



Institiúid na gComhairleoirí Treorach
INSTITUTE OF GUIDANCE COUNSELLORS

Leaving Certificate Subject Choice



***The Institute
Of Guidance
Counsellors***

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Leaving Certificate Subject Choice—A Guide For Parents & Students

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Disclaimer

Whilst every effort has been made to ensure the accuracy of the information provided, parents and students should always verify the information with the relevant organisation/s.

1. Subject Choice Guidelines

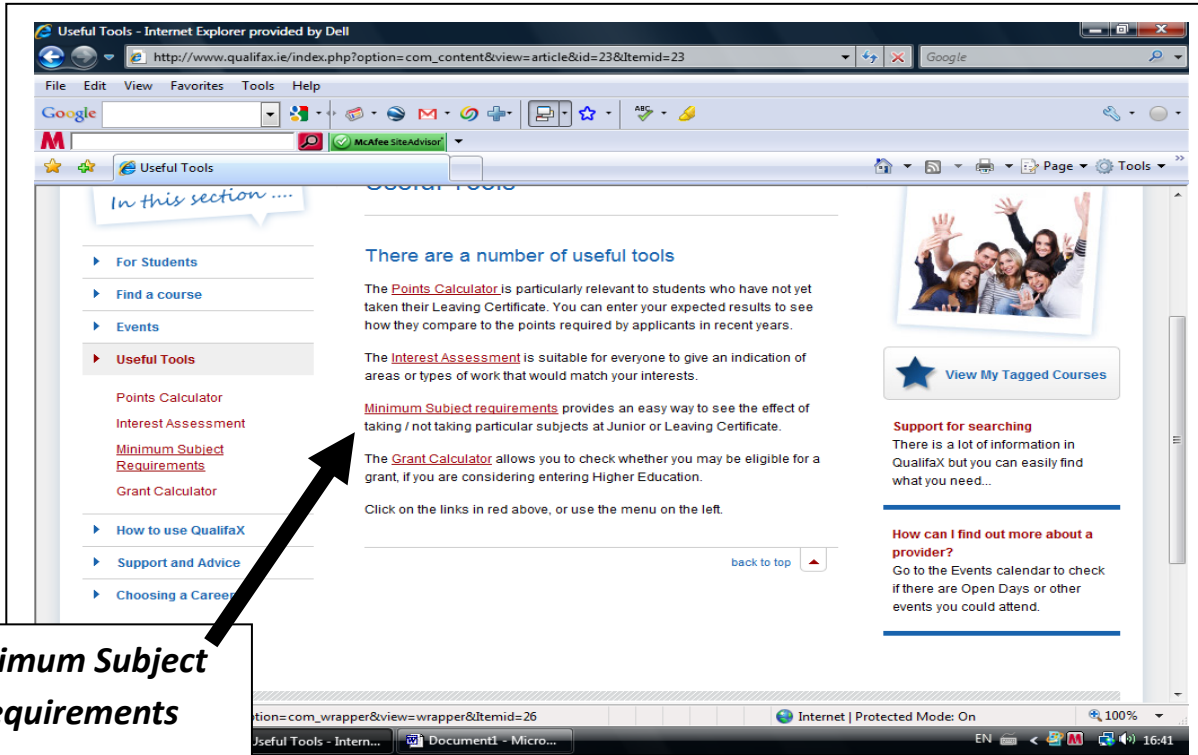
When choosing from the list of subject options, it is important to remember that the Leaving Certificate is a general education, and the desirability of a balanced education cannot be overstressed. It is important to remember that most people will change their careers several times in the course of their working lives. Therefore, a future career should not be the only determining factor in deciding what subjects to choose. Many factors have to be taken into account when deciding what subjects to take. These factors include:

- i) The student's interest in or liking for a subject.
- ii) His aptitude towards a subject.
- iii) The value of a subject for his own personal development.
- iv) Whether or not it is necessary to keep options open.
- v) The relevance of a subject for a particular career.
- vi) If a subject is an *essential* requirement for courses at third level.
- vii) If a subject will be *useful* for a particular course.

Most students take seven subjects at Leaving Certificate level. As this normally includes, Irish, English, Mathematics and a language, this leaves three more to be chosen.

