Overview of the Seminar

Session 1	• Welcome and Introductions • PDST Supports • An Overview of the LCA Programme • Five stages of the student task process

Tea/Coffee Break

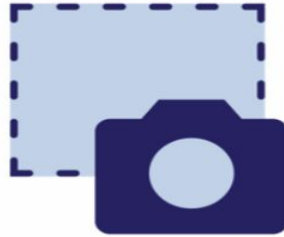| Session 2	• Overview of Programme Statement & Outline of Student Tasks • Practical Achievement – Overview and Best Practice

Lunch

Session 3	• Practical Achievement Booklet – A step by step guide • Administration

PDST Online CPD Protocols

PDST does not give permission for the CPD sessions to be recorded.

PDST does not give permission for screenshots to be taken.

Please be on time. Late arrivals will not be admitted.

Use the hand signal to contribute at any time.

Please turn microphones to mute.

Use the chat function to message the hosts.

PDST

What we are

Teachers and school leaders

Teacher Educators

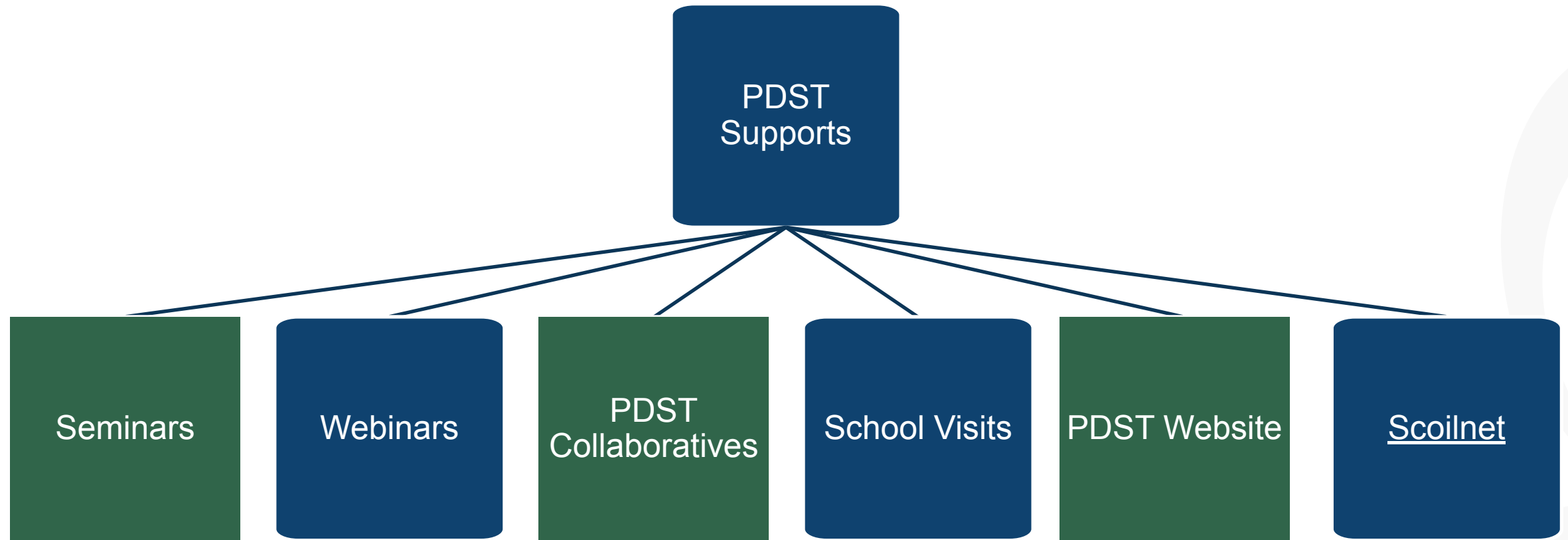Facilitators/Enablers

Purveyors of lifelong learning
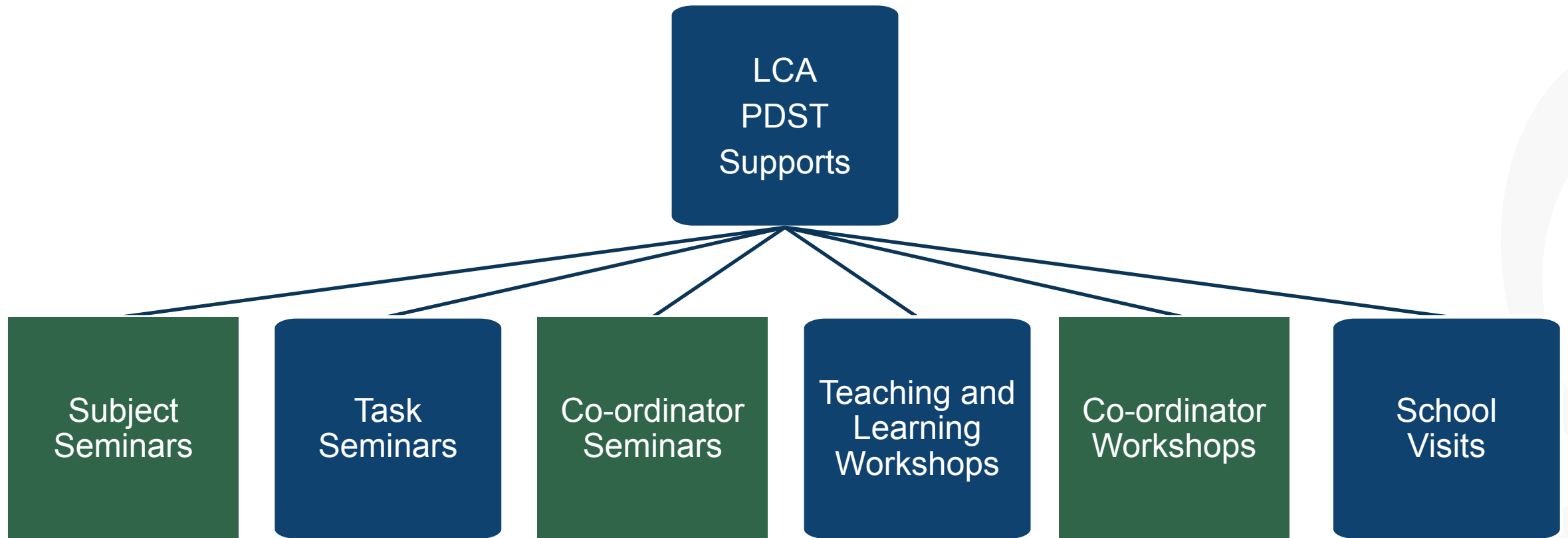
What we are not

Evaluators

Policy makers

Curriculum developers

Providers of solutions

Supports provided by PDST

PDST Supports

- Seminars
- Webinars
- PDST Collaboratives
- School Visits
- PDST Website
- Scoilnet

LCA Supports provided by PDST

LCA PDST Supports

- Subject Seminars
- Task Seminars
- Co-ordinator Seminars
- Teaching and Learning Workshops
- Co-ordinator Workshops
- School Visits

LCA Administration Base

Clare Education Centre,

Government Buildings,

Kilrush Road,

Ennis, Co. Clare.

Phone: 065-6845504

E-mail: lca@pdst.ie

Website: www.pdst.ie/lca

Twitter: @PDST_LCA

PDST LCA Support

www.pdst.ie/schoolsupport

Request LCA PDST school support

www.pdst.ie/onlinebooking

Check here for upcoming events

@PDST_LCA

PDST LCA Support

- One full day seminar for teachers new to LCA course modules

- One full day seminar for teachers new to LCA student tasks

- Two full day seminars for new LCA co-ordinators (Sept & Feb)

- School Visits (on request) - www.pdst.ie/schoolsupport

- PDST collaboratives

- Other elective workshops e.g. LCA co-ordinator planning

10

Rationale for LCA Tasks

1. Prepares learners for the demanding transition to adult and **working life**.

2. Recognises **talents of all learners** - programme

3. responsive to aptitudes, abilities, needs and interests.

4. Provides opportunity to develop in terms of responsibility, **self-esteem** and self-knowledge.

