Mc Kenzie	Director
Liz Glennon	Guidance Officer - Euroguidance
David Cullen	Communications Officer

**Guidance Counsellors delivered the service through contracted undertakings, through on-site presence in the schools and remotely via online video conferencing.**

<b>Guidance Counsellor 1</b>	<b>School</b>	<b>Guidance Counsellor 2</b>	<b>School</b>
<b>On site</b>	Brussels 1	<b>Via Skype</b>	Alicante
<b>On site</b>	Brussels 2	<b>Via Skype</b>	Frankfurt
<b>On site</b>	Brussels 3	<b>Via Skype</b>	Karlsruhe
<b>On site</b>	Brussels 4	<b>Via Skype</b>	Mol
<b>On site</b>	Luxembourg 1	<b>Via Skype</b>	Munich
<b>On site</b>	Luxembourg 2	<b>On site</b> <sup>1</sup>	Varese

<sup>1</sup> The scheduled on site delivery to Varese, Italy was altered and replaced with online provision via video conference following agreement between NCGE, the school and the guidance counsellor involved.

**Coordinating teachers in each school (voluntary undertaking):**

School	Coordinator
Alicante	Fiona O'Leary
Brussels 1	Aoife Whelan
Brussels 2	Barry Kilgannon
Brussels 3	Íde Ní Mhóráin
Brussels 4	Yvonne Finnan
Frankfurt	Daniel Nolan
Karlsruhe	Anthony Boothroyd
Luxembourg 1	Noirín Murphy
Luxembourg 2	Aibhistín Ó Coimín
Mol	Majella O'Brien
Munich	Kieran Kiely
Varese	Eoin-Pól Ó Rúis

**Preparation for delivery:**

The following provides an outline of the delivery preparation for the Guidance Service.

ACTION	UNDERTAKEN BY	DATE(S)
Development of online Student Template; recording of student confirmations of attendance, parental permissions, subjects studied and career interests.	<ul style="list-style-type: none"> <li>• NCGE</li> </ul>	August – October 2017
Provision of data to NCGE re eligible students and locations	<ul style="list-style-type: none"> <li>• Inspectorate – DES</li> <li>• European Schools</li> </ul>	September / October 2017
E-Mail to coordinating teachers outlining proposed schedule of delivery and utilisation of new data gathering process	<ul style="list-style-type: none"> <li>• NCGE</li> </ul>	October 2017
Drafting and signing of contracts by Guidance Counsellors	<ul style="list-style-type: none"> <li>• NCGE</li> <li>• Guidance Counsellors</li> </ul>	October / November 2017
Collation and communication of final total numbers and year groups of students seeking guidance in each school	<ul style="list-style-type: none"> <li>• NCGE</li> <li>• European Schools</li> <li>• Guidance Counsellors</li> </ul>	October / November 2017
Dispatching of the prospectuses of 3 <sup>rd</sup> level institutions to each school	<ul style="list-style-type: none"> <li>• NCGE</li> </ul>	October / November 2017
Collation of up to date European Baccaulaureate (EB) points conversion details and information regarding exemptions from Irish and DARE	<ul style="list-style-type: none"> <li>• NCGE</li> <li>• Guidance Counsellors</li> <li>• TCD</li> <li>• UCC</li> <li>• IUA and NUI</li> </ul>	October / November 2017
Ongoing communication with coordinating teachers, students and parents in lead up to delivery	<ul style="list-style-type: none"> <li>• NCGE</li> <li>• Guidance Counsellors</li> </ul>	October / November 2017

### Delivery dates and student numbers:

The following provides an outline of the (i) projected and actual numbers of students and parents who availed of the guidance service and (ii) the dates of service delivery.