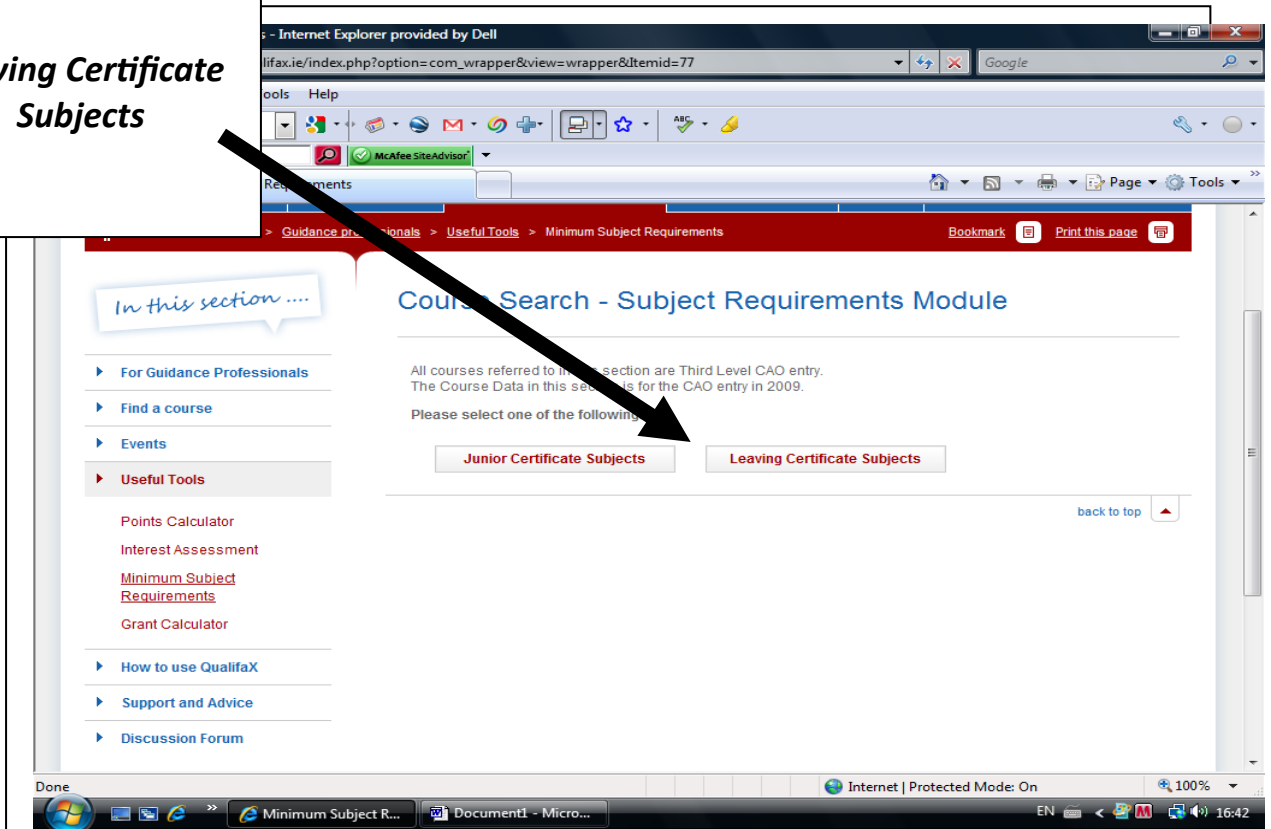
2. Minimum Requirements

To gain admission to college the points requirement is the second hurdle that needs to be crossed. The first is what is called minimum requirements. Generally, as most students will do Irish, English, Mathematics, and a third language this will cover the minimum entry requirements for most, but not all, courses in N.U.I colleges. However, there are different rules for different colleges and courses. T.C.D. only requires English, Maths, and Irish or a third language. Most of the I.T's require Irish or English, and Maths. Some UCD, U.C.C & U.C.G. courses do not require a language and some do not require Maths. In addition, some courses have additional requirements. For example, all level 8 engineering courses require a H4 in honours Maths. A H5 in Honours Irish is a requirement for primary teaching. A H7 in Chemistry is a requirement for Veterinary in U.C.D., Human Nutrition & Dietetics in D.I.T., Pharmacy in T.C.D., Medicine and Dentistry in U.C.C. Physics is a requirement for Theoretical Physics in T.C.D. One laboratory science (Chemistry/Biology/Physics) is required for many science courses. Architecture in D.I.T. requires the candidates to sit an aptitude test and attend an interview. Two science subjects are required for Physiotherapy and Human Genetics in T.C.D. Commerce in U.C.D. requires an O3 or H6 in Maths. Two science subjects are required for Physiotherapy and Human Genetics in T.C.D. Commerce in U.C.D. requires a H6 or O3 in Maths. Most U.C.D. courses require 2H5 and 406/H7 while most T.C.D. courses require 3H5 and 306/H7. Other courses require a portfolio and/or aptitude test and/or an interview. In addition, the Defence Forces require a 3H5 in three honours subjects and three 306 in ordinary level subjects. These must include Maths, Irish, English, and a third language. An Garda Síochána also has specific subjects requirements. These examples illustrate how complicated this process is, therefore it is vital to check the complete list in the **Directory Of Leaving Certificate Entry Requirements** published by the Institute of Guidance Counsellors. The third level institutes adhere to a two-year rule as regards essential subjects and grades, so there is no possibility that any new requirements will be added once a student has started the two-year leaving cycle.



Minimum Subject Requirements

Leaving Certificate Subjects



Minimum Subject Requirements - Internet Explorer provided by Dell
http://www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=77

Subject Requirements Module

In this section

- For Guidance Professionals
- Find a course
- Events
- Useful Tools**
 - Points Calculator
 - Interest Assessment
 - Minimum Subject Requirements
 - Grant Calculator
- How to use QualifaX
- Support and Advice

Show me 3rd level courses which may or may not require the following Subject:

Narrow down your list of courses using one or a combination of the following:

- Only show courses from this CAO course provider:
- Only show courses offered in this county:
- Only show the course with this CAO code:

Select A Subject e.g. Chemistry

Qualifax
The National Learners' Database

You are signed in as: 011090
[View personal account](#) | [Sign out](#)

Search the website
search...

Home Students Adult Learners **Guidance professionals** Parents / Family News

You are here: Home > Guidance professionals > Useful Tools > Minimum Subject Requirements

In this section

Select Courses To View

There is a total of 223 courses that match your search requirements. Please select one of the options below to view your results.

Show me the courses that:

- Definitely requires: Subject Chemistry.- Total of 6 courses
- May require: Subject Chemistry. - Total of 217 courses
- Does not require Subject Chemistry. - Total of 971 courses

back to top

Done Internet | Protected Mode: On 100%

Minimum Subject R... Document1 - Micro...

Minimum Subject Requirements - Internet Explorer provided by Dell
 http://www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=77

Search Courses Results

[New Search](#)

All courses referred to in this section are Third Level CAO entry. The Course Data in this section is for the CAO entry in 2009. Click on the Course to get details about that course. Click on the Course Provider to get details about that course provider.

Search Criteria: **Subject Chemistry. (Definitely need subject).**

Showing 1 to 6 of 6 results

Code	Course	Course Provider
CK702	Dentistry	University College Cork
DT223	Human Nutrition & Dietetics	Dublin Institute of Technology
CK701	Medicine	University College Cork
TR072	Pharmacy	Trinity College Dublin
CK703	Pharmacy	University College Cork
DN005	Veterinary Medicine	University College Dublin

**Courses That
Require Chemistry**

3. The Point System

When sitting the Leaving Certificate, points are awarded on the basis of the results obtained in the best six subjects. These points are as followed.

