



An Roinn Oideachais
Department of Education

Teachers New to Leaving Certificate Applied Task Day 2023

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

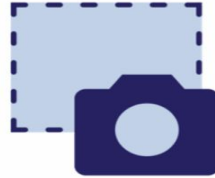
- Task Workshop 2
- Administration



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

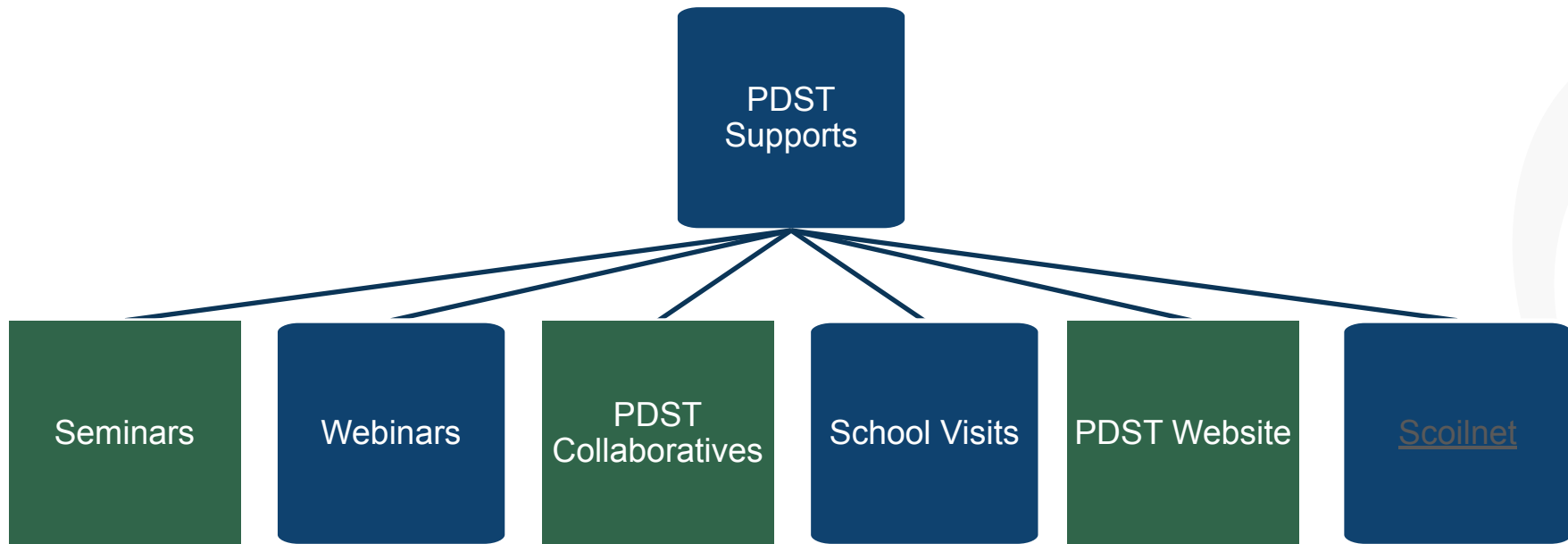
Evaluators

Policy makers

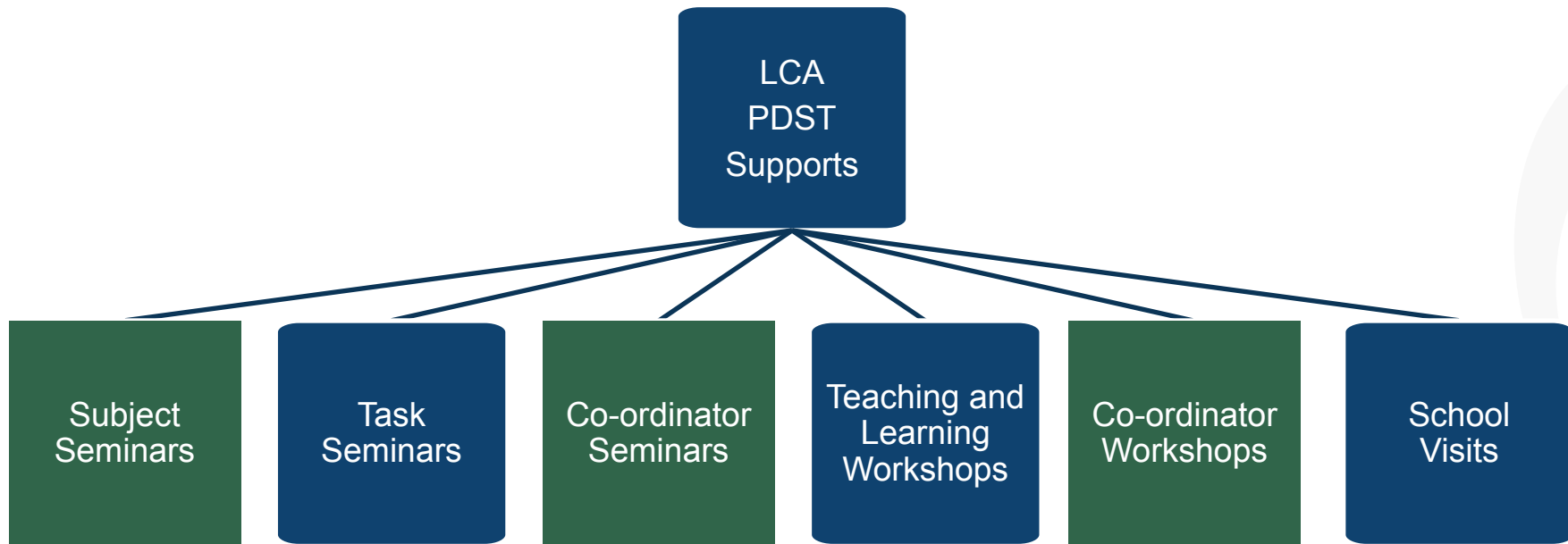
Curriculum developers

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

Website: www.pdst.ie/lca

Twitter: [@PDST_LCA](https://twitter.com/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

Curriculum framework

Vocational Education	Mathematical Applications (Exam = 10 credits)	1	1	PERSONAL RELECTION TASK PART 1	1 Leisure	1 Wk/Life
	Vocational Specialisms Choose 2 from 11 options (Exams = 12 credits each)	1	1		1	1
		1	1		1	1
	Information Technology	→	2		→	2
			VOC ED TASK	VOC ED TASK		
General Education	Arts Education (Drama, Dance, Visual Arts, Music)	→	2	→	2	
	Social Education (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	
	Languages (2 exams = 6 credits each)	1	1	1	1	
Leisure & Recreation (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
1. General Education <i>Originating in Arts Education, Leisure & Recreation, Language or Social Education</i>	10	5	1	Jan/Yr 1
2. Vocational Preparation <i>Originating in either Vocational Preparation & Guidance or English & Communication</i>	10	5	2	May/Yr 1
3. Vocational Education - 1st specialism <i>Originating in one Vocational Specialism</i>	10	5	2	May/Yr 1
4. Vocational Education - 2nd specialism <i>Originating in the second Vocational Specialism</i>	10	5	3	Jan/Yr 2