5. Develops **communication** and **decision making** skills.

6. Helps learners achieve a more **independent** and enterprising approach to learning and to life.

SEC
Calendar of Events &
Co-ordinator Folder
will be sent to schools in the Autumn

YEAR ONE		YEAR TWO	
Session 1	Session 2	Session 3	Session 4
Sept – Jan	Feb - June	Sept - Jan	Feb - June

Summary of Tasks

Task	Credit	%	Completed in session	Assessed
1. General Education *Originating in Arts Education, Leisure & Recreation, Language or Social Education*	10	5	1	Jan/Yr 1
2. Vocational Preparation *Originating in either Vocational Preparation & Guidance or English & Communication*	10	5	2	May/Yr 1
3. Vocational Education - 1st specialism *Originating in one Vocational Specialism*	10	5	2	May/Yr 1
4. Vocational Education - 2nd specialism *Originating in the second Vocational Specialism*	10	5	3	Jan/Yr 2
5. Contemporary Issues *Anchored in Social Education*	10	5	3	Jan/Yr 2
6. Practical Achievement *Generally out of school/centre*	10	5	3	Jan/Yr 2
7. Personal Reflection *Statement 1 from year one will be stored and returned to SEC when statement two is complete*	10	5	on-going	May/Yr 2

LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance •Evidence of completion of **4 key assignments** for each module •One credit per course module in which there is a final exam •Two credits per course module in which there is NO final exam	62 credits	31%
7 Student tasks @ 10 credits each	70 credits	35%

Vocational Preparation	*Vocational Education (x2)*	*General Education*
Contemporary Issue	*Personal Reflection*	*Practical Achievement*

LCA Year 2 for the academic year 2022/23

- Students should complete **a minimum of two Key Assignments** to achieve the credits available for each module and maintain a minimum of 90% attendance.

LCA Year 1 for the academic year 2022/23

- Students should completed **all four Key Assignments** and a minimum of 90% attendance should be maintained.

2022 Arrangement for Completion of Tasks

Arrangements for the completion of Tasks

LCA Year 2 for the academic year 2022/23
- Session 3: Students should complete the Practical Achievement Task **AND** *either* the Vocational Education Task *or* the Contemporary Issues Task. This means that LCA Year 2 students have one less task to complete.
- Session 4: As normal, students should complete the Personal Reflection (Part Two).