Percentage	Honours Level Grade	Honours Level Points	Ordinary Level Grade	Ordinary Level Points
90% - 100%	H1	100	O1	56
80% - 89%	H2	88	O2	46
70% - 79%	H3	77	O3	37
60% - 69%	H4	66	O4	28
50% - 59%	H5	56	O5	20
40% - 49%	H6	46	O6	12
30% - 39%	H7	37	O7	0
0% - 29%	H8	0	O8	0
LCVP Grade	LCVP Grade			
Distinction	66			
Merit	46			
Pass	28			

Honours Maths

All students achieving a H6 or higher will have 25 points added to their total score for honours Maths. The Maths grade itself does not change. There are no bonus points for Ordinary level Maths. This is a standard 25 points regardless of the grade achieved. The same points are awarded for an H1 as a H6. There are no bonus points for a H7 in Honours Maths.

If Maths is not included in the top six subjects counted, the bonus points are not included.

Example 1				Example 2			
Subject	Level	Grade	Points	Subject	Level	Grade	Points
Irish	Honours	H4	66	Irish	Honours	H3	77
English	Ordinary	O1	56	English	Honours	H2	88
Mathematics	Honours	H5	56+25= 81	Mathematics	Honours	H6	46+25=71
French	Honours	H3	77	French	Honours	H2	88
Biology	Honours	H4	66	Biology	Honours	A1	100
Geography	Ordinary	O2	46	Geography	Honours	A1	100
History	Honours	H3	77	History	Honours	H3	77
Top 6 in bold			= 423	Top 6 in bold			= 530
Maths included				Maths NOT included			

When counting the Leaving Certificate point for medicine, points above 550 are adjusted to a maximum of 565 points. Therefore for every 5 points above 550 add 1 point.

4. The 'Easy' Subjects

There is no such thing as an easy subject. There are statistics that show some subjects obtain a higher number of A's than others. This however, is a reflection on the type of candidate that selects these subjects. For example, Applied Maths has a large number of A's. This does not mean it is an easy subject, rather it reflects the fact that these students probably do, and have an aptitude for, Honour Maths and Physics.

However, the question still needs to be asked as to why students think that for example, Biology is the easiest science and Business is easier than Economics or Accounting? This is definitely not the case. The grades obtained in the Leaving Certificate results in Biology are not better than those in Chemistry or Physics and the grades in Business are not better than those in Economics or Accounting.

Subject	2009 (≈ 52, 000 Candidates)				2008 (≈ 50,000 Candidates)		
	Candidates	A's	B's		Candidates	A's	B's
Business	12,410	11.1%	29.5%		12,154	11.6%	28.2%
Accounting	4,837	20.2%	35.1%		4,811	20.7%	31.9%
Economics	3,525	11.9%	31.1%		3,426	13.3%	31.5%
Biology	20,102	16.5%	27%		17,048	16.7%	27.2%
Chemistry	6,037	21.9%	31.6%		5,904	22.1%	28.9%
Physics	4,694	20.5%	29.1%		4,929	19.6%	27.4%
English	32,864	10.3%	27%		31,793	10.2%	27.5%
Applied Maths	1,333	23.8%	30.5%		1,288	27.2%	28.1%
History	7,853	13%	30.6%		7,601	12.1%	32.7%
Geography	19,024	9%	29.6%		18,268	8.3%	28.7%

Source www.examinations.ie

It might be that students consider subjects like Business to be easier because a student can pick up the text book and understand a topic without much help from a teacher. This is not the case with Economics to Accounting where a teacher's assistance is needed to understand individual topics. This may also explain - to some extent - why Biology is considered to be easier than Chemistry or Physics. These points are also worth considering when, for example, the cousin or next door neighbour says "don't do Geography because I found it hard". It being difficult for the cousin or neighbour does not mean it will be difficult for another student.

5. The ‘Wimbledon’ Effect

Please be careful of the “*Wimbledon*” effect. In June, while the tennis tournament is on the television, all twelve year olds are on the street are playing tennis. Two months later the attractiveness of this sport has reverted back to its original interest level. Similarly, when the Internet took off, the interest in computers rocketed. This later died back. A student playing a computer game all day does not mean he is good at computers and therefore suited to studying computers at third level. Similarly, when the economy is in the news the demand to study economics increases but when it is not in the news the interest levels are lower. This poor decision making process is also seen when students select a computer course on the C.A.O. form. This should not be done on the basis of a student spending hours on Facebook or playing computer games , but rather because he, for example, has built his own computer, double the memory on the hard drive, or built a website. Also, if there is a popular Law based drama running on television, students are often heard to say ‘*I want to study Law because I enjoying watching X*’. It needs to be asked how much law is actually portrayed in the T.V. drama? Is the student actually attracted to a clever script, the intrigue of the plot, the cliff-hangers, or the cool lifestyle portrayed by the characters?

6. Overlap of Subject Content?

State Exams Commission regulations state that when there is a certain degree of content overlap between two subjects students are prohibited from sitting both of these subjects. For example, students are not allowed sit both Latin and Classics. Another example is students are not allowed sit (the combined subject) of Physics/Chemistry and Chemistry, or sit Physics/Chemistry and Physics. There is a common perception that there is content overlap between Honours Maths and Physics or Physics and Applied Maths or overlap between all three. This is not the case. If it were,, students would be prohibited from sitting exams in more than one of these subjects. Similarly, there is a perception that there is content overlap between Biology and Agricultural Science. Again, if there was, students would not be able to sit both exams. (There may be a tiny/very small percentage of content overlap between some of these subjects – but not enough to obtain any advantage). The question needs to be addressed as to why people perceive that there is considerable overlap in content. Nobody considers that there is overlap between English and History. However, those that obtain an A in English tend to well in History (or Religion). Is this because that there is overlap in the skills employed in studying these subjects? Is it that they tap into the same aptitudes? This overlap in skills and aptitude may help to explain why students think there is in overlap in Honours Maths, Physics and Applied Maths, and indeed, the other examples mentioned above.