5. Contemporary Issues <i>Anchored in Social Education</i>	10	5	3	Jan/Yr 2
6. Practical Achievement <i>Generally out of school/centre</i>	10	5	3	Jan/Yr 2
7. Personal Reflection <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"> 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 				
7 Student tasks @ 10 credits each			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.

2023 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

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

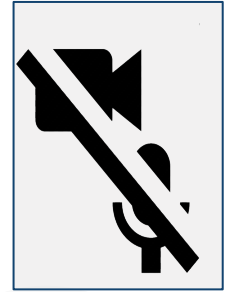
1. Title
2. Statement of Aim
3. Action Plan
4. Research Activities Undertaken (i.e. what methods)
5. Execution of the Task
6. Presentation and Analysis of Findings
7. Statement of Learning Outcomes (conclusions)
8. Evaluation of the Student's own contribution
9. Integration across the Curriculum

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.

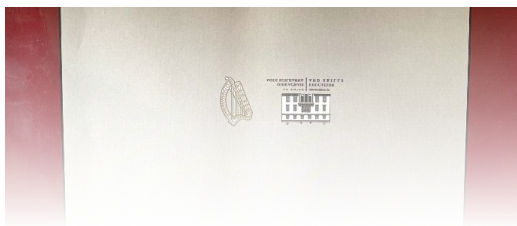
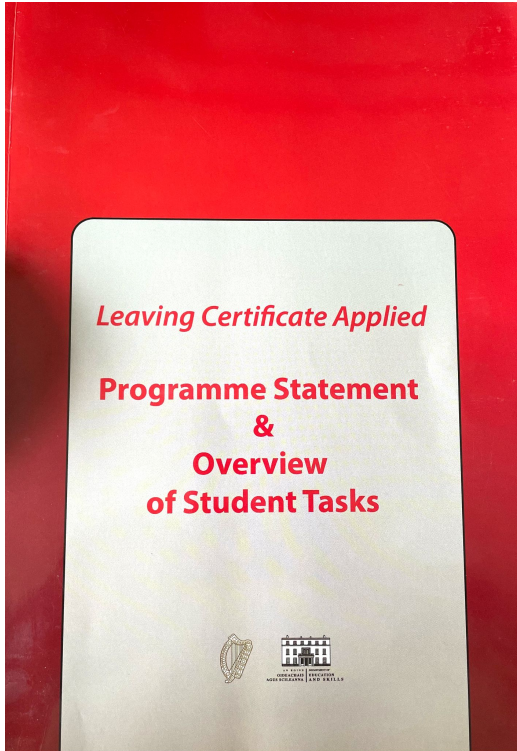


Programme Statement pg 7

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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Department of Education

End of Session 1

Break





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



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Department of Education

Session 2

Programme Statement Feedback

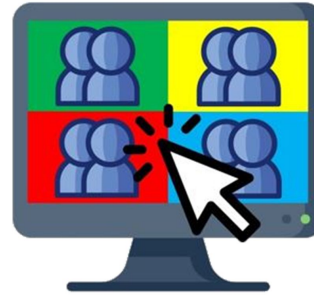


**Please unmute your
microphone or
share in the chat
your key takeaways
from your reading.**

Student-centred Learning

What are the characteristics of student-centred learning 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:

The interdependence between the teacher and learning

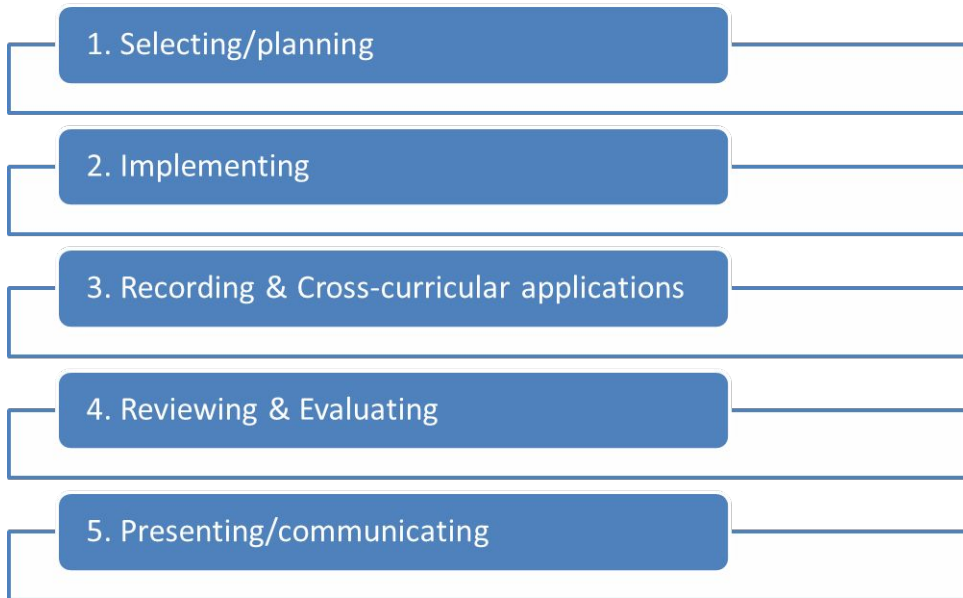
An emphasis on within learning and teacher relationship

An increased flexibility 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](#)



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](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?



Photo by [LinkedIn Sales Solutions](#) on [Unsplash](#)

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

VPG

Career Investigation Task

Aims of the task (10 marks)

<p>The career being investigated</p> <ul style="list-style-type: none"> - Clear and specific - Justified 	5 marks
<p>Entry pathways</p> <ul style="list-style-type: none"> - Two separate pathways - Apprenticeship and PLC 	2 marks

3 other factors	3 marks
Training	
Qualifications <i>Level 5 or Level 6</i>	
Job prospects	
Skills/qualities	
Pay	

Planning and Research (20 marks)

Action Plan - list of what the student plans to do

When and how the student will carry out the career investigation/gather information

'I' statements

- I will complete a career interest test
- I will carry out research on relevant courses on Careersportal/Qualifax
- I will gather information from Apprenticeship.ie
- I will attend a school talk on X
- I will look up Irishjobs.ie
- I hope to attend a virtual open day at X College of Further Education
- I will interview my Guidance Counsellor
- I will talk with my Woodwork teacher
- I will interview X who works in this sector

Timescale

Plan	To be completed by
	Friday 4th Feb
	Friday 11th Feb
	Friday 18th Feb
	Friday 4th Mar
	Friday 11th Mar
	Friday 18th Mar
	Friday 25th Mar

Research and Planning (20 marks)

Mixture of primary and secondary research

Primary



Interest Test

Interview with Guidance Counsellor/Teacher

Questionnaire with somebody working in the sector

Attending an open day/careers fair

Secondary



Apprenticeships.ie

Careersportal/Qualifax

College of Further Ed

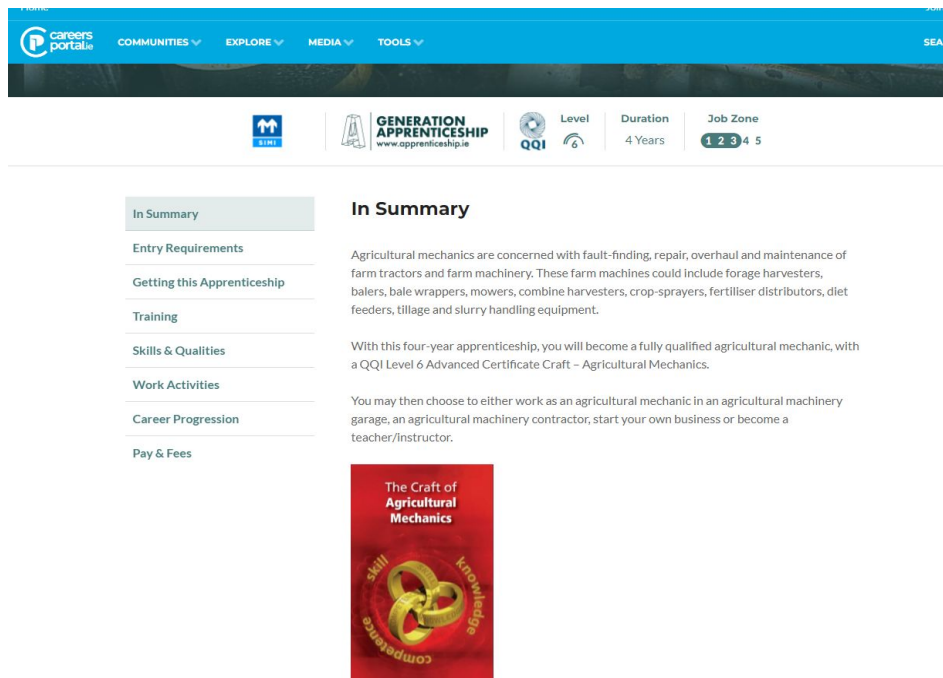
Irishjobs.ie

Research

Highlight important information gathered from secondary research

For example:

- The entry requirements
- The skills
- The pay
- The work activities
- Highlight the date the information was accessed
- Handwrite notes on the page



The screenshot shows the Generation Apprenticeship website. The header includes navigation links: HOME, CAREERS PORTAL, COMMUNITIES, EXPLORE, MEDIA, TOOLS, and SEARCH. Below the header, there are filters for 'START' (upward arrow icon), 'GENERATION APPRENTICESHIP' (www.apprenticeship.ie), 'QQI' (Quality and Qualifications Ireland), 'Level' (6), 'Duration' (4 Years), and 'Job Zone' (1, 2, 3, 4, 5). The main content area has a sidebar with a table of contents: In Summary (highlighted), Entry Requirements, Getting this Apprenticeship, Training, Skills & Qualities, Work Activities, Career Progression, and Pay & Fees. The 'In Summary' section contains the following text:

In Summary

Agricultural mechanics are concerned with fault-finding, repair, overhaul and maintenance of farm tractors and farm machinery. These farm machines could include forage harvesters, balers, bale wrappers, mowers, combine harvesters, crop-sprayers, fertiliser distributors, diet feeders, tillage and slurry handling equipment.

With this four-year apprenticeship, you will become a fully qualified agricultural mechanic, with a QQI Level 6 Advanced Certificate Craft - Agricultural Mechanics.

You may then choose to either work as an agricultural mechanic in an agricultural machinery garage, an agricultural machinery contractor, start your own business or become a teacher/instructor.

Below the text is a red graphic titled 'The Craft of Agricultural Mechanics' featuring a yellow ribbon forming a knot, with the words 'skill', 'knowledge', and 'competence' written around it.

Carrying out the career investigation (20 marks)

Description of activities undertaken

Get a sense from the student that they were active/involved in their task

Get the context or background of the work undertaken by the student

Paragraphs on

- Completing the interest test - what was the result and were they happy with the result, what did they learn from doing the test
- Interviews with the Guidance Counsellors/teachers etc - how did they decide on the questions
- Attending the open day etc
- Include any pictures taken and give a description

Two pathways into the career

E.g Apprenticeship - how do they go about it, what training is involved, what qualifications do they get

E.g PLC - how do they go about the application process, course content, work experience, qualifications

Ensure there is evidence to support what the student is saying

Did anything happen during the investigation that caused the student to alter their plans?

Presentation and Analysis of findings (10 marks)

Summary of their findings from the investigation

Link their conclusions back to their original aims

Were the aims achieved? If yes, the outcomes must be explained

- i.e new knowledge and understanding of the career

What is their interpretation or evaluation of the career?

- Do they think they are suited or not suited to the career?
- Why or why not?

If the student was to do the investigation again would they do anything differently and why?

SELF EVALUATION (10 marks)

2 or 3 distinct points about personal development which took place during the task

- Knowledge of self
- What they realise about themselves having completed the task
- Make a statement but then be able to back it up

CROSS-CURRICULAR INTEGRATION (10 marks)

