



An Roinn Oideachais  
Department of Education

# Teachers New to Leaving Certificate Applied Task Day

# 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

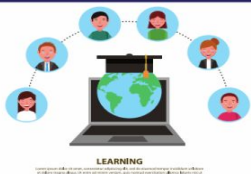
## Session 2

- Overview of Programme Statement & Outline of Student Tasks
- Task Workshop 1

Lunch

## Session 3

- Task Workshop 2
- 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.**

## What we are

Teachers and school leaders

Teacher Educators

Facilitators/Enablers

Purveyors of lifelong learning

## What we are not

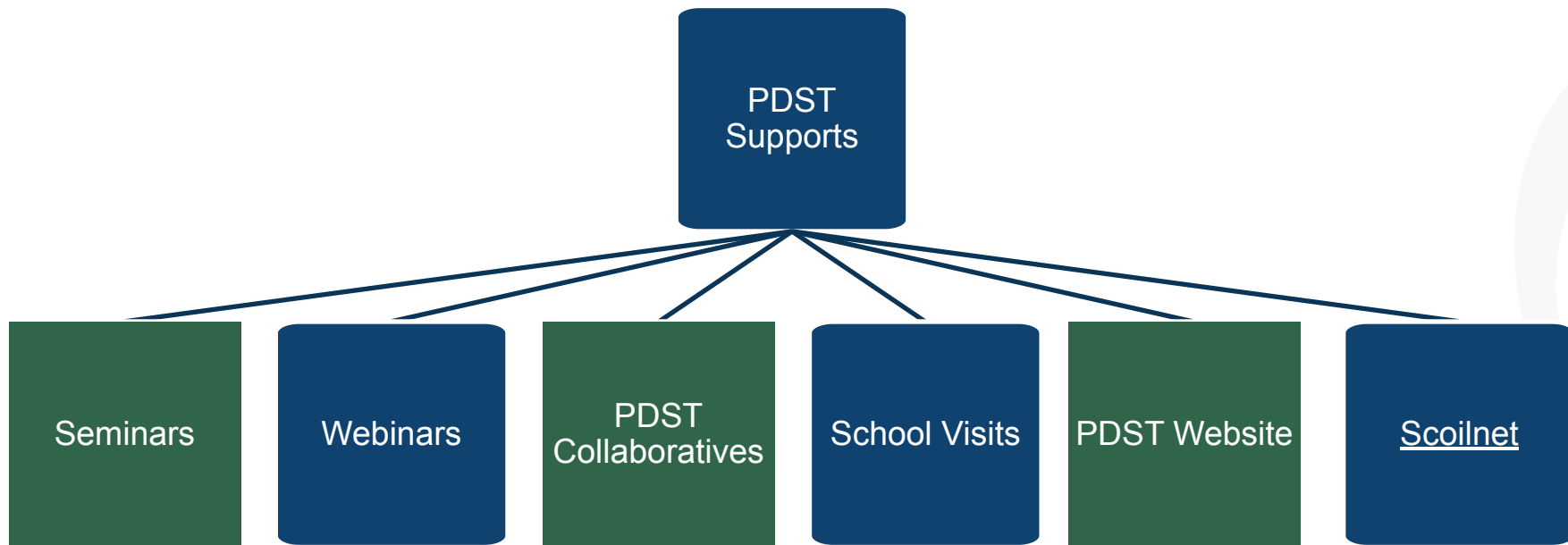
Evaluators

Policy makers

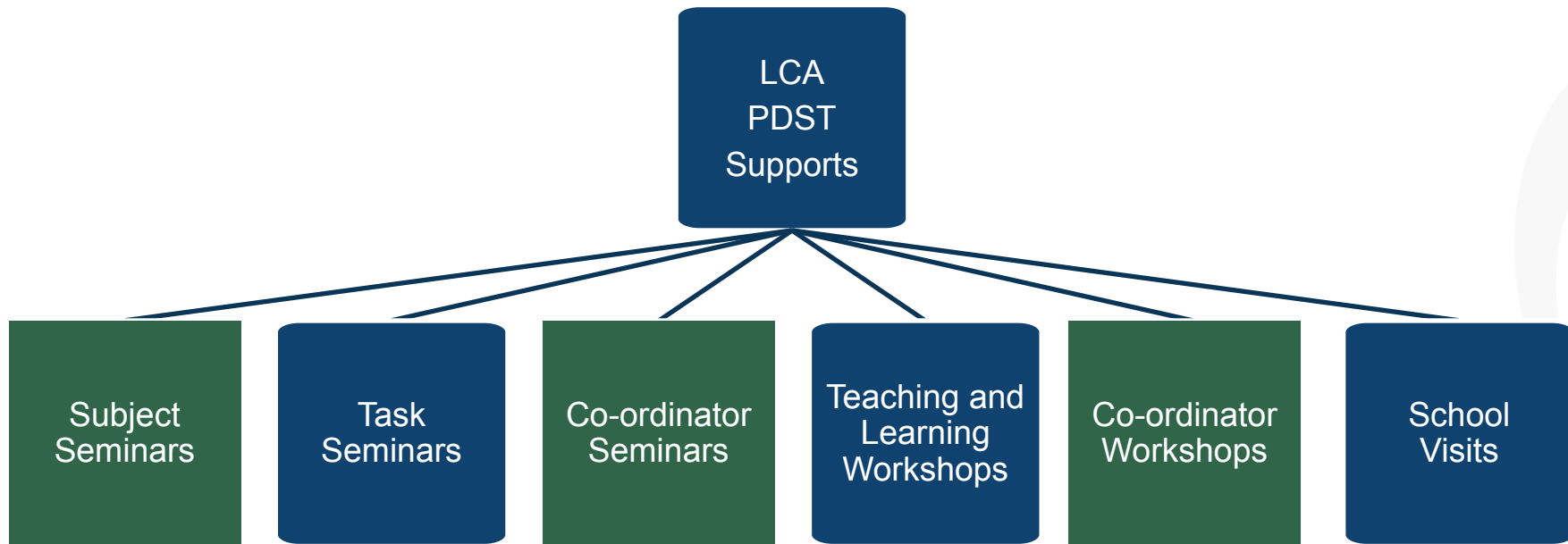
Curriculum developers

Providers of solutions

## Supports provided by PDST



## LCA Supports provided by PDST



# LCA Administration Base

Clare Education Centre,

Government Buildings,

Kilrush Road,

Ennis, Co. Clare.

Phone: 065-6845504

E-mail: [lca@pdst.ie](mailto:lca@pdst.ie)

Website: [www.pdst.ie/lca](http://www.pdst.ie/lca)

Twitter: [@PDST\\_LCA](https://twitter.com/PDST_LCA)

# PDST LCA Support

[www.pdst.ie/schoolsupport](http://www.pdst.ie/schoolsupport)

Request LCA PDST school support

[www.pdst.ie/onlinebooking](http://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](http://www.pdst.ie/schoolsupport)
- PDST Collaboratives
- Other elective workshops e.g. LCA co-ordinator planning

# Curriculum framework

<b>Vocational Education</b>	<b>Mathematical Applications</b> (Exam = 10 credits)	1	1	<b>PERSONAL RELECTION TASK PART 1</b>	1 Leisure	1 Wk/Life