7. Teacher Driven Selection

In the past some students have selected to study a particular subject in college based on their experience of that subject in 5th and 6th year. When they enter college their opinion of that subject can change. Looking back, they often comment that they mistook the enjoyment of a subject with the enjoyment of the teacher and the atmosphere in the class. This can also occur when selecting subjects for the Leaving Certificate. Indeed, it is acknowledge that having a particular teacher can greatly help the success of students. However, caution needs to be taken. Selecting a subject on the basis of a certain teacher’s style or the atmosphere in that class *only* can result in a negative experience for the next two years if there is not also an aptitude and interest in that subject.

8. A Third Language

Over the last number of years a number of courses have dropped their third language requirement, for example, Science and Engineering courses in U.C.D. In addition, some colleges do not require any third language at all. However, since a large number of courses still require a third language it is strongly recommended that no student sit the Leaving Certificate without a third language. Moreover, there are an increasing number of students who have drop their third language on the assumption that it would not be need. These students end up (i) changing their mind in 6th year about the course they want and now wish to do a course that requires a third language, (ii) or these students do not get the points for their first preference course but enough points for a course they would settle for – put cannot take up their place because they do not have a third language, (iii) other students get the course they want without the third language, but in 1st or second 2nd year in college, realise that this course is not for them, but cannot change to a desired course as they do not have the third language requirement. Some students in 4th year are already adamant what type of course they want after 6th year. In 6th year, when this idea is put to the student, it is very common to get a response that, back then, they were thinking in a particular way, and it has no resemblance to the direction they now want to pursue. In St. Mary's the third languages on offer are, French, German, and Latin, all colleges accept the latter in the same way as French or German. It is not however accepted for the third language requirement for courses such as Commerce and French in U.C.D. which requires a H4 in French, and Business and German in T.C.D. that requires a H3 in German. Latin cannot be study with Classical Studies at Leaving Certificate level.

The National University of Ireland is an umbrella organisation for the following third level colleges.

- University College, Dublin
- University College, Cork
- National University of Ireland, Galway
- Maynooth University
- Royal College of Surgeons in Ireland
- National College of Art & Design
- Shannon College of Hotel Management
- Milltown Institute, Dublin
- Institute of Public Administration

A general rule is that NUI Colleges are the main colleges that require French, German, Latin or another continental language. However, there are courses within these colleges that do not require a language. These are normally science, engineering and technology related. In addition, if a student has an exemption from Irish due to a learning difficulty, that student can automatically obtain an exception for the continental language requirement. Non-NUI colleges such as DIT and DCU and IT Tallaght only require a continental language for courses where a language will be studied and Trinity College requires Irish OR a continental language but not both. The above is only a general guideline and before deciding not to take a language the ***Directory of Leaving Certificate Entry Requirements*** should be consulted.

9. Checking Previous Exam Papers

Care needs to be taken when checking the content of previous exam papers. Below are examples from the Business exam paper and the Physics exam paper. The immediate response to the Business question might be “*that’s easy – I can do that*”, and the response to the Physics question might be “*I don’t know how to do that – that’s hard*”. This is not an appropriate response. The previous exam papers should be viewed with the following in mind, “*I would be interested in finding out how to answer/solve that problem/question*”. Here is an example.

8. Write *True* or *False* after each of these sentences.

	Sentence	True or False
1.	The role of the IDA is to attract foreign direct investment into Ireland.	
2.	Privatisation is the transfer of ownership from the private sector to the government owned public sector.	
3.	A code of ethics is a set of moral rules clarifying expected behavior of individuals in business.	
4.	An environmentally conscious business uses clean production processes and packaging which can be recycled.	
5.	An increase in the value of the euro € against the US dollar \$ is good for Irish exporters to the US.	

- (c) A simple merry-go-round consists of a flat disc that is rotated horizontally. A child of mass 32 kg stands at the edge of the merry-go-round, 2.2 metres from its centre. The force of friction acting on the child is 50 N.

Draw a diagram showing the forces acting on the child as the merry-go-round rotates.

What is the maximum angular velocity of the merry-go-round so that the child will not fall from it, as it rotates?



(18)

If there was no force of friction between the child and the merry-go-round, in what direction would the child move as the merry-go-round starts to rotate?

(5)

10. What Other People Say

'My sister did not like Accounting',

'My cousin says Chemistry is too hard'.

'My mates say Business is easy.'

'My mother says Economics is interesting'.

'My brother says History is too long'.

These are some of the common things people say when advising others about picking a subject. In response the following should be considered.

The sister may not have liked Accounting because it did not suit **her** interests and aptitudes and personal characteristics. There are just as many who did like Accounting.

The cousin may have found Chemistry too hard because it did not match **their** interest, aptitudes and personal characteristics. There are many people who enjoy Chemistry because it matches **their** interests, aptitudes, and personal characteristics.

Business was easy for their mate because it may have matched **their** interests, aptitude and personal characteristics. **For others** Business is not easy.

Economics can be interesting for **one person** but to the **next person**. If Economics was interesting as stated by people interested by Economics, everybody would do it.

The brother may have found History too long because he did not find essay writing and reading coming naturally **to him**. For others History is not long because it matches **their** interests, aptitudes and personal characteristics. It should be noted that the length of all courses are the same. They have to be. It has to be so that an A1 in Economics equates to the same amount of work as an A1 in History.

11. Making Choices

Assume a student chooses Irish, English, Maths and French. S/He has now chosen four of the seven subjects.

1.	Irish
2.	Maths
3.	English
4.	French
5.	
6.	
7.	

The student now has to pick 3 more subjects from Subject A, Subject B, Subject C, Subject D, Subject E, Subject F, Subject G

1.	Irish	
2.	Maths	
3.	English	
4.	French	
5.	Subject C	1 st Pref.
6.		
7.		

Each student should ask themselves, 'if I was only allowed pick one more subject, what would it be? Most, if not all, can answer this question. Let's say this student chooses subject C. This subject has the most positives and least negatives compared to the other available subject. Let's call subject C the 1st preference.

