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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Leaving Certificate Applied Practical Achievement Task Day (P.A.T)



# Seminar Overview

Session 1 10:00-11.00	Welcome and Introductions Oide Supports An Overview of the LCA Programme Five stages of the student task process
Tea/Coffee Break 11:15 - 11:30	
Session 2 11:15 - 1:00	Overview of Programme Statement & Outline of Student Tasks Practical Achievement – Overview and Best Practice
Lunch 1:00 - 2:00	
Session 3 2:00 - 3:30	Practical Achievement Booklet – A step by step guide Administration



# Support Service

## 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



# LCA Supports Provided by Oide

Subject Seminars

Task Seminars

Co-ordinator Seminars

Collaboratives

Co-ordinator Workshops

School support

Webinars



Oide

# LCA Administration Base

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Government Buildings,

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Ennis, Co. Clare.

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**X @OIDE\_LCA**



# LCA School Support

<https://oide.ie/apply-book-now/schools/>

Request LCA OIDE School Support

Check here for upcoming events through your LCA programme Coordinator on by following us on X *(formerly Twitter)* @OIDE\_LCA



# Curriculum Framework

LCA Curriculum Framework & Credits Allocation					
Course (Subject)	LCA Year 1		LCA Year 2		
	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June	
Vocational Preparation & Guidance	2 Credits Vocational Preparation	2 Credits Enterprise	2 Credits Vocational Preparation	2 Credits Vocational Preparation	
	2 Credits Guidance	2 Credits Guidance	2 Credits Guidance	2 Credits Guidance	
	Ongoing	Ongoing	Ongoing	2 Credits Guidance	
ENGLISH & COMMUNICATIONS +12 credit exam	1 Credit Personal & Social Communication	1 Credit Communications & The Digital World	1 Credit Communication & Media	1 Credit Express Yourself	
Vocational Education	1 Credit Mathematics & Planning	1 Credit Mathematics & the World Around Me	1 Credit Mathematics & Life Skills	1 Credit Mathematics & Work	
	1 Credit Choice	1 Credit Choice	1 Credit Choice	1 Credit Choice	
	1 Credit Choice	1 Credit Choice	1 Credit Choice	1 Credit Choice	
INTRODUCTION TO ICT	Ongoing	2 Credits Intro to Computer Literacy & Word Processing	Ongoing	2 Credits Intro to Office Software & Apps	
General Education	10 Credits Choice of Education Task		10 Credits Vocational Education Task		
	1 Credit Choice	1 Credit Choice	1 Credit Choice	1 Credit Choice	
	1 Credit Choice	1 Credit Choice	1 Credit Choice	1 Credit Choice	
SOCIAL EDUCATION +10 credit exam	1 Credit My Community	1 Credit Contemporary Issues 1	1 Credit Contemporary Issues 2	1 Credit Being Change	
LEISURE & RECREATION Including PE	Ongoing	2 Credits Choice	Ongoing	2 Credits Choice	
ELECTIVES	2 Credits Choice	2 Credits Choice	2 Credits Choice	2 Credits Choice	
	4 Credits Personal Reflection Task Part 1		6 Credits Personal Reflection Task Part 2		



Vocational		1 Credit Choice		1 Credit Choice		1 Credit Choice					
From 11 options One 12 credit exam per specialism.		10 Credits Vocational Education Task		10 Credits Vocational Education Task		10 Credits Vocational Education Task					
INTRODUCTION TO ICT ⚠️		Ongoing		2 Credits Intro to Computer & Word Processing		Ongoing		2 Credits Intro to Other Software & Apps			
General Education		Ongoing		2 Credits Choice		Ongoing		2 Credits Choice			
		10 Credits General Education Task									
		LANGUAGES One 6 credit exam per language.		1 Credit Choice		1 Credit Choice		1 Credit Choice		1 Credit Choice	
		SOCIAL EDUCATION +10 credit exam		1 Credit My Community		1 Credit Contemporary Issues 1		1 Credit Contemporary Issues 2		1 Credit Taking Charge	
				Ongoing		1 Credit Social & Health Education 1		10 Credits Contemporary Issues Task		1 Credit Social & Health Education 2	
LEISURE & RECREATION Including PE ⚠️		Ongoing		2 Credits Choice		Ongoing		2 Credits Choice			
ELECTIVES		2 Credits Choice		2 Credits Choice		2 Credits Choice		2 Credits Choice			
				10 Credits Practical Achievement Task							
		4 Credits Personal Reflection Task Part 1				6 Credits Personal Reflection Task Part 2					





# Rationale for LCA Tasks

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

Recognises talents of all learners - programme responsive to aptitudes, abilities, needs and interests.