	<b>Vocational Specialisms</b> Choose 2 from 11 options (Exams = 12 credits each)	1	1		1	1
		1	1		1	1
	<b>Information Technology</b>	➔	2		➔	2
			VOC ED TASK	VOC ED TASK		
<b>General Education</b>	<b>Arts Education</b> (Drama, Dance, Visual Arts, Music)	➔	2	➔	2	
	<b>Social Education</b> (Exam = 10 credits)	1 My/Com	1 Ctp/Iss1	1 Ctp/Iss 2	1 Tk/Charge	
		➔	1 Soc/Health	1 Soc/Health	1 Soc/Health	
	<b>Languages</b> (2 exams = 6 credits each)	1	1	1	1	
	<b>Leisure &amp; Recreation</b> (including P.E.)	➔	2	➔	2	

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

# LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance			62 credits	31%
<ul style="list-style-type: none"> <li>Evidence of completion of <b>4 key assignments</b> for each module</li> <li>One credit per course module in which there is a final exam</li> <li>Two credits per course module in which there is NO final exam</li> </ul>				
<b>7 Student tasks @ 10 credits each</b>			70 credits	35%
<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>		
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>		

## 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 Year 1 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.



## Leaving Certificate Applied 2022-2023

This is a summary advice note for school management and teachers of LCA 2022/23. It sets out key curriculum and assessment arrangements for LCA Year 1 and Year 2 students for the academic year 2022/23.