Each student should now ask themselves, 'if I was only allowed pick one other subject, what would it be? Let's say this student chooses subject F. This subject does not have as many positives as subject C, but still has more positives and the less negatives compared to the other available subjects. Let's call subject F - the 2nd preference.

1.	Irish	
2.	Maths	
3.	English	
4.	French	
5.	Subject C	1 st Pref.
6.	Subject F	2 nd Pref.
7.		

The student now has to choose one more subject from subjects A, B, D, E, G,. When asked what they think of each of the remaining subjects, students start listing what is wrong with the remaining subject, and/or start to explain why subjects C & F are better. While this may be a valid exercise, it prevents the last subject being chosen. Students should not compare the remaining subjects with subjects C & F - of course they are better, that's why they are the 1st and 2nd preference. Students should compare the remaining subjects with each other. None of these subjects will be perfect, otherwise they would have already been chosen. The last subject should be the best one of the rest. It should be the one with the least negatives and most positives from the remaining subjects.

12. Ask The Following Questions Before Choosing

1. Reflect on your experience of a subject at Junior Certificate.
2. Reflect on what was taught in the 4th year module.
3. Talk to individual subject teachers.
4. Check www.ncca.ie and check syllabus/curriculum .
5. Browse a current textbook with a view to the level of interest in the material rather than the level of difficulty.
6. Check www.examinations.ie and look at previous exam papers with a view to the level of interest in the material rather than the level of difficulty.
7. Talk to a 5th year student who is taking this subject .
8. Talk to a 6th year student who is currently finishing this subject.

And ask yourself

9. Do the skills require to do the subject match mine.
10. How interesting is the material.
11. What is the potential grade.
12. How useful will the subject be for a particular college degree.

13. National Qualification Framework

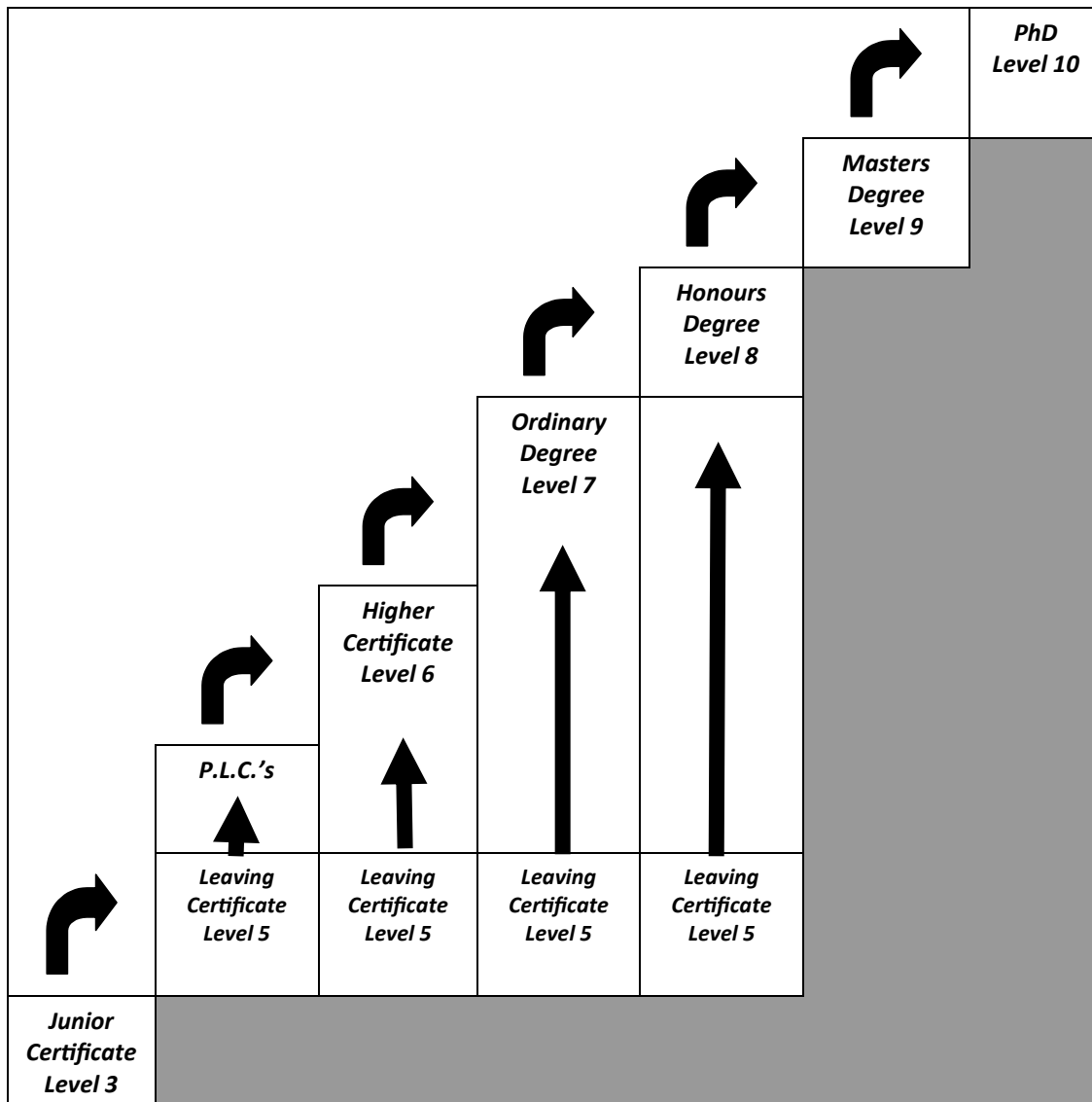
The National Framework Qualifications scale is the framework used to illustrate various education levels and works from levels 1 to 10. If a student has completed the Junior Certificate he/she is deemed to have reached level 3. If a student completes the Leaving Certificate he/she is deemed to have reached level 5. Level 6 is a Higher Certificate (normally 2 years), level 7 is an Ordinary Degree, and level 8 is an Honours Degree (normally 3 /4 years). Level 9 is a masters and level 10 is a PhD. All Higher Education Institutes within the C.A.O. application system use the Leaving Certificate for entry into Levels 6, 7, and 8.