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

Develops communication and decision making skills.

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



# SEC Calendar of Events & Co-Ordinator Folder



YEAR ONE		YEAR TWO	
<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>
Sept – Jan	Feb - June	Sept - Jan	Feb - June



# Summary of Tasks

Task	Credit	%	Completed in session	Assessed
<b>1. General Education</b> <i>Arts Education, Leisure &amp; Recreation, Language or Social Education</i>	10	5	1	Jan/Yr 1
<b>2. Vocational Preparation</b> <i>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

- 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

<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>

70 credits 35%

## Final examinations

<b>English &amp; Communication</b>	<b>Vocational Specialisms (x2)</b>	<b>Languages (x2)</b>	<b>Social Education</b>	<b>Mathematical Applications</b>
<b>12 credits</b>	<b>12 credits each</b>	<b>6 credits each</b>	<b>10 credits</b>	<b>10 credits</b>

68 credits 34%

## Total

200 credits 100%



# 2023/24

## Arrangement for Completion of Tasks

### Arrangements for the completion of Tasks

#### LCA Year 2 for the academic year 2023/24

- 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 2023/24

- There is no change to the schedule for the completion of Student Tasks for LCA Year 1 students





# 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”**.



# Other 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 (Incl P.A.T)

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 PAT Report

Achievement Title & Verifier

Initial Statement

Personal Aims

Action Plan

Log Book – 5 Detailed Entries

Concluding Statement 1 – Meeting the Brief

Concluding Statement 2 – Self-Evaluation

Statement of Learning Outcomes (conclusions)

Evidence & Verification



# 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.**



# Padlet





# Programme Statement Feedback

2023 LCA Programme Statement

FAQ on Tasks

Page 30-36 P.A.T Specific

Read Statement and Feedback





# Coffee Break





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# Session 2



# Student-Centred Learning

The reliance on active rather than passive learning

An interdependence between teacher and learner

An emphasis on deep learning and Mutual respect within the learner teacher relationship

Increased responsibility and accountability on the part of the student

and a reflexive approach to the teaching and learning process on the part of both teacher and learner.

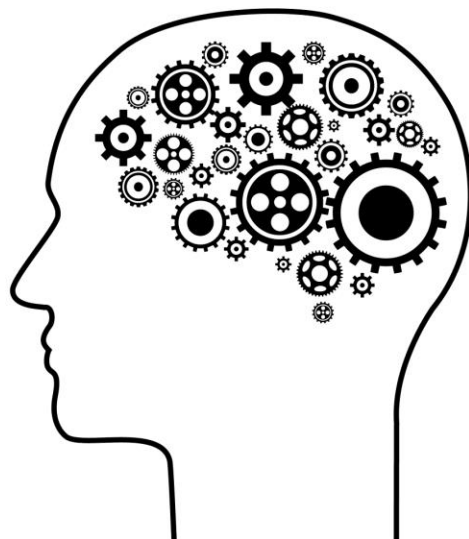
An increased sense of autonomy in the learner