LCA Year1 for the academic year 2022/23
- There is no change to the schedule for the completion of Student Tasks for LCA Year 1 students.

For both Year 1 and Year 2 LCA Students
- Student Tasks should be planned and considered in line with up-to-date public health advice.
- Arrangements for the examination of the tasks, to include interviews, will be based on the most up-to-date public health advice at the time.

LCA Certification

Certificate awarded at 3 levels		
Pass	120 - 139 credits	60-69%
Merit	140 - 169 credits	70-84%
Distinction	170 - 200 credits	85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a **"Record of Experience".**

Vocational Education Task - Revised ICT Specialism

Coimisiún na Scrúduithe Stáit
State Examinations Commission
Corr na Madadh, Baile Átha Luain, Co. na hIarmhí, N37 TP65
Cornamaddy, Athlone, Co. Westmeath, N37 TP65

Teileafón: +353-90-644 2725 Gréasán: www.examinations.ie

To: Principal Teachers, LCA Coordinators and LCA Teachers

Leaving Certificate Applied Information and Communication Technology (ICT) Vocational Specialism and associated LCA Vocational Education Student Task.

Revised module descriptors for *LCA, Introduction to ICT* and *LCA, ICT Vocational Specialism* were introduced for students entering LCA Year 1 in September 2021. In general, the *Introduction to ICT* modules will be completed in Year 1 and the ICT specialism and associated task in Year 2. The outline and schedule of the student tasks, as laid out in the *Programme Statement & Outline of Student Tasks* (Department of Education) have not changed. In the Assessment Guidelines section (P.43) of the revised module descriptors for the ICT Specialism it states that Module 2 will be incorporated into the task and that *"students will make a presentation as part of their interview"*.

As part of the ICT specialism task it is expected that students will incorporate a 2-3 minute presentation, supported by digital media, into their interview to showcase those skills described in Module 2 (P. 28 – P. 32) of the revised module descriptors. The presentation should relate to one or more aspects of the task that the student has completed as part of the *ICT Vocational Specialism*. A folder for the task should still be presented separately.

Marks for the digital presentation will be awarded under the headings of *Evidence of Integration of Mathematics and of ICT* and *Effectiveness of Communication and Presentation* on the Marking Scheme for the Vocational Education Task. The five marks allocated for ICT integration will now be awarded for the presentation. Five marks will also be available under the heading of *Effectiveness of Communication and Presentation*.

February 2022

Students Task

Definition

A practical activity by which learning is applied to…

Types of Tasks for general education, vocational education & vocational preparation

- **Development** of a product/artefact
- **Investigation** of an issue/topic
- **Staging** of an event
- A **performance** group or individual
- **Provision** of a service

Purpose: Vehicle for **curriculum integration** of as many courses as possible

Task Criteria

Substantial piece of work

10 hours activity per student excluding the report

- Individual task or group task

  - Individual report on each task

  - Relevant

  - Achievable within the time frame

Assessment Criteria for Task Report

1. Title

2. Statement of Aim

3. Action Plan

4. Research Activities Undertaken (i.e. what methods)

5. Execution of the Task

6. Presentation and Analysis of Findings

7. Statement of Learning Outcomes (conclusions)

8. Evaluation of the Student's own contribution

9. Integration across the Curriculum

Assessment of Tasks

Requirements

- Evidence of task **completion**

- Individual task **report**

- Individual presentation of task at **interview** with external examiner appointed by the SEC

NB – ALL teachers play a role in preparing students for their interview through effective and differentiated oral questioning in class throughout the entire year.

Leaving Certificate Applied

Programme Statement
&
Overview
of Student Tasks
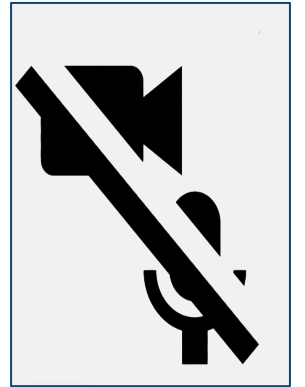
Programme Statement pg 7

Outline of Student Tasks - Part 1
Frequently Asked Questions pg 23

Outline of Student Tasks - Part 2 Task
Specifications pg 33

Outline of Student Tasks - Part 3 The Five
Stages of the Student Task Process pg 61

End of Session 1

Break

PDST

Professional Development
Service for Teachers

An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

An Roinn Oideachais
Department of Education

Session 2

Programme Statement Feedback

Please unmute your microphone or

share in the chat

your key takeaways

from your reading.

Photo by Chris Montgomery on Unsplash

Student-centred Learning

What are the characteristics of student-centred in your LCA classroom?

Breakout Room

Student-Centred Learning

Lea, Stephenson and Troy (2003:244) suggest that student-centred learning is recognised by the following characteristics:

An increased sense of autonomy in the learner

...part of both teacher and learner'

Student-Centered Learning

Positive Relationships · Foundational Needs Met · Positive Identity · Student Ownership & Agency · Real-World Relevant · Competency-Based · Anytime, Anywhere

LCA
Leaving Certificate Applied
Ardteistiméireacht Fheidhmeach

Five Stages of Student Task

1. Selecting/planning

2. Implementing

3. Recording & Cross-curricular applications

4. Reviewing & Evaluating

5. Presenting/communicating

1. Selecting/planning

Student is actively involved in selecting the Student Task and content of task must be of interest to him/her

Whatever the student proposes to undertake should be within their ability range and time allocated

Appropriate in the context of the modular descriptor

Originality should be encouraged at all times.