- VPG/English and Communication
- ICT
- Art
- Maths

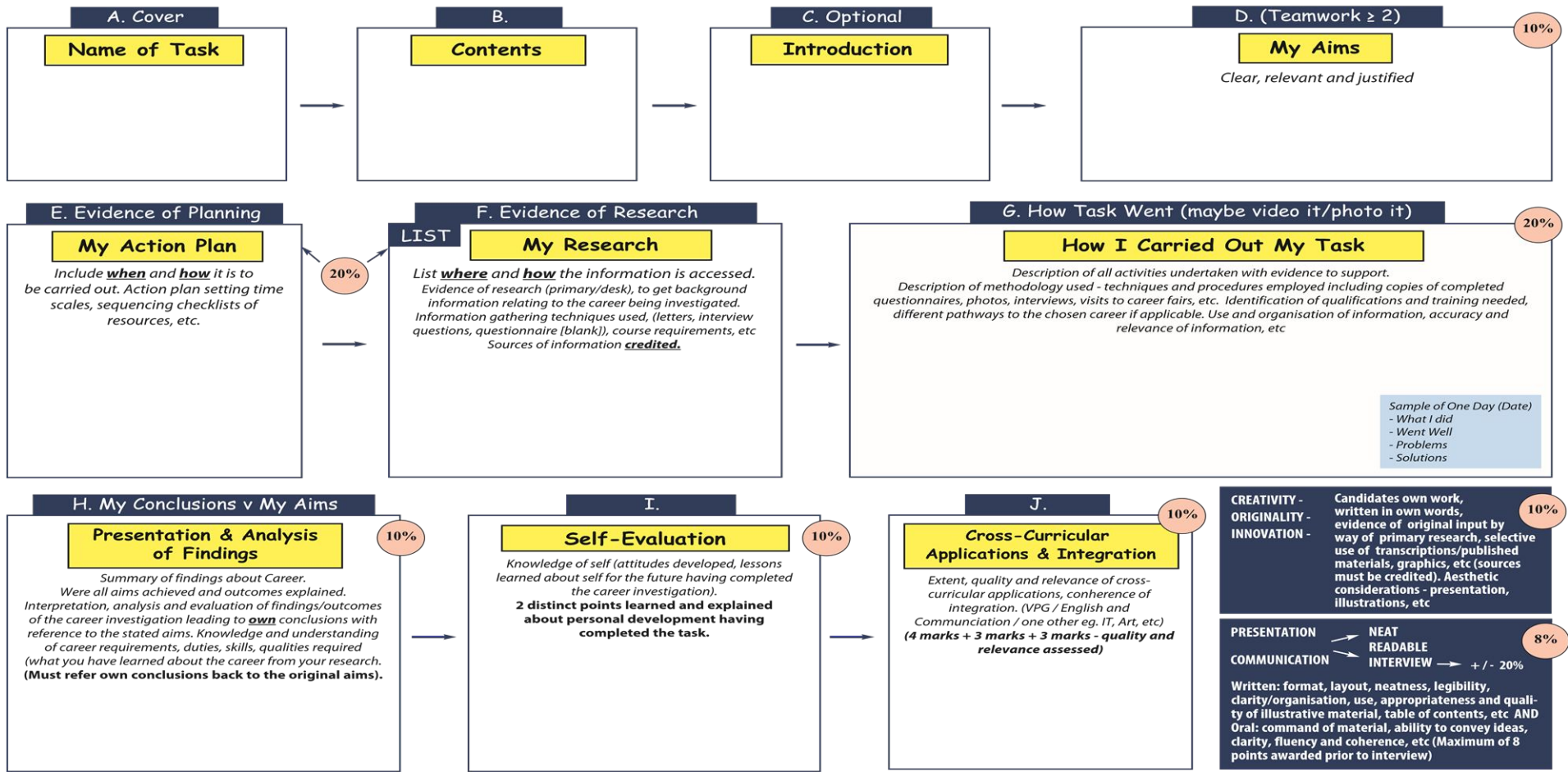
Students must be able to state the reason the subject helped them during the task e.g my English teacher helped me to phrase the questions correctly on the questionnaire

Creativity/Originality/Innovation (10 marks)

- Own work individual
- Explanations provided with primary research or pictures
- Graphics/IT

Presentation (8 marks awarded prior to interview)

- **TABLE OF CONTENTS**
- Layout
- Flow
- Clarity
- Neatness



CREATIVITY - ORIGINALITY - INNOVATION - 10%
Candidates own work, written in own words, evidence of original input by way of primary research, selective use of transcriptions/published materials, graphics, etc (sources must be credited). Aesthetic considerations - presentation, illustrations, etc

PRESENTATION COMMUNICATION 8%
NEAT READABLE INTERVIEW +/- 20%
Written: format, layout, neatness, legibility, clarity/organisation, use, appropriateness and quality of illustrative material, table of contents, etc AND Oral: command of material, ability to convey ideas, clarity, fluency and coherence, etc (Maximum of 8 points awarded prior to interview)



An Roinn Oideachais
Department of Education

End of Session 2



Session 3

Enterprise 1 – For profit

Enterprise 2 – For charity

Task Criteria

- Practical application of knowledge, understanding skills and competences developed through the modules
- Substantial piece of work (10 hours activity per student)
- Individual task or group task with identifiable contribution from each student
- Individual task report describing students own role in full process
- Length

Assessment

Requirements

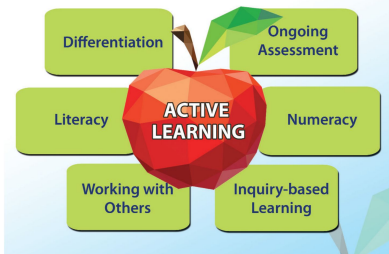
- 4 Evidence of task completion
- 4 Individual task report
- 4 Individual presentation of task at interview with external examiner

Its enterprise

So what business/enterprise do you think your students could realistically achieve with

- High level support
- Medium level support
- Little support

Activity: Answer in chat



What is best for the students Think about the following are we meeting the criteria?

Does it map/
does it work?



✓x

LCA Active Learning

Ongoing assessment

Numeracy

Inquiry-based learning

Working with others

Literacy

Differentiation

Enterprise Activity

Mini targets - Provides the structure for the students
Business event planning and execution
Real life it happens- work experience

Practice money skills and budgeting

The student will have to do real and meaningful market research

Promote social interactions
Develop a sense of community and partnership
They do it - gain responsibility
Responsible to others

Link with English and Art through Marketing

Activities can be assigned based the students ability – everybody wins
Fine motor skills*