Some students obtain enough points at Leaving Certificate to enter directly into a Level 8 honours degree course. They therefore skip levels 6 and 7. Others obtain points to gain admission to a level 7 ordinary degree course and skip level 6. They can then progress and convert this level 7 into a level 8 by studying for an extra year or so.

Some students obtain points to gain admission to a level 6 certificate course. This can then be converted into a level 7 and then into a level 8.

Some students do a P.L.C. course (which require no points) and progress to a level 6 or straight into a level 7 or 8. See diagram on the page opposite.

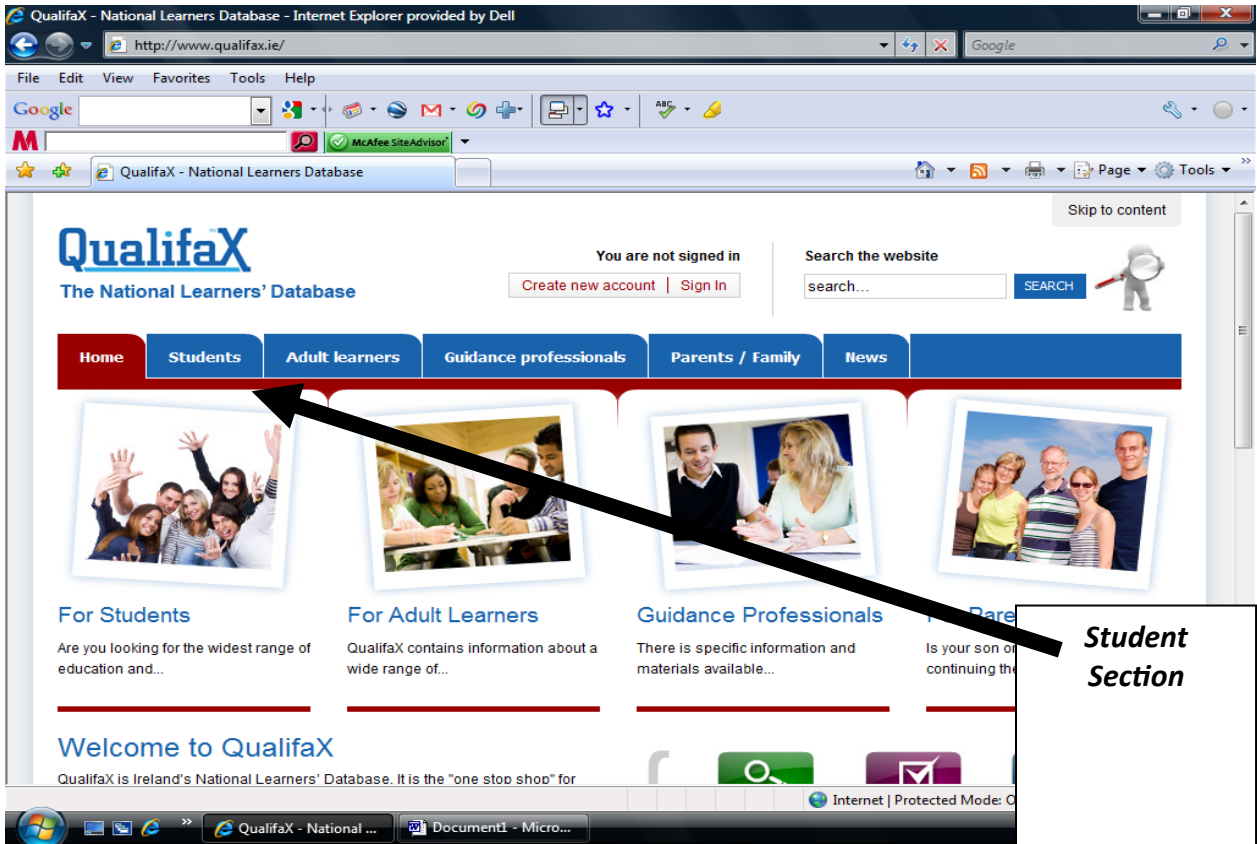


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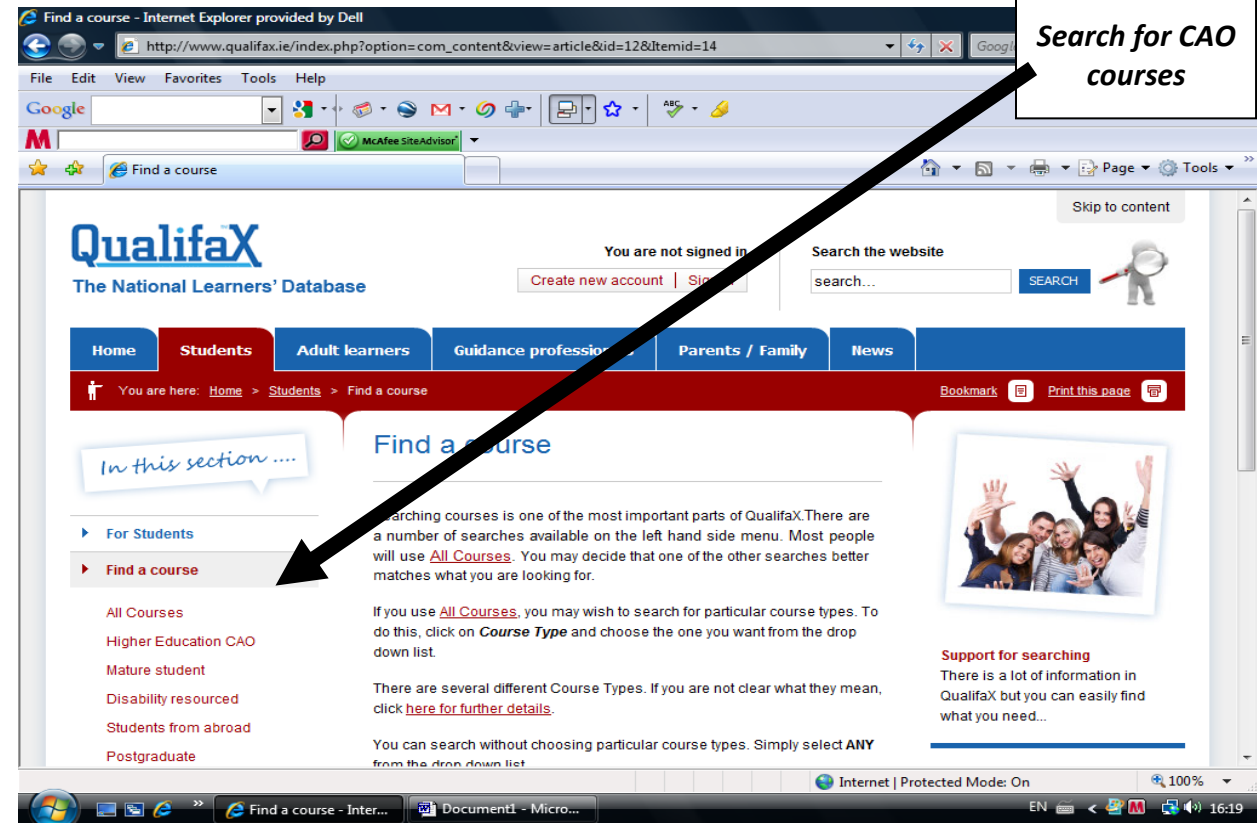
Some students do a P.L.C. course (which require no points) and progress to a level 6, or straight into a level 7 or 8.

14. Qualifax.ie



Student Section

Search for CAO courses



Higher Education CAO - Internet Explorer provided by Dell

http://www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=16

File Edit View Favorites Tools Help

Google

Higher Education CAO

recognised undergraduate higher education courses in the Republic of Ireland.

Application may be made on-line at www.cao.ie. Alternatively, application packs may be obtained at second-level schools in the Republic of Ireland or by contacting CAO at: Tower House, Eglinton Street, Galway, Ireland.

View Search Help Advanced Search

Keywords/Code: Architecture

Course Category: Any

Qualification Type: Any

Course Provider: Any

Course Code:

Province: Leinster

County: Any

Restricted Entry: Any

Search Reset

back to top

Internet | Protected Mode: On 100%

Click Here To Give More

Detail

Tag/Save Courses

Higher Education CAO - Internet Explorer provided by Dell

http://www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=16

Tools Help

Showing 1 to 21 of 21 results

New Search Refine Search

Compare	Tag All	Code	Course	Course Provider	NFQ Level	Points
<input type="checkbox"/>	★ Tag	CW026	Architectural Graphics - Wexford Campus	Institute of Technology Carlow and Institute of Technology Carlow - Wexford Campus	Level 6 NFQ	210
<input type="checkbox"/>	★ Tag	CW026	Architectural Technology	Dublin Institute of Technology	Level 7 NFQ	380
<input type="checkbox"/>	★ Tag	CW407	Architectural Technology	Institute of Technology Carlow	Level 7 NFQ	295
<input type="checkbox"/>	★ Tag	CW007	Architectural Technology - Wexford Campus	Institute of Technology Carlow and Institute of Technology Carlow - Wexford Campus	Level 7 NFQ	245
<input type="checkbox"/>	★ Tag	DT101	Architecture	Dublin Institute of Technology	Level 8 NFQ	532