 (*Programme Statement & Outline of Student Task*, 2000, 62-66)

2. Implementing

Individual

Methodology

Roles

Team Work

Co-operative learning

Data gathering

Investigation

Group

Methodology

Data gathering

Investigation

Sole responsibility

All tasks could be either individual or group with the exception of practical achievement, personal reflection and career investigation which must be carried out individually.

3. Recording and Cross-curricular Planning

Keep a record/log of student progress

Appropriate evidence of research and evidence gathered

Cross-curricular links must be meaningful and relevant

Mathematical Applications and information Technology are mandatory areas of cross-curricular application in the Vocational Education Tasks

4. Reviewing and Evaluating

Task Process

Conclusions linked to initial aims

Analysis of findings

Conclusions

Strengths/weaknesses

Suggestions for improvement.

Formative assessment - feed forward rather than feedback

Self Evaluation

Lessons learned about one self

Skills and attitudes development

Lessons for the future

5. Presenting/Communicating

The report should be concise and focused and sequential

Opportunity for creativity in format and illustration

Interview provides an opportunity to students to improve their marks.

Reminder for the ICT Specialism students will be required to make a 2-3 minute presentation at the start of the interview.

Key documents and resources

LCA Programme statement and Outline of Student Tasks

LCA Chief Examiners Report 2014

LCA Module Descriptors

State Exams Commission

Department of Education

LCA Handbook

PDST and LCA

PDST Active Learning Toolkit

Scoilnet

Photo by Basil James on Unsplash

General Points Regarding Assessment

Exam numbers should be on each task

Task must be available at beginning of examination period

Student(s) available to meet with the examiner irrespective of work experience/other activities

Task must be kept in school until appeals period is complete

Recommendations

LCA Chief Examiners Report 2014

- For full details go to www.examinations.ie

LCA Inspectors Recommendations

- PDF available @ www.pdst.ie/lca

Key Questions for Task Interview

PDST
Professional Development | An tSeirbhís um Fhorbairt
Service for Teachers | Ghairmiúil do Mhúinteoirí

How do you prepare students for an effective interview?

What do you believe is the success criteria for an effective task interview?

Photo by LinkedIn Sales Solutions on Unsplash

LCA
Leaving Certificate Applied
Ardteistiméireacht Fheidhmeach

Guidance on Task Interview

The purpose of the task interview is to assess the students ability to communicate what is in the report

Communication skills needs to be inbuilt into all pedagogical practices throughout the LCA programme and right throughout the task process

Opportunities should be given to students to discuss their progress and their individual contribution in group tasks throughout the task process

The Practical Achievement Task

Year Two, Session 3

What is the Practical Achievement Task

The Practical Achievement Task is an individual task that is completed outside of school.

It is an opportunity to try a new skill.

Their work must be verified and the verifier must sign all sections of the task booklet.

To receive credit for the task, the candidate must produce externally verified authentic evidence of task completion, complete the booklet, and present for interview.

Practical Achievement Task

- Year 2 Session 3
- Examined first week of February (Interview)
- 10 credits
- Answered in Booklet provided. Remember no booklet = no marks and no interview.
- Examinations.ie for Marking Schemes
- Completed outside of school. Requires constant monitoring.
- The best marks are obtained by those students who do individual PA tasks.

Marking Scheme

Success Criteria

- The Practical Achievement task, to be successful, **must** contain the following:

☐ Be an **action** oriented task. Courses are a great way to achieve this and the students have a lot to talk about.

☐ Have a definite, clearly defined **goal** to aim for, e.g. I want to learn how to do five different up styles over the course of my 6 week course'.

☐ Something **specific** must be achieved

☐ Be sufficiently **challenging** for the student. Nothing that could be examined in other areas of the course should be considered here.

☐ The challenge itself must last for **at least** 6 weeks

Type of Task

Suitable Tasks:

✔ Learn a language

✔ Coaching Course

✔ Make up/ Hair/ Nails Course

✔ Sign Language

✔ Restore a piece of Furniture

✔ Learn a musical instrument

✔ Learn a craft

Suitable Tasks:

✔ Dance Classes

✔ Fitness

✔ Baking/ Cookery Course

✔ Mindfulness Course

✔ Art Classes

✔ Computer Coding

✔ Photography

Type of Task

Unsuitable Tasks:

- Steer students away from **short courses.**

- Tasks where all the class attend say "A First Aid Course" will be marked down here as they **lack individuality.**

- A **previously made product**(in woodwork class etc.)

- Driver Theory Test

- Safe Pass

Verification

- Must be verified by an **independent person** not a relative.

- **The Verifier's qualifications** must be stated on **page 2** of the Practical Achievement Task Booklet. Marks will be lost if they don't do this.