### Arrangements for the satisfactory completion of Modules

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

- For both Year 1 and Year 2 LCA Students
  - The learning outcomes for each module should be completed.
  - If a student cannot attend the school due to a valid Covid-19 related restriction, the school should be flexible in its approach to monitoring and recording attendance.
  - In the event of a localised closure where learning is progressed remotely, schools should ensure that an appropriate system is in place to track students' engagement.
  - Credits for the satisfactory completion of modules are submitted to the SEC through the LCA portal, following normal arrangements.

### 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 Year 1 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](http://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

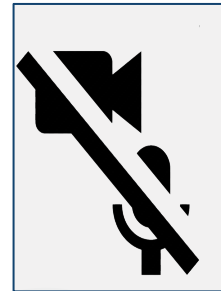
1. Title
2. Statement of Aim
3. Action Plan
4. Research Activities Undertaken (i.e. what methods)
5. Execution of the Task
6. Presentation and Analysis of Findings
7. Statement of Learning Outcomes (conclusions)
8. Evaluation of the Student's own contribution
9. Integration across the Curriculum

# 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.**

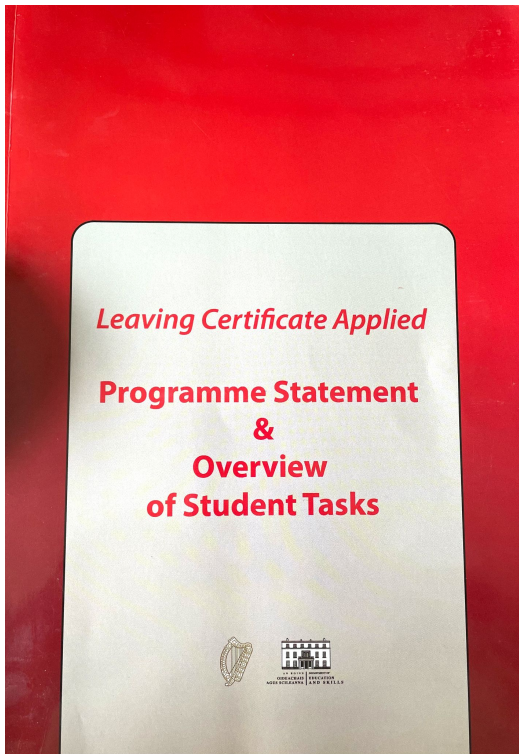


Programme Statement pg 7

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





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**End of Session 1**

# Break







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## Session 2

# Programme Statement Feedback

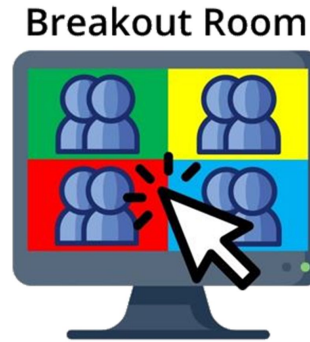


**Please unmute your  
microphone or  
share in the chat  
your key takeaways  
from your reading.**

Photo by [Chris Montgomery](#) on [Unsplash](#)

# Student-centred Learning

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



# Student-Centred Learning

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

The interdependence between the teacher and learning

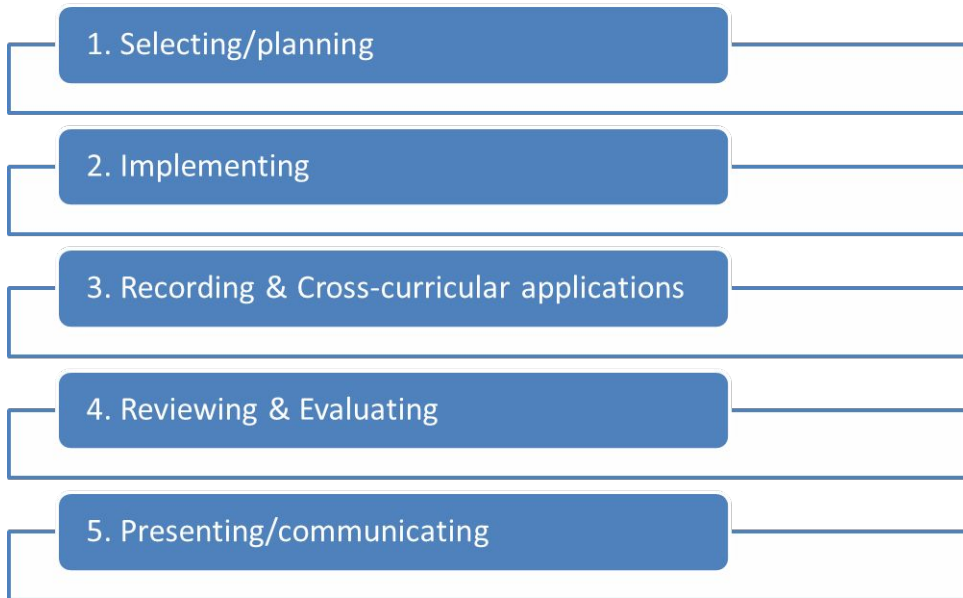
An emphasis on within learning and teacher relationship