SCHOOL	DATE(S)	Projected	Actual	S7	S6	S5	S4	Parents
Alicante	06/11/2017	9	9	2	2	3	2	
Brussels 1	24/11/2017	28	16	6	2	6	2	8
Brussels 2	23/11/2017	25	8	6	2	0	0	
Brussels 3	21/11/2017	23	12	7	5	0	0	1
Brussels 4	22/11/2017	25	18	8	6	4	0	
Frankfurt	07/11/2017	12	12	2	2	5	3	
Karlsruhe	09/11/2017	3	2	1	0	1	0	
Luxembourg 1	29 <sup>th</sup> -30 <sup>th</sup> /11/2017	14	12	3	4	2	3	3
Luxembourg 2	30/11/2017 and 01/12/2017	14	5	0	3	2	0	
Mol	24/10/2017	6	7	3	1	0	3	
Munich	10/11/2017	7	8	0	4	4	0	
Varese	11/12/2017	14	10	1	2	5	2	
<b>TOTALS</b>		180	119	39	33	32	15	12

### Provision of the guidance service

**The guidance service provided focusses on the needs of the students. The following provides an outline of the types of issues discussed and guidance provided, whether on-site or online.**

In preparation for the guidance service provision, the guidance counsellors assembled their 'guidance toolkit' of relevant information, whether online or as printed resources. More details regarding the 'Toolkit' are provided in Appendix A.

In terms of delivery type and time with students:

- S4 and S5 students were each to have access to a 30 minute group guidance session
- Each S6 and S7 student was to have access to a 40 minute individual guidance session.

Where possible these time slots were adhered to but, in some circumstances, it was not feasible. The logistics of delivery meant that the coordination and availability of students at their allocated times was a challenge. The guidance counsellors and coordinating teachers adopted a flexible approach (as has been the practice in previous years) to delivery, ensuring that all students who sought guidance were seen and that the information was presented in a tailored and accessible manner.

In terms of the experience, the overall feedback from delivery has been that the interaction with the European Schools' teachers and students proved very interesting and enlightening. One guidance counsellor noted that "...the impression was that you were interacting with people who not only had a mature European outlook but who were also very aware of globalisation. The outcome of a different approach to education was evident when compared to Irish students. However it was not the impression that they had as much access to Careers Education, Guidance and careers resources

*as we are familiar with in Ireland. The students who availed of the NCGE guidance service now have a much better understanding of options, CAO application procedure and tertiary education in Ireland.”*

After delivery, both NCGE and the Guidance Counsellors continued to respond to coordinating teachers, parents and students directly in relation to any follow up queries they had.

### **Guidance delivered with the students on-site**

#### ***The delivery of group guidance to students in YEAR 5***

The main focus for year 5 was on how to choose subjects in order to keep their progression options as open as possible or to satisfy their current known interests.

Students were introduced to a Career Interest Inventory, shown how to score the test and how to recognise what areas might be most significant for them - and requested to complete at home.

Other items covered included:

- Discussion on vocational fields v. specific careers
- What subjects were essential for their highest preference areas
- Entry, faculty matriculation requirements, and the points system in Ireland
- Information on equivalences between Leaving Certificate points and the European Bac
- Useful sources of information including those which are web-based
- Demonstration of the use of Qualifax, Careers Portal, and relevant NCGE materials.
- The strategic and developmental importance of talking to people, or obtaining work experience, in areas of highest choice
- The provision of handouts on all sources of information
- The suggestion to classes that they keep a file on all the information gathered so that it could be discussed with the guidance counsellor on a subsequent visit.

#### ***One-to-one guidance delivered to students in YEAR 6***

As the guidance counsellors maintain confidential notes from previous guidance sessions, follow up meetings in Year 6 can be more personalised to the individual student.

In Year 6, students were provided with the chance for a reorientation of focus and an opportunity to begin to refine their careers and education planning.

Students in Year 6 were encouraged to attend college and university open days and to obtain work experience where possible in order to broaden their knowledge of their fields of interest.

### ***The delivery of group guidance to students in YEAR 7***

In general the guidance provision to students in Year 7 included:

- Explaining application procedures to the CAO<sup>1</sup> and the necessity of getting their BAC<sup>2</sup> scores to Ireland as quickly as possible after they obtained them
- How to order their choices
- Exemption from Irish, if applicable
- Information on specific courses
- The offer schedule
- Ireland versus England for their particular course of study
- Information on accommodation
- Course fees, if any
- Cost of living
- Taking a subject in the Leaving Certificate
- Where a particular college course might lead in the future
- The regulations governing entry to undergraduate Medicine, and the necessity to apply for the HPAT<sup>3</sup> test which can only be taken in Ireland
- Regulations governing the NCAD<sup>4</sup> portfolio

### **Online guidance provision**

#### ***Establishing online contact***

Good practice developed over the previous few years has necessitated that a “test” Skype call be arranged in advance with the school. This relieves some anxiety on both sides regarding establishing a satisfactory connection and reception as delays and technical problems had occurred in schools in the past.