- Ensure the student and the verifier **sign in all** the places provided and remember **to include dates.**

The Practical Achievement Task

Breakout Room Activity

- What **type of tasks** have students undertaken before or would like to do now? Share ideas and experiences.

- Discuss the **role of the verifier** and who it can be?

Task Booklet Success Criteria

Log entries should be **varied** and contain description of skills learned, progress made and how student feels about the task at each entry. **They must show progress**! Marks can be easily lost here so ensure the students talk about **all aspects** of their project.

Conclusions should refer to aims and student should explain conclusions using the word **'because'**

Have an **independent verifier**. The verifier must sign the tasks. Ensure the booklet is signed in **all sections** or marks could be lost.

Have **2 separate sources of evidence**, described and verified by the verifier's signature. Pictures and another source. This can include a certificate or a receipt.

PDST

Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

An Roinn Oideachais
Department of Education

End of session 2

Lunch Break

Lunch break is from 1-2pm

Session 3

Practical Achievement Task Booklet
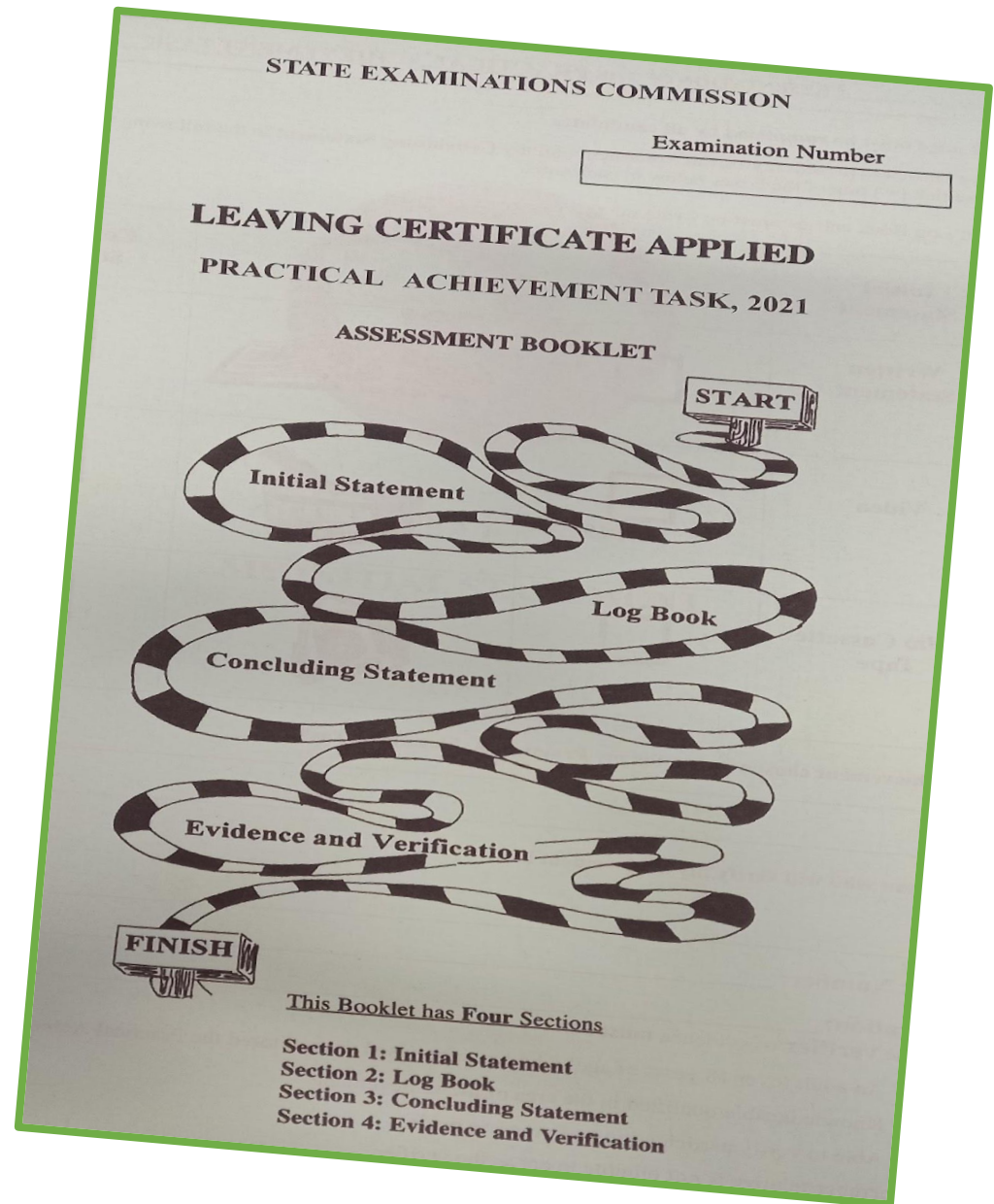
Practical Achievement Task