<input type="checkbox"/>	★ Tag	DN001	Architecture	University College Dublin	Level 8 NFQ	525
<input type="checkbox"/>	★ Tag	GC489	Architecture - Interior	Griffith College	Level 8 NFQ	240

http://www.qualifax.ie/index.php?option=com_content&view=article&id=39&Itemid=39

Internet | Protected Mode: On 100%

The screenshot shows the Higher Education CAO website search interface. The browser address bar displays the URL: http://www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=16. The page title is "Higher Education CAO".

The search interface includes the following fields and options:

- Keywords/Course Title:
- Course Category:
- Qualification Type:
- Course Provider:
- Course Code:
- Province:
- County:
- Yes/No:

Buttons:

Annotations with arrows pointing to specific search criteria:

- Narrow search to Leinster**: Points to the Province dropdown menu.
- Can be used to find courses in a particular**: Points to the Course Provider dropdown menu.
- Can be used to find course with restricted entry**: Points to the Yes/No dropdown menu.
- Narrow search to Dublin**: Points to the County dropdown menu.

Additional text on the page includes: "recognised undergraduate higher education courses in the Republic of Ireland." and "Application may be made on-line at www.cao.ie. Alternatively, application packs may be obtained at second-level schools in the Republic of Ireland or by contacting CAO at: Tower House, Eglinton Street".

15. Restricted Courses

When checking the details of courses it should be noted that some courses are referred to as *restricted*. This means that to enter these courses the student is required to submit a portfolio and/or sit an aptitude test and/or attend an interview. These additional requirements also explain why some courses require more than 600 points. For example, Animation in the Dun Laoghaire Institute of Art, Design, and Technology requires 699 points. This consists of points from the Leaving Certificate, a portfolio, and possible an interview. In D.I.T. Architecture requires 590 points; 100 can be obtained from an aptitude test, 100 from an interview (at which it is recommended that portfolio is show) and the remainder from the Leaving Certificate. It is strongly recommended that the preparation of a portfolio should be spread over two years, i.e. 5th year and 6th year. It is not possible to prepare a portfolio in 6th year only. If necessary, a student could attend a portfolio preparation course (check N.C.A.D. & Dun Laoghaire) during the summer at the end of 4th year or end of 5th year, or at night-time during 5th year. Portfolio preparation courses can be found on Qualifax.ie using the “all courses search” and type in “portfolio”.