#### ***Conduct of interviews***

*The delivery of group guidance to students in Group sessions in YEAR 5:*

The group sessions were allocated approximately 30 minutes and were more a general introduction to the idea of studying in Ireland:

- CAO system, number and level of subjects
- Colleges in Ireland
- How to conduct preliminary research and establish broad sectors of interest
- Different points system for Maths.

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<sup>1</sup> CAO Central Applications Office

<sup>2</sup> BAC European Baccalaureate results

<sup>3</sup> HPAT - Health Professions Admission Test for medicine and health professions degree programmes

<sup>4</sup> NCAD – National College of Art and Design

As students were attending the service for the first time, and online might feel less personal, it has been more engaging for the students to briefly focus on individual information which had been offered so as to make a personal connection with each one and try to establish rapport. For one school, a classroom presentation was provided at the request of the co-ordinating teacher to which all interested students were invited. This gave the overview of studying in Ireland, details of the Irish Higher Education system, detailed information on how to convert EB results to Irish entry requirements and points, information on how to apply to the CAO.

*The delivery of one-to-one guidance to students online for YEARS 6 and 7:*

Individual appointments were allocated 40 minutes. Some issues particular to the provision of the guidance service online include: technical difficulties, problems with sound, broadband connections etc. It was often the case that the carefully planned schedule had to be adapted to suit the demands of the school day.

**Recurring themes of on-site and online provision:**

- Course research, e.g. Qualifax, as most of them confined themselves to the websites of colleges they had heard of or that had been attended by people whom they knew. This resulted in a narrow list of courses.
- The concept of STEM careers and the bonus points for Maths
- The number of courses; many were amazed that they could put up to 20 courses on their CAO applications. The varying levels (6,7,8) on The National Framework of Qualifications was further explained in this context
- The Order of Preference also needed a lot of emphasis
- Irish language: they all find the information on the exemption from Irish confusing
- Competence in English was generally covered
- The conversion of their grades to points was a constant query as was the number of acceptable subjects
- Entry requirements
- The difference between Ordinary and Higher Level was another recurring issue
- The allocation of places and the random selection
- HPAT
- Combining points with HPAT results
- Big demand for previous statistics regarding maximum and minimum HPAT/ points combinations
- 4 students were delighted to receive DARE information and believed it would be a good reason to choose Ireland
- The difference in the points conversion system used in Trinity
- Students are aware of the UK UCAS system and may confuse this with the CAO system
- Students have little awareness of the universities and Institutes of Technology based outside Dublin

### **Courses of interest:**

The varied range of subjects studied for the EB results in a different course focus than one generally finds among a group of students in Ireland. For example, the interest in International Relations, Politics, Economics, Philosophy, Drama and various languages was recurrent as was a strong interest in all forms of media.

Both guidance counsellors noted in their reports to NCGE that their impression was of reflective students, anxious and ready to participate in a global society in various ways. It was also noted that when students choose to work with the longitudinal developmental programme set out for them, working progressively in a focused and experiential manner, real progress can be seen. Students now appear to be focused, knowledgeable and aware.

The courses of interest ranged over the following areas and are grouped to reflect the general combinations that students enquired about.

- Business and Economics
- Law
- Drama and Theatre
- Art and Design
- Humanities – Languages, Philosophy, History, Politics
- Science
- Engineering
- Medicine

### **Students had many varied questions linked to making decisions about education progression options including:**

- The cost of studying in Ireland
- Accommodation
- Reasons why they should come
- Quality and recognition of Irish third-level education
- Opportunities for study in other countries as part of course
- Work Experience
- How to proceed once EB results become available
- Portfolio work and restricted courses