LCA 36

STUDENT TASK

Marking Criteria

Selection Process:	Decision making process, identify 3 challenges, factors involved in selection and rejection i.e. interest/hobbies/ existing skills, starting point.	10
Clarity of Purpose:	Realistic, attainable aims, clearly defined and developed	10
Research & Planning:	Starting date, background research, information gathering techniques used, sources of information credited, identify potential obstacles, skill assessment, resource assessment, equipment, drawings, pattern, costing, time plan, sequencing, checklists of resources, safety considerations, finishing date.	10
Carrying out of Task:	Record of progress/regular engagement/involvement & progression, application of skills, description of activity, resources used (people, equipment, finance, etc.), problems encountered if any, adaptation of plans if required, quality control measures, implementation of Health & Safety regulations; extent, quality & relevance of cross-curricular applications.	20
Meeting the Brief:	Critical appraisal of completed task with reference to aim(s)/ were goals achieved/modification to task (if any)/conclusions drawn	10
Self Evaluation:	Skills/attitudes developed, difficulties encountered and lessons learned about self for the future	10
Evidence of Achievement:	**TWO** specific sources of **verified** evidence indicating achievement, defined and clearly explained, series of photographs, certificates, videos/audios, participation records, samples of work, etc.	10
Individuality:	Inventiveness, innovation, resourcefulness, in selection/ organisation of the Task, candidates own work, evidence of original input, aesthetic considerations.	10
Effectiveness of Communication and Presentation:	(i) Written/Audio/Video: layout, neatness, legibility, clarity organisation, use, appropriateness and quality of materials presented.	10
	(ii) Oral: oral communication skills, ability to convey ideas – clarity, fluency and coherence, etc.	

PAT Booklet Page 2

PRESENTATION OF THE PRACTICAL ACHIEVEMENT TASK

This page must be completed by all candidates

I have chosen to present my **Initial Statement** and my **Concluding Statement** in the following ways. Please tick (✓) **one** of the boxes below in each case.

Note: Log Book entries **must** be written in this assessment booklet.

Initial Statement			Concluding Statement
Written Statement	☐		☐
Video	☐		☐
Audio Cassette Tape	☐		☐

The Achievement chosen by me for my Practical Achievement Task is:

The person who will verify my achievement is:

Name:

Contact Number:

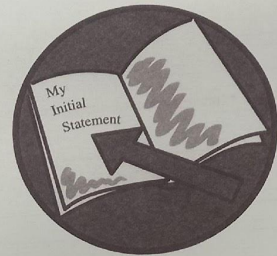Qualification:

NB. The **verifier** of evidence **must** be:

- An adult (over 18 years of age) who has supervised or monitored the Practical Achievement Task
- Knowledgeable/qualified in the area of the achievement
- Able to verify participation and progress made.

A family member/relative is **not** eligible to act as the verifier.

Page 2 of 29

- **All pages** of the report booklet should be attempted.
- In general if pages are left blank then the examiner will not ask the student any questions about that section and the **student will not get any marks** as a result.
- **Initial Statement** and **Concluding Statement** can be presented in the following ways: written, video or audio cassette. (Page 2)
- **Log book entries** must be written in the assessment booklet.

SECTION 1 [30 marks]

MY INITIAL STATEMENT

Selection Process:	Decision making process, identify 3 challenges, factors involved in selection and rejection i.e. interest/hobbies/ existing skills, starting point.	10
Clarity of Purpose:	Realistic, attainable aims, clearly defined and developed	10
Research & Planning:	Starting date, background research, information gathering techniques used, sources of information credited, identify potential obstacles, skill assessment, resource assessment, equipment, drawings, pattern, costing, time plan, sequencing, checklists of resources, safety considerations, finishing date.	10

Page 4 and 5; The Decision-Making Process

- **Selection Process:** (10 Marks)
  - Three Challenges
  - Different reasons for selection/rejection
  - Starting point (What I already know, the skills I have)

Page 6: Aims of My Practical Achievement Task

- **Clarity of Purpose (10 Marks)**
  - Two clearly defined, realistic and attainable Aims.
  - Detailed development of Aims

Page 7 and 8 ; My Action Plan

My Action Plan for doing and completing my Practical Achievement Task

This should include the following: Whom I will need to contact (letter/phone/e-mail/internet research/Verifier), what I will need (e.g. money, equipment, information, time), actions to be taken, how they will be organised (when, where, how often), whom I will work with, safety considerations, measuring/checking progress, obstacles I will need to overcome, deadlines, starting and completion date must be recorded, etc.

Starting Date:

Completion Date:

Signature of Candidate: _____ Date: _____

Teacher/Mentor: _____ Date: _____

Page 7 of 29

PLANNER / CHECKLIST

WEEKS	What I plan to do each week to complete the challenge -	Tick ✓ box when action completed
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		
WEEK 11		
WEEK 12		

Page 8 of 29

Research and Planning 10 Marks
- Must include start and finish dates (2 marks)
- Must be 6 weeks apart
- Must include all relevant research on task using headings at the top of the page.

My Action Plan for doing and completing my Practical Achievement Task

This should include the following: Whom I will need to contact (letter/phone/e-mail/internet research/Verifier), what I will need (e.g. money, equipment, information, time), actions to be taken, how they will be organised (when, where, how often), whom I will work with, safety considerations, measuring/checking progress, obstacles I will need to overcome, deadlines, starting and completion date must be recorded, etc.

This page should be used to show skills acquired/progress made, i.e. drawings, patterns, costings, receipts, photographs of action(s) undertaken.