The screenshot shows the Qualifax.ie website interface. On the left, there is a navigation menu with a link for 'All Courses'. The main content area displays a table of courses with the following columns: Compare, UnTag All, Code, Course, Course Provider, Qualification, and Points. The table lists several 'Portfolio Preparation' courses from various providers including Ballyfermot College of Further Education, Dun Laoghaire Inst of Art Design & Technology, and National College of Art & Design. A callout box with a black border and white background contains the text: 'Portfolio courses. Evening & holiday time. Found under ALL COURSES'. Two black arrows point from this box to the 'All Courses' link and the 'Portfolio Preparation - Animation' row in the table.

Compare	UnTag All	Code	Course	Course Provider	Qualification	Points
<input type="checkbox"/>	★ Untag	A1	Art Portfolio Preparation	Ballyfermot College of Further Education		
<input type="checkbox"/>	★ Untag	Various	Portfolio Preparation	Dun Laoghaire Inst of Art Design & Technology		
<input type="checkbox"/>	★ Untag	MA4 MA5 FA32 FA33 SA41 SA40 SA48 SA49	Portfolio Preparation	Dun Laoghaire Inst of Art Design & Technology		
<input type="checkbox"/>	★ Untag	PR701A PR701B	Portfolio Preparation	National College of Art & Design		
<input type="checkbox"/>	★ Untag	SA42	Portfolio Preparation - Animation	Dun Laoghaire Inst of Art Design & Technology		

Useful Websites

Leinster	www.maynoothuniversity	(Maynooth University)
	www.maynoothcollege.ie	(Pontifical University, Maynooth)
	www.ucd.ie	(University College, Dublin)
	www.dit.ie	(Dublin Institute of Technology)
	www.tcd.ie	(Trinity College, Dublin)
	www.rcsi.ie	(Royal College of Surgeons in Ireland)
	www.it-tallaght.ie	(Institute of Technology, Tallaght)
	www.iadt.ie	(Inst. of Art Design & Technology, Dun Laoghaire)
	www.ncad.ie	(National College of Art and Design)
	www.dcu.ie	(Dublin City University)
	www.itb.ie	(Institute of Technology, Blanchardstown)
	www.ncirl.ie	(National College of Ireland)
	www.allhallows.ie	(All Hallows College, Drumcondra)
	www.mie.ie	(Marion Institute of Education, Griffith Avenue)
	www.materdei.ie	(Mater Dei Institute of Education, Dublin)
	www.cice.ie	(Church of Ireland Coll. of Education, Rathmines)
	www.itcarlow.ie	(Institute of Technology, Carlow)
	www.dkit.ie	(Dundalk Institute of Technology)
	www.ait.ie	(Athlone Institute of Technology)
	Connaught	www.nuigalway.ie
www.gmit.ie		(Galway-Mayo Institute of Technology)
www.stangelas.nuigalway.ie		(St. Angela's College Sligo)
www.itsligo.ie		(Institute of Technology, Sligo)
www.lyit.ie		(Letterkenny Institute of Technology)
Munster	www.ucc.ie	(University College, Cork)
	www.ul.ie	(University of Limerick)
	www.micul.ie	(Mary Immaculate College, Limerick)
	www.lit.ie	(Limerick Institute of Technology)
	www.shannoncollege.com	(Shannon College of Hotel Management)
	www.stpats.ie	(St. Patrick's College, Tipperary)
	www.lit.ie	(Limerick Institute of Technology, Limerick)
	www.ittralee.ie	(Institute of Technology, Tralee)
	www.wit.ie	(Waterford Institute of Technology)
	www.lyit.ie	(Letterkenny Institute of Technology)
Ulster Others	www.qualifax	(Course search site)
	www.careersportal.ie	(Careers site)
	www.cao.ie	(Central applications office)
	www.education.ie	(Department of Education)
	www.examinations.ie	(State Exams Commission)
	www.accesscollege.ie	(The HEAR & DARE scheme)
	www.studentfinance.ie	(Grants and Scholarships)
	www.solas.ie	(Apprenticeships)
	www.vec.ie	(P.L.C. courses)
	www.gradireland.ie	(Explains job opportunities from various degrees)
	www.garda.ie	(Careers in An Garda Síochána)
	www.military.ie	(Careers in the Army, Navy, Air Corp)
	www.ucas.co.uk	(Third Level Education in the United Kingdom)
	www.studentfinancenl.co.uk	(Third Level Finance in Northern Ireland)
	www.direct.gov.uk/studentfinance	(Third Level Finance in the England)
www.saas.gov.uk	(Third Level Finance in Scotland)	
www.studentfinancewales.co.uk	(Third Level Finance in Wales)	
www.fulbright.ie	(Studying in the United States)	



The Institute of Guidance Counsellors is the professional body for Guidance Counsellors in Ireland. Its members work in the Second, Further, Adult and Higher Education sectors. The main object of the Institute is to discuss, promote and research matters relating to guidance counselling services. The Institute also seeks to promote best practice and the professional development of its members in order to serve and protect the interest of those whom they serve and to maintain, develop, and advance the personal, social, educational and career development of individuals and groups through supporting guidance counselling practice.

This publication is part of the following series of booklets published by the
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& Planning The Year Ahead for 6th Years
Leaving Certificate Subject Choice

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Clues To A Future Career Direction
Taking The Next Step
A Parents & 6th Year Students Guide To Further & Higher Education
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A Guide For Parents & 6th Year Students

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Sharing Ideas & Experiences Of Those Who Have Gone Before You
Sharing Experiences & Suggestions Around Alcohol & Substance Abuse
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Allowing Young People Grieve
When Your Child Loses A Friend - A Guide For A Parents
Allowing Yourself To Grieve
When You Lose A Friend - A Guide For Young People