### **Areas of greatest confusion**

- The difference between conversion for Entry/Course Requirements and Points was an area of confusion
- Some of the previous years' confusion about bonus points for Honours Maths had lessened as many had been told about it in the previous year. Those who had not attended interviews in previous years complained that they were not aware of this and had chosen 3 periods (hours) Maths when they would have considered 5 periods (hours) if they had known
- The difference in requirements and points calculation, (for example the difference between colleges) was another point of confusion. This clarification was time consuming in explaining the variety of systems

- Some confusion over when to communicate with NUI, directly with a college or with CAO
- Confusion regarding NUI requirement for exemption from Irish

**Feedback from parents:**

- 12 parents availed of the opportunity to consult with a guidance counsellor in 2017
- Information regarding equivalences was received gratefully by both parents and students, in particular that information pertaining to TCD
- Financing 3rd level is continuing to be a large issue for many parents with many of them looking to Ireland instead of the U.K. because of the high level of fees there

## APPENDIX A - SUGGESTED TOOLKIT TO BE CONSULTED / USED BY GUIDANCE COUNSELLORS IN DELIVERY OF SERVICE

(Developed from existing sources already collated by Ms. Julie McDermott and Ms. Breeda Coyle)

<b>For consultation &amp; direction &amp; where appropriate for printing of relevant sections for student distribution:</b>
NCGE / Euroguidance Ireland website - <a href="https://euroguidance.ie/european-school-information">https://euroguidance.ie/european-school-information</a>
Education in Ireland website - <a href="http://www.educationinireland.com/en/">http://www.educationinireland.com/en/</a>
Qualifax - <a href="http://www.qualifax.ie/">http://www.qualifax.ie/</a>
Careers Portal - <a href="http://www.careersportal.ie/">http://www.careersportal.ie/</a>
CAO Handbook - <a href="https://www.cao.ie/handbook.php">https://www.cao.ie/handbook.php</a>
NUI Handbook (Matriculation Requirements) - <a href="http://www.nui.ie/college/docs/matricRegs/matricRegs_2017_2018_ENG.pdf">http://www.nui.ie/college/docs/matricRegs/matricRegs_2017_2018_ENG.pdf</a>
HEAR / DARE information - <a href="http://accesscollege.ie/">http://accesscollege.ie/</a>
Latest Application Form : Guide for applying to NUI for an exemption from Irish and / or a Third Language <i>with necessary sections highlighted</i> - <a href="http://www.nui.ie/college/docs/exemption.pdf">http://www.nui.ie/college/docs/exemption.pdf</a>
Agreed Entry Requirements for EU/EFTA – Guidelines (IUA, ITT, RCSI) - <a href="http://www2.cao.ie/downloads/documents/Guidelines-EU-EFTA.pdf">http://www2.cao.ie/downloads/documents/Guidelines-EU-EFTA.pdf</a>
NCAD Portfolio Information - <a href="http://www.ncad.ie/study-at-ncad/undergraduate-year-1/portfolio-submission/">http://www.ncad.ie/study-at-ncad/undergraduate-year-1/portfolio-submission/</a> (and other similar institutions)
HPAT info and calculation table for adding result to Leaving Cert, statistics from previous year - <a href="https://hpat-ireland.acer.org/results">https://hpat-ireland.acer.org/results</a>
Information on the European Schools Curriculum - <a href="https://www.eurisc.eu/en">https://www.eurisc.eu/en</a>
The European Baccalaureate: Information for admissions officers of universities and other higher education institutions, UK Dept. of Education - <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547385/The_European_Baccalaureate_Guidance_Document.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547385/The_European_Baccalaureate_Guidance_Document.pdf</a>
Directory of Leaving Cert Entry Requirements - Institute of Guidance Counsellors (print copy only)
Worked examples of conversions from EB to CAO (as provided to NCGE by Dublin University and UCC in 2017 – noting differences)
Individual College Websites
Careers websites of European Schools
Individual guidance counsellor presentations
<b>To be sent to all schools in advance or service delivery:</b>
College prospectuses

## APPENDIX B - THE ADDITIONAL 'STUDENT TEMPLATE' TOOL DEVELOPED FOR FIRST TIME IN 2017

REF: <https://euroguidance.ie/european-school-information>

<https://euroguidance.ie/template>

For completion by Irish students seeking guidance in European Schools

View Edit Webform Results Convert Devel

School Name: \*

Country \*

Student's Name: \*

Year: \*

Student E-Mail: \*

Parent / Guardian E-Mail: \*

Subjects Currently Studied: \*

My Subjects:

Are you studying Irish in School as Other National Language (ONL) ? \*

YES

NO

What would you like to do in your future career ? \*

Do you have a specific learning difficulty? \*

YES

NO

If yes to above please outline this learning difficulty

Do you have any specific query that you would like the Guidance Counsellor to respond to? \*

NGCE / Euroguidance Ireland may contact me in the future to seek feedback on this service or information in relation to my Third Level destination \*

YES

NO

Submit

Contact Euroguidance Ireland | Privacy | Legal | About NCGE

Erasmus+

### DATA CAPTURED

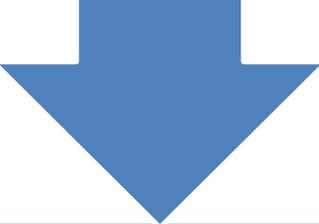
- Student's Name:
- Year:
- Student E-Mail:
- Parent / Guardian E-Mail:
- Subjects Currently Studied:
- Are you studying Irish in School as Other National Language (ONL)?
- What would you like to do in your future career?
- Do you have a specific learning difficulty?
- *If yes to above please outline this learning difficulty*
- Do you have any specific query that you would like the Guidance Counsellor to respond to?

## HOW IT WORKS

Online form containing all mandatory fields is populated and submitted by '**student**' seeking guidance appointment

Each submission is automatically saved in Excel format. The column headings are governed by the form **field headings** completed by the student.

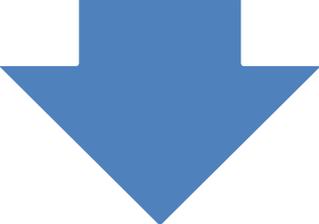
On submission a mail containing a transcript of the submission, and customised cover text is automatically generated and sent to the **student and** to a **parent** using the additional e-mail address populated within the form by the student.



## STAGE 2

An alert is sent to a **designated mailbox** giving notification of any new form submissions. This data is manually copied and pasted into individual **school accessible Dropbox Excel sheets** using the school name advised by the student in their completion.

The **parent** is automatically requested to reply to the e-mail - confirming that he/she has received a copy and he/she **consents** to a guidance appointment being made on his/her child's behalf.



## STAGE 3

NCGE records receipt of all the **consent reply** e-mails from parents and assigns them opposite the student requests on each school's Dropbox Excel Sheet.

Schools, and Guidance Counsellors monitor the numbers in each school seeking guidance (alongside all other relevant information provided)

## APPENDIX C – CAO POINTS FOR 2017-2018 APPLICABLE TO EB

Eligibility Requirements - As supplied by UCC in November 2017.

<https://www.ucc.ie/en/study/undergrad/entryreqs/eunonirish/ebrequirements/>

*Subject pass mark:*

6 (on a scale of 1-10 best)

*Minimum Entry Requirements/Matriculation:*

The minimum eligibility criteria follow. Proof of English proficiency is required in all cases. The minimum standard may be higher in individual HEIs and/or for individual courses. There may also be specific subject requirements for courses.

Level 8	2 H5 required	Overall 60%
	3 H5 required	Overall 60%
Level 7/6		Overall 50%

*English Language Competence:*

6 in 1<sup>st</sup> Language, or in 1<sup>st</sup> or 2<sup>nd</sup> foreign language or equivalent English Language competence.

*Specific Subject Requirements:*

To compare the subject requirements in terms of Irish Leaving Certificate as specified on the HEI's website, use the following table:

Subject Grade Comparison: NB NOT for points conversion - for this see Points Equivalence Table				
LC	2 period	≥3 period	Languages ≥3 period	Maths
H1		9	8	9 in 5 period
H2		8	7	8 in 5 period
H3		8	7	8 in 5 period
H4		7	6	7 in 5 period
H5		7	6	7 in 5 period
H6		6	5	7 (3 period) / 6 (5 period)
H7		5	5	6 (3 period) / 5 (5 period)
O1		7	6	7 in 5 period
O2		6	5	7 (3 period) / 6 (5 period)
O3		5	5	6 (3 period) / 5 (5 period)
O4	6	5	5	6(3 period) / 5 (5 period)
O5	6	5	5	6(3 period) / 5 (5 period)
O6	6	5	5	6(3 period) / 5 (5 period)