LOG BOOK

ENTRY1 must include activities undertaken to date, progress made, difficulties (if any), feelings, next steps, additional relevant information.

Date of Entry

Signature of Candidate: _____

Signature of Teacher/Manager Representative: _____

Date: _____

Date: _____

My Initial Statement

SECTION 1 [30 marks]

MY INITIAL STATEMENT

Page 9-16
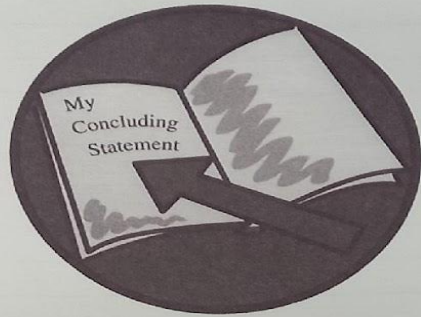# My Log Book

- **Carrying Out the Task (20 Marks)**
  - 5 Log Entries showing description of activity, engagement with task and build up of skills.
  - Must have dates
  - Follow all headings at top of Log entries including feelings, skills learned and next steps.
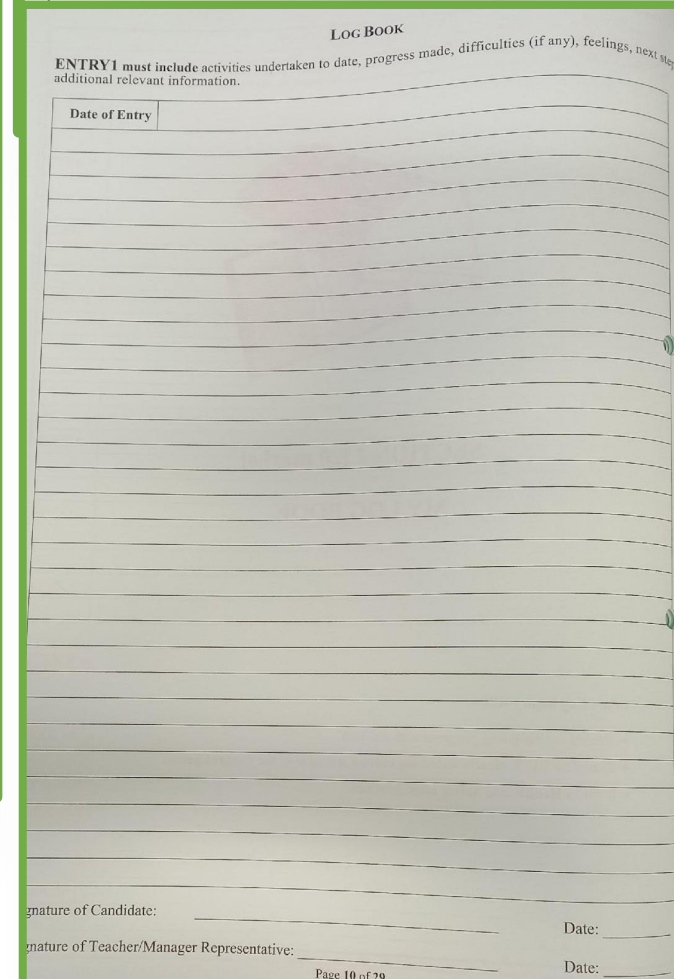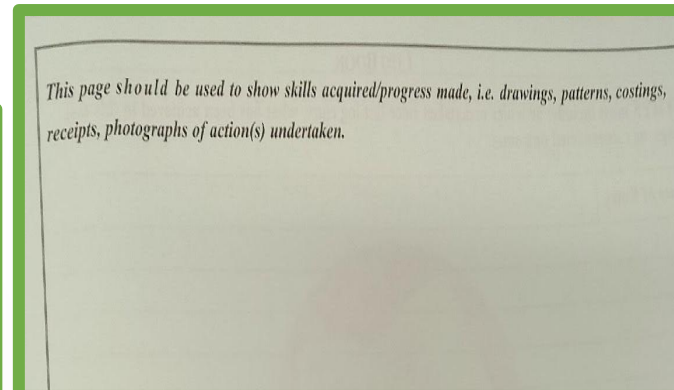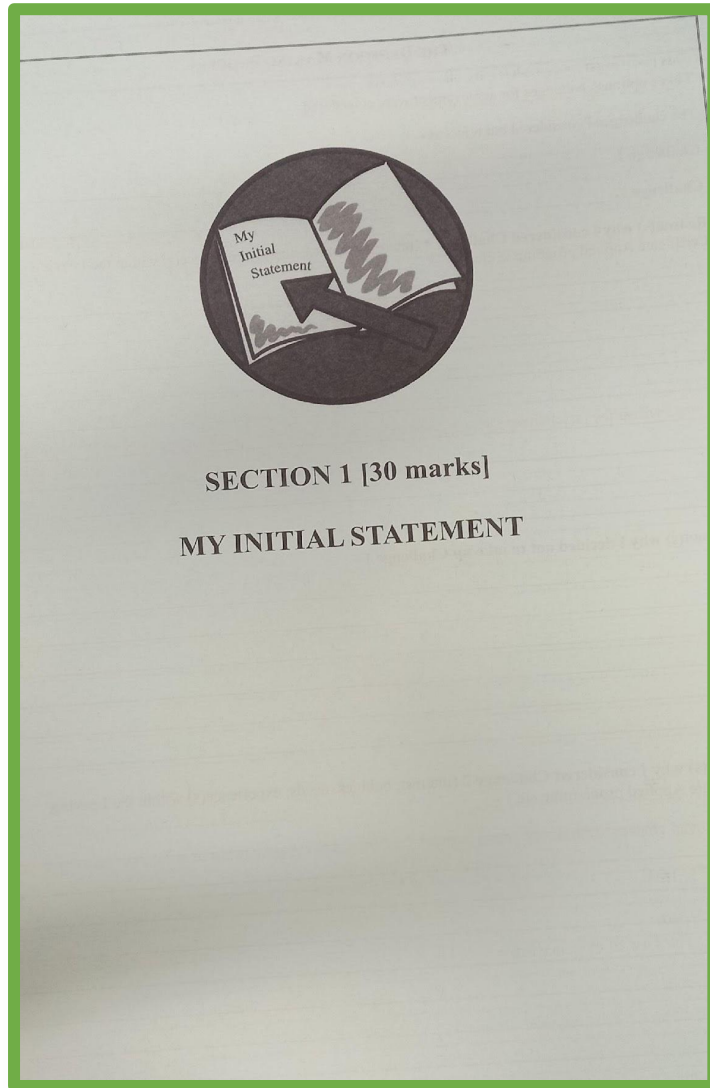
Section 3: Concluding Statement
Pages 17-20 (20 Marks)