Chat/Padlet ideas

Other schools

<https://www.fullspedahead.com/building-a-classroom-business/>

Getting the students thinking/take ownership

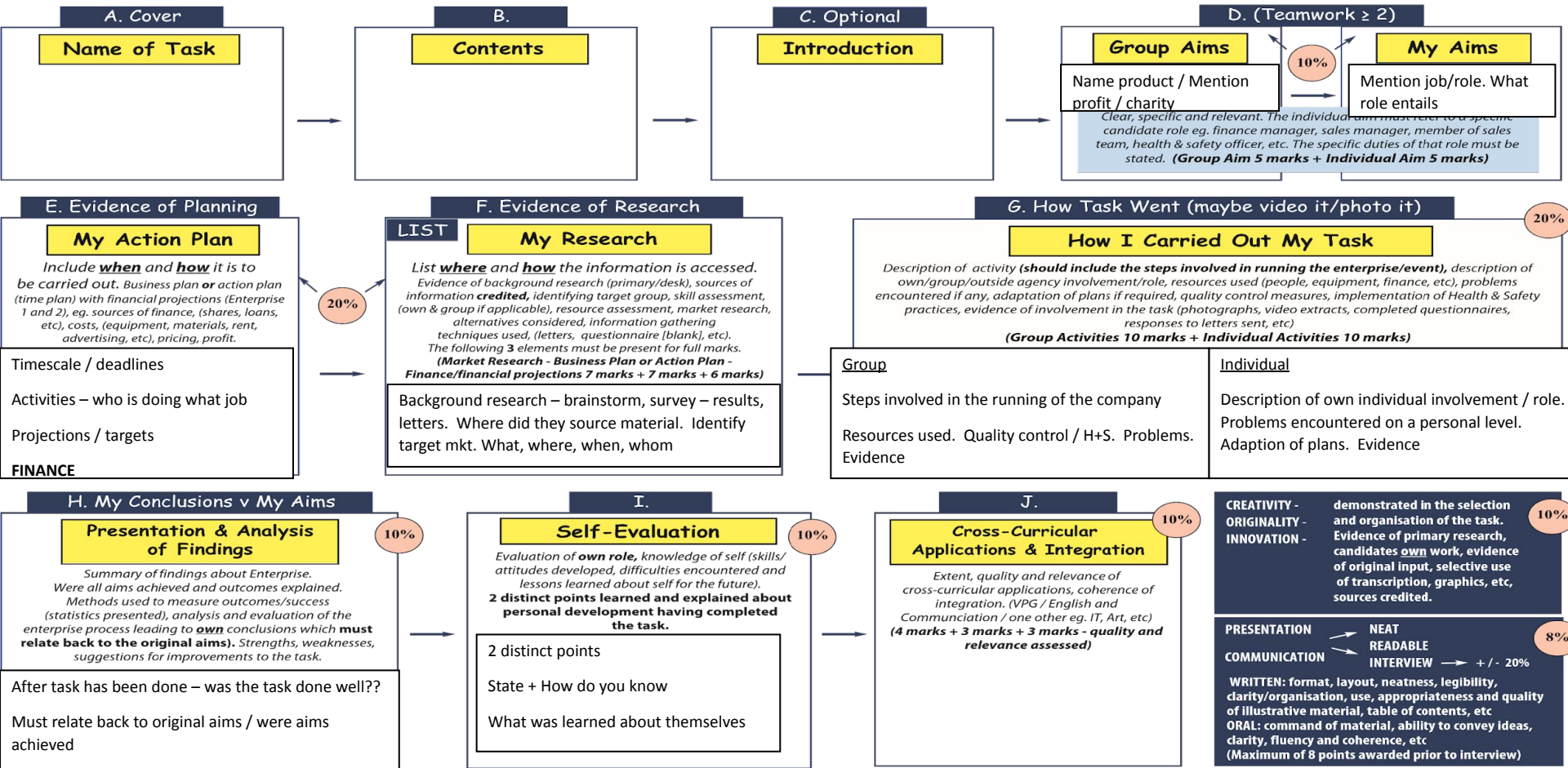
- Valentines Day products
- Basketball Blitz
- Cake Sale**
- Candle Holders
- Calendars with pictures of the local area / school
- Homemade Frames
- School Tuck Shop
- Showing a film to students
- Snack Packs
- Soccer Tournament
- School Hoodies

- Coffee/tea shop
- Teacher gift bags
- Snack cart/store
- Making popsicles
- Make and sell lunch/snacks/treats
- andy grams
- Flower bouquets
- Tie dying shirts or masks
- Student made cards
- Ornaments
- Handmade jewellery
- Donut shop
- Bake sale
- Tie blankets
- Dog treats/biscuits

Task layout

- Available on the pdst website
- <https://www.pdst.ie/sites/default/files/A3%20Enterprise.pdf>

ENTERPRISE TASK REPORT - SAMPLE LAYOUT



Please Note: This sample layout is NOT intended to be prescriptive. It is a suggested layout to be used at the teacher's own professional discretion. Any indication of marks is based on past exam papers and is not indicative of future marking schemes as these are determined by the State Exams Commission (SEC) each year. All feedback welcome @ lca@pdst.ie

AIMS (10 mk)



Individual Aims (5 marks)

Mention Job / role*

e.g. I aim to become the marketing manager

What does the job / role entail?**

e.g. I aim to improve my art skills by creating posters to advertise our product

Improve my teamwork as part of a group***

Group Aims (5 marks)

Name product / service

We aim to make / sell sweets in the school tuck shop

Mention profit / charity

We aim to make a profit of €100 and use for a class trip to the cinema

We aim to make a profit and give it to St. Vincent de Paul.