### Points Comparison

*Indicative equivalence with Irish Leaving Certificate points*

As a guideline it is anticipated that the equivalence will be as follows based on the overall percentage as calculated on the Baccalaureate, provided sufficient distinct recognised subjects are passed:

Points Equivalence Table	
Overall Mark	IPS
96%+	600
93	573
90	545
85	498
80	450
75	423
70	395
65	378
60	360

Note: This scoring has been based on alignment with percentages attaining scores in the EB compared with scores attained by the same percent in the Irish Leaving Certificate, while retaining the minimum of 60%= 360 points. A further review will be carried out and the minimum may change for 2018 or later years.

### Bonus points for maths in 2018:

25 additional points will be awarded for grade 6 or better

## APPENDIX D – SOME CLARIFICATIONS RECEIVED IN 2017

**DARE – Source IUA** - <https://www.iua.ie/students-graduates/widening-participation/hear-dare/>

‘DARE is for school leavers under the age of 23 as of 1 January 2017 with a disability, who have been educationally impacted as a result of that disability. Applicants to DARE can present with an Irish Leaving Certificate, A-Levels and/ or other EU qualifications. Applicants may apply from other countries if they intend to attend a college which participates in DARE. However, it would be a good idea for those applicants to call a DARE participating college to talk through their application, to make sure that the documents they submit meets the DARE criteria and to avoid disappointments which could be avoided.’

**IRISH EXEMPTION – Source NUI** - <http://www.nui.ie/college/docs/exemption.pdf>

**‘I was not born in the Republic of Ireland. Am I exempt from Irish for NUI matriculation?’**

Yes. But you need to have your exemption recorded by NUI and communicated to CAO. To get this done, you need to complete the Exemption Application Form (available from <http://www.nui.ie/college/entry-requirements.asp> and return it to NUI with a copy of your birth certificate. Sections A and B of the Form are relevant to you. It’s better to wait until you have received your CAO application number before contacting NUI as otherwise you will have to send the CAO number in separately. Students resident in and applying from Northern Ireland/United Kingdom who present GCE/GCSE qualifications are automatically granted exemption from Irish and do not need to contact NUI. As such, as your students are born outside Ireland (26 counties), but who give their address to CAO as being in Ireland, they will need to apply for an exemption, but if they use their permanent resident address outside Ireland, it will not be necessary for them to apply to NUI. As you know, all students - whether Irish or not - who are born outside Ireland qualify for an exemption from Irish for NUI matriculation. Until some years ago, all students in this situation had to apply to NUI for an exemption, so that this could be recorded and credited to them on their CAO applications. Over time the NUI universities and CAO have sought to reduce the numbers of students needing to apply to NUI for exemptions: where it is self-evident on the basis of the information included in a candidate’s CAO application that the candidate is eligible for the exemption, this is now recorded automatically by CAO and there is no need for the candidate to apply to NUI. This is the case with students presenting qualifications other than the Leaving Certificate and whose address is outside Ireland (in these cases it can reasonably be assumed that the students were born outside Ireland or have been educated outside Ireland for sufficiently long to qualify for an exemption). The position is more complicated in the case of students living in Ireland and presenting either the Leaving Certificate or another qualification. In these cases eligibility for an exemption is not self-evident and therefore will not be picked up automatically by CAO. Accordingly, these students must apply to NUI for an exemption. I would also draw your attention to the following special provision in NUI regulations relating to students born in Ireland and therefore required to have Irish as a matriculation subject matriculate but who are presenting qualifications other than the Leaving Certificate for matriculation. Candidates presenting for matriculation a qualification other than the Leaving Certificate, such as the International Baccalaureate Diploma or the French Baccalaureate, and whose primary and post-primary education has been in the Republic of Ireland (26 counties), will satisfy the Irish language requirement by presenting a pass (at least Grade O6 at Ordinary level) in the Leaving Certificate or Level B1 in Teastas Eorpach na Gaeilge