Focus on the Task (Page 18-19)
- I have achieved my aims because….
- We aims achieved? Were there any difficulties/ problems. Conclusions?

CONCLUDING STATEMENT (1) MEETING THE BRIEF - FOCUS IS ON THE TASK
- Were **both** my aims (page 5) achieved?
- State reasons why/why not **in each case**
- Problems if any and how I overcame them etc.
- Was this task successful, why/why not?
- Looking back, what would I do differently, and why?

SECTION 3 [20 marks]

MY CONCLUDING STATEMENT

In my concluding statement I will consider:

(1)   Meeting the Brief – (10 marks)

AND

(2)   Self - Evaluation (10 marks)

Focus on Me (Page 20)
- Skills/ Attitudes developed
- Lessons learned about self
- Personal Qualities Identified
- How will I benefit from this in the future

CONCLUDING STATEMENT (2) SELF-EVALUATION - - FOCUS IS ON ME
- What I have learned about myself from doing this task
- Skills and attitudes I have developed as a result of doing this task/Personal qualities identified.
- How I will keep the benefit of the achievement going in the future.

Evidence of Achievement Page 21- 24 (10 Marks)
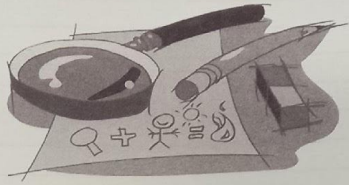
SECTION 4 [10 marks]

EVIDENCE AND VERIFICATION

APPENDIX 1

PARTICIPATION RECORD
(This may be included as evidence of participation/progress)

Candidate Name: _____
School/Centre: _____
Starting Date: _____
Completion Date: _____

NOTE: VERIFIER
Please confirm the candidate's participation and the activities engaged in, focusing on the skills acquired, by signing after each entry and on completion.

Date:	SPECIFIC ACTIVITY UNDERTAKEN / SKILL ACQUIRED:	Verifier's Signature (after each entry):
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Verifier's Signature: _____ Date of Completion: _____

Page 24 of 29

EVIDENCE 1 –

Please describe
- the evidence chosen
- how it shows you have achieved your goal(s).

I verify that this evidence is valid.   Date: _____

Signature of Verifier: _____

NOTE: Marks will be lost if the description of the evidence written above is not signed by the Verifier.

Evidence may be inserted below:

Evidence of Achievement:
Two sources of evidence; (Must show progression)
- **Certificates**
- **Participation Record (Appendix 1 page 24)**
- **Video/ Audio Tapes**
- **Samples of Work**
- **Series of Photographs (one is not enough)**
- **Testimonials/ Letters**
- Each piece of evidence chosen must be described on pages 22 and 23. Both sources must be defined and clearly explained.
- Verifier signs both of these pages. And also Appendix 1 if used.

PAT Additional Marks

- **Individuality:** 10 Marks, Own work, Unique, Interested, Creative, Full Account

- **Effectiveness of Communication and Presentation;** 10 Marks. 8 Marks for Layout, Neatness, Legibility **Oral Interview;** 2 Marks for ability of explain ideas, clarity, fluency

Key Points to Remember:

Teacher	Task must be anchored in a subject with a teacher each week. Teacher guidance is essential.
In Class	Task must be written up in class. Booklet does not go home until verification.
Rough Work	Write up booklet each week. Have a photocopied version for rough work first.
"I"	Students must use"I" instead of we when writing up the task.
Verifier	Verifier must sign relevant spaces
Sign	Teacher must sign relevant spaces.
Prepare	Start preparation for this Task at end of Year 1. Make sure to inform parents so they can help their son/ daughter prepare.

Thank you!
Any Questions?