One other aim****

We aim to sell our product to 1st year students



RESEARCH AND PLANNING (20 mk – 7 + 7 + 6)

Planning

Business Plan / Action Plan

Action Plan

*Timescale / Deadlines
Skills Assessment
Activities –who is doing
what jobs*
Projections*
Targets**

Business Plan

*e.g. I aim to improve my art
skills by creating posters to
advertise our product*

Market Research

What, where, when, whom

Individual Aims

*Background Research – Brainstorm
ideas / Survey / Questionnaire to
potential customers, skills assessment*

Where will they source their materials?

*E.g. I had to look for the best quality
goods at the cheapest price. I went to
Super Valu, Dealz and Mr.Price to see
how much they sold the following
items for. Tayto, Dairy Milk etc. Super
Valu was the cheapest.*

Identify Target

*We will sell our product to all the
students in our school*

Finance

Projections / Plans

*How will the company be
financed / where will the money
come from to buy the products**

*Will they buy / sell shares in the
class*

*Will they borrow from their
parents and repay it with the
profits they make*

*How much do they plan to
spend on materials / products
Cost per unit*

*How much of a profit do they
plan to make*



Action Plan

Key dates and tasks

Motto:
don't leave anyone behind
each day is a new day

Action Plan






Rule : 30mins/10mins rule + 20mins over run

	Lesson 1 [60 minutes]	Lesson 2 [60 minutes]	%
Week 1	Brainstorm decide on idea Identify jobs 10 minute research on job titles	Report sections/section write up Cover Page / Contents page / Introduction Group Aims & My Aims (See D) Action Plan (heading)	10%
Week 2	Timetable/Likert scale who is doing what (I am doing write up now) Finance (sources & projections)	Action Plan & My Research (See E&F) SET A DATE FOR THE EVENT	20%
Week 3	How I carried out my task (see G)	Write up steps (see G)	20%
Week 4	Do up the paperwork for orders	Carrying out the task	
Week 5	Review the event/tasks	Presentation & Analysis of findings (see H)	10%
Week 6	Self-evaluation (see I)	Cross-curricular (see J)	10%
	Creativity, Originality, Innovation	Presentation /Communication	10%
		Interview	20%

Likert scale for jobs: Enterprise Coffee & cake for teachers

CEO
 Managers : Production, Finance
 Admin assistant
 Social Media/Marketing/Photographer, Buyer,
 Logistics (manager and assistants)
 Baker, orders administration

- Step 1: Identify jobs
- Step 2: Describe accurately the job, research the definition and discuss what it entails in relation to 'Coffee & cake'
- Step 3: Choose job/role

	Comfortable I want to do it	Kind of comfortable I want to try it	Don't mind	Very uncomfortable With this	Don't want to do it
With this job I am					
Reason					

Smiling face with smiling eyes

Thinking face, I have thought about it and will give it a try

Smiling face with halo

Anguished Face

Face screaming in fear

CARRYING OUT OF THE TASK (20 mk – 10 + 10)

Group Activities (We)

Description of steps involved in the running of the business

What did they do altogether from day one to the day of the event / the selling of the items

E.g. As a class we brainstormed ideas for our business. Here are some of the ideas we came up with. We had to seek permission from the Principal so we wrote an email to her. She responded and said that it was ok for us to set up a tuck shop as long as we added extra bins in the area.

Quality Control / H+S

What measures did the group take with regards to health and safety and the quality of their product.

E.g. We needed to make sure that we put extra bins in the Lunch room of the school and near our shop so that there was not an increase in litter.

We needed to make sure to wear gloves when handling the sweets.

We needed to make sure that we all wore our masks properly as we had to follow the Covid guidelines in our school

CARRYING OUT OF THE TASK (20 mk – 10 + 10)

Group Activities (We)

Problems Encountered

*Were there any issues on the day that they did not expect / plan for
E.g. On the second day of our tuck shop we ran out of dairy milk bars and tayto. We had to go across the road to Tesco to buy more. This cost more than we had planned to spend on our stock.*

Resources used

*We needed use of the I.T room to make posters, we asked Ms. White could we use the printer in her class.
We needed a classroom and long desks and chairs to set up our shop.*

CARRYING OUT OF THE TASK (20 mk – 10 + 10)

Individual Activities (I)

Description of own individual involvement / role

What did they do from day one to the day of the event / selling the items.

E.g. In our first class I had to think of different products or services that we could sell or make. I came up with the idea of making Valentines Day baskets and selling them in school. I was the marketing manager so I created posters to advertise our product and I put them up around the school.

Problems encountered on a personal level

E.g. A day before the event I made an announcement on the intercom to tell people about the tuck shop. I mentioned the wrong time by accident and I had to make another announcement at lunch time to give the correct time.

Adaption of Plans

Did they need to change anything along the way.

E.g. As marketing manager I had to tell people about our product I was meant to have the posters up two weeks before our tuck shop but I was absent and to get help from my classmates to make all the posters.

After task has been done / Summary of Findings about Enterprise

Was the task done well

What went well with the task and what did not go well

E.g. I feel that as a class we were very successful with our task. We managed to run a successful tuck shop for four days. We sold out of all our products and we even had to go and get extra chocolate and crisps on the second day.

Must relate back to the aims given at the beginning

Were aims achieved?