An increased flexibility in the teaching and learning practices on the part of both teacher and learner,

An increased sense of autonomy in the learner



# Five Stages of Student Task



# 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](#)



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# 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](http://www.examinations.ie)

## LCA Inspectors Recommendations

- [PDF available @ www.pdst.ie/lca](http://www.pdst.ie/lca)

# Key Questions for Task Interview

How do you prepare students for an effective interview?

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



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# 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 need to be built into all pedagogical practices throughout the LCA programme and right through the task process

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



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**End of Session 2**





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## Session 3

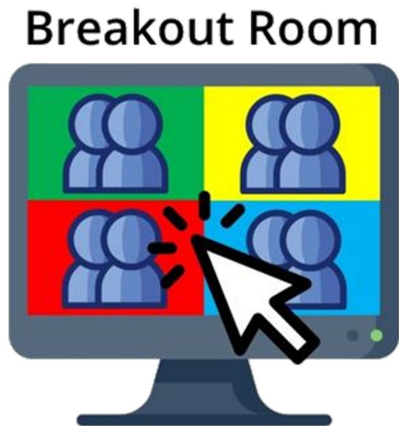
## Make a start ....

### Share our expertise:

Using the list of ‘types of tasks’ list examples of tasks you could do in your subject.

Try to come up with examples under each ‘type of task’.

Also try to think of group and individual tasks that are suitable.



**10-15 mins**

## Group or Individual

A task can be completed as a group or as an individual.

A group can be a full class group or smaller groups within the class

If you choose a group task each student's role must be clearly identified throughout.

## Chief Examiner's Report - Group Tasks

Key comments from the above report can assist you in running a group task:

- Each student was able to clearly distinguish between the group and the individual aims and tasks.
- Groups were the right size so each individual had ample jobs to do.
- Report detailed the work done by the group and their own contribution.
- The teacher guided the students instead of giving common templates. The common templates make it difficult for students to add their own contribution and they lose marks for originality, creativity and self-evaluation.

## Teacher's role in the task.

We are the facilitator on the journey for the student, always encouraging them to do better. Pay particular attention to:

- Identifying appropriate and relevant topics
- Setting manageable and clear objectives
- Planning and managing a time schedule to complete the Student Task
- Developing research skills
- Identifying potential human and material resources
- Identifying other courses that might help in a meaningful way
- Developing and encouraging integration
- Examining and identifying areas of strengths and weaknesses
- Developing language and communication skills
- Understanding the assessment requirements of the Student Task
- Understanding the technical skills required to make a presentation

# 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

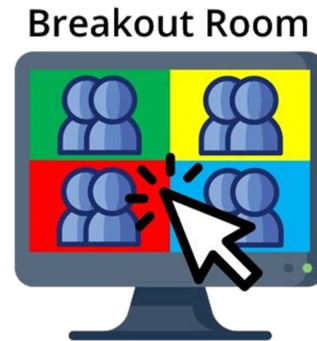
# Using the Marking Scheme

The marking scheme is a great place to start when planning the task with the 5th years. Please note the following:

- Headings are slightly different here than in the assessment criteria we have looked at.
- Weighting of the headings is different for each 'type' of task.

Let's engage with this further.....

- Please spend some time thinking about how you could apply your planned task to the headings given in the marking scheme.



## Cross-Curricular Links

Each student must meaningfully link with these two subjects:

1. Maths
2. I.T.

Students could link with any other subject and in this way each LCA teacher can help you as you anchor the task.

*In the chat please enter some ways you feel that these subjects could be integrated.*



## The Interview

The student meets the examiner face-to-face for a 10 min interview on their task. Questions will be on every area of the report - often focusing on areas where the written report was lacking. Be sure the candidate is able to speak on the following:

- Why they chose this task
- Skills needed throughout
- Safety and hygiene considerations (where relevant)
- Problems encountered during the task - could they overcome these?
- Changes the student would make if completing the task again
- Self and product evaluation
- Integration of other subjects especially Maths and IT
- Knowledge gained during the task process



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# End of Seminar