How do you know you achieved these aims.

E.g. One of my aims was to become the marketing manager. I was successful with this aim as after I had an interview with my teacher she gave me the job of marketing manager. I feel like I was successful in this role as I created posters....

Was a profit made? Were Dividends paid? Where did the money go?

E.g. One of my aims of the business was to make a profit of €100. On the final day of the tuck shop we added all our income together from the week and took away our expenditure. We ended up making a profit of €120. We used this profit to go the cinema on a class trip.

PRESENTATION AND ANALYSIS OF FINDINGS – (10

mk)

After task has been done / Summary of Findings about Enterprise

Outcomes explained

Any charts / tables / Drawings can go in here

A budget compared to their actual spending

Did they expect to sell as much as they did or vice versa

Suggestions for Improvement

What would they do differently if they could re-do the task

E.g. If I was do this task again I would definitely make sure that we bought more stock. I would also have suggested that we sell packets of jellies as well as there were students looking for them when they came to the shop.

Self Evaluation (10 mk)

Evaluation of own role (skills gained / attitudes developed) 2 Distinct Points (5 + 5)

What was learned / improved / developed about themselves (must develop them)?
How do they know they have learned / developed in this area.

E.g. I feel that I improved my creativity and art skills as I had to create and design posters to promote and tell people about the Tuck Shop. The posters I made on the last day were far better than my first attempt and even my Art teacher commented on how much they had improved.

I feel that I have become better at talking to large groups of people as I had to make an announcement every day pm the intercom to the whole school. On the first day I was very nervous and my voice was a bit shaky but by the last day I was not nervous at all and I didn't mind doing it. I even volunteered to go and speak to a class group on the last day.

Cross Curricular – 10 mk (4 + 3 + 3)

VPG

Has shown a good grasp of the concept of running a business, planning and organising a business

Overall throughout the task

English + Communications

An example of a piece of work they have produced by themselves or as part of their job.

E.g. C.V, a copy of an email they wrote to the Principal, an announcement they wrote for the intercom

One Other Subject (Math's /Art / I.T)

This can be from any other subject area as long as there is evidence of it in the task.

E.g. A poster they created themselves, their tables / layout of their task / a budget that was drawn up in Math class

Cross curricular

- **Mathematical Applications:** I counted up all the money and I added up the cost of the items to get price of everything. I also don the volume of the ice-cream scoop in my maths class. This help us figure out home many scooks of ice-cream we should be able to get per tub. I got help understanding the different charts from our online survey.

English & Communications

- MUST BE FORMAL PIECE OF ENGLISH WRITING
- EG. letter, cv etc.

Creativity – 10 mk

Must have own Stamp

**Own Uniqueness /
Originality**

Put Captions on Photos

**Selective use of
materials**

Source Materials

Key Points

Individuality is key

Include examples of work done

Have task organized in the layout provided

Take pictures on the day

Display product on day of Interview

How to give yourself and students more time?

1. Groupings
2. Assign tasks early
3. Have a clear timetable for yourself
4. Conduct all discussions in a formal meeting style.
5. Give them the cover and contents page template
6. Keep it short
7. Take photos etc. on an ongoing basis
8. Show the students the relationship between aims, action, conclusion
9. Look at completing key assignment(s) as part of this
10. Appendix/Supporting Material

Aims

Title of task: Bake sale in aid of St Vincent de Paul
Action(Focus/research/finding)

Did I do it, if I didn't why

This will help them write their reflection

We would like to raise €100 for the SDVP

We want to improve our teamwork skills

I want to learn what it is like to be in charge of the finance
(manager, production manager)

I want to understand what it is like to be a secretary

I want to overcome some of my shyness by explaining what the
survey is about to the target group

Areas which are poorly answered

- Finance section (give templates)
 - Where the money is coming from
 - Budget/costs
 - Record of takings on day
 - Winding up: Profit / loss account
- Own involvement and learning

Finance

- Budget/Sources of finance/Resources needed
 - Do a budget
 - Show resources needed

Income Statement for ? for year ended ?

Details	€	€	€
Cash Sales			
Less Expenses			
?			
?			
?			
Net Profit			

If investors or loan received to fund event

Profit before investor/loan return

Investor/loan repayment

Net Profit / Donation to Charity

TEAS FOR TEACHER LTD (tick/circle your order)			VPG Task - Enterprise		Order Form/Delivery docket / Receipt
TEACHERS NAME:					Circle which break
Event date:			Break	9:45	11:00
Costa Coffee (order for large only) €] + Delivery €1					
Cappuccino	Latte	Hot chocolate	Tea		€
BAKED/BOUGHT GOODS	Chocolate biscuit cake €1.50	Cookies (plain) €1.00	Cookies (white chocolate) €1.00	Cookies (double chocolate) €1.00	€
Order details:		Delivery details		Deliver	€ 1.00
Room number		Room number		cost	
Collect money on delivery		Paid with order		Total cost of order	€
EVENT DAY	Order checked (student initials)		Delivery person (student initial)		Receipt (Teacher initials)



Reminder of resources

- <https://www.pdst.ie/sites/default/files/A3%20Enterprise.pdf>
- <https://lca-association.com/vocational-prep-guidance-task/>



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



An Roinn Oideachais
Department of Education

End of Seminar