# Student-centred Learning

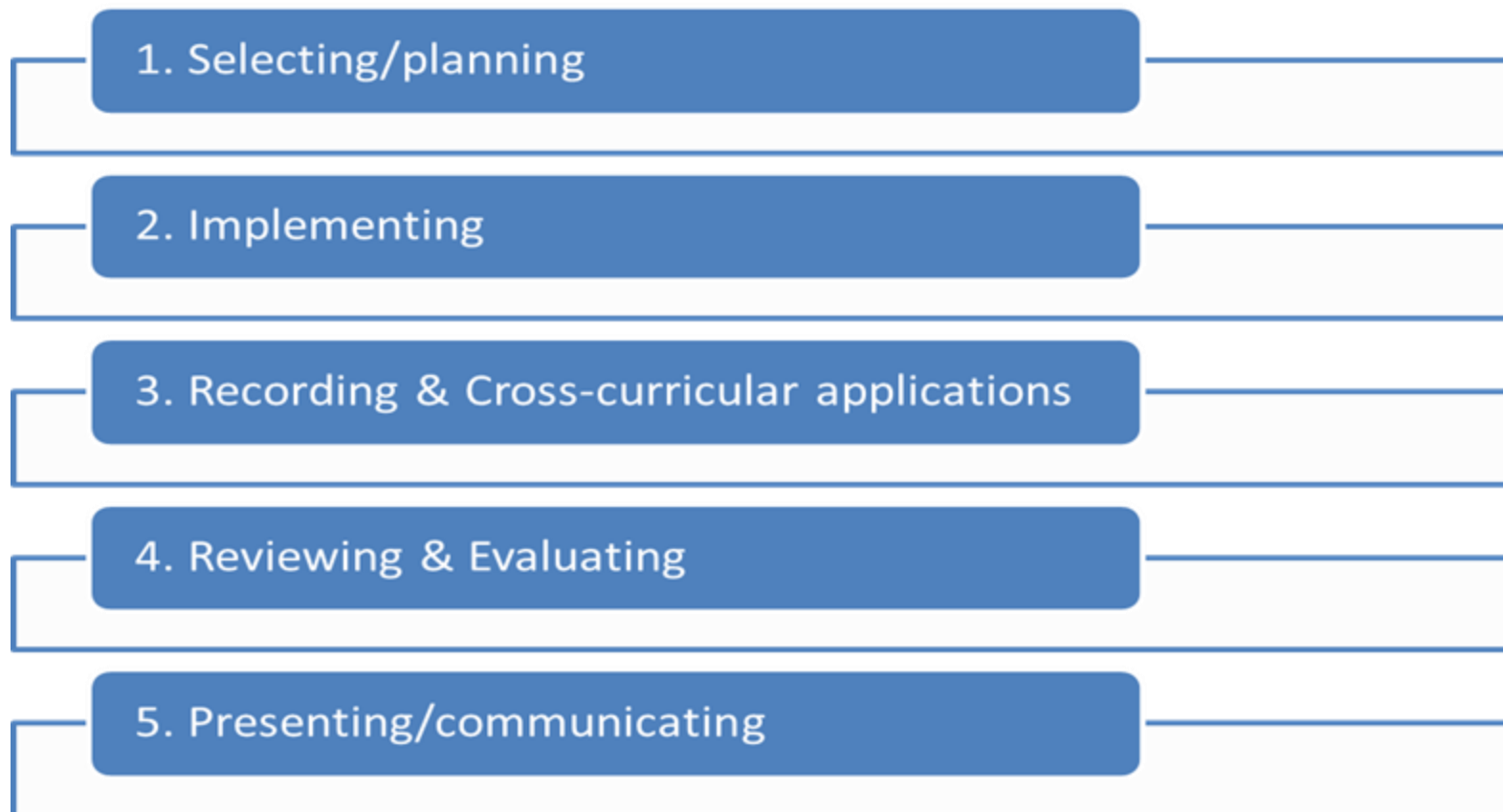
What does student-centred learning look like in your LCA classroom in relation to P.A.T?







# 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 them

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

### Group Task

~~Methodology  
Data gathering  
Investigation  
Some responsibility~~

### Individual Task

Methodology  
Roles  
Team Work  
Co-operative learning  
Data gathering  
Investigation

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

Conclusions linked to initial aims

Analysis of findings

Conclusions

Strengths/weaknesses

Suggestions for improvement.

Formative assessment - feed forward rather than feedback

Lessons learned about one self

Skills and attitudes development

Lessons for the future

Task Process

Self Evaluation



## 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.



# Key Documents and Resources

[LCA Programme statement and Outline of Student Tasks](#)

[LCA Chief Examiners Report 2014](#)

[NCCA LCA Module Descriptors](#)

[State Exams Commission](#)

[Department of Education](#)

[LCA Handbook](#)

[Oide and LCA](#)

[Active Learning Toolkit](#)

[Scoilnet](#)





# 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?



# 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



# 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.



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

The screenshot shows the website of the State Examinations Commission (SEC). The header includes the SEC logo and name in both Irish and English, along with the address: Corr na Madadh, Baile Átha Luain, Co. na hIarmhí, Cornamaddy, Athlone, Co. Westmeath. There are four small images showing students and examiners. A navigation menu on the left lists various sections, with 'Examination Material Archive' highlighted. The main content area is titled 'Exam Material Archive' and contains instructions on how to use the section. It includes a 'Go To >>>' search box, a list of navigation links, and a form to filter results by type, year, examination, and subject. A 'Download' button is visible at the bottom of the form area.

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

Irish Government Website

**Quick Find**  
Go To >>>

**Exam Material Archive**

**How to use this section**

1. Click the checkbox below.  
 I have read, understand and accept the Terms and Conditions of use of the examination material provided by the State Examinations Commission.
2. Make your choice from the options presented in the following drop down options.

Choose Type: Marking Schemes  
Choose Year: 2010  
Choose Examination: Leaving Certificate Applied  
Choose Subject: Practical Achievement Task

Please note that there have been recent changes to the syllabus in some subjects. In subjects where the syllabus has changed the papers for the years preceding the change are shown for reference purposes only, they are not based on the current syllabus. For a full list of the syllabus changes please click here

Download

# 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**

# The Practical Achievement Task

## Group Work 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?



# 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**.

# 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.



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# End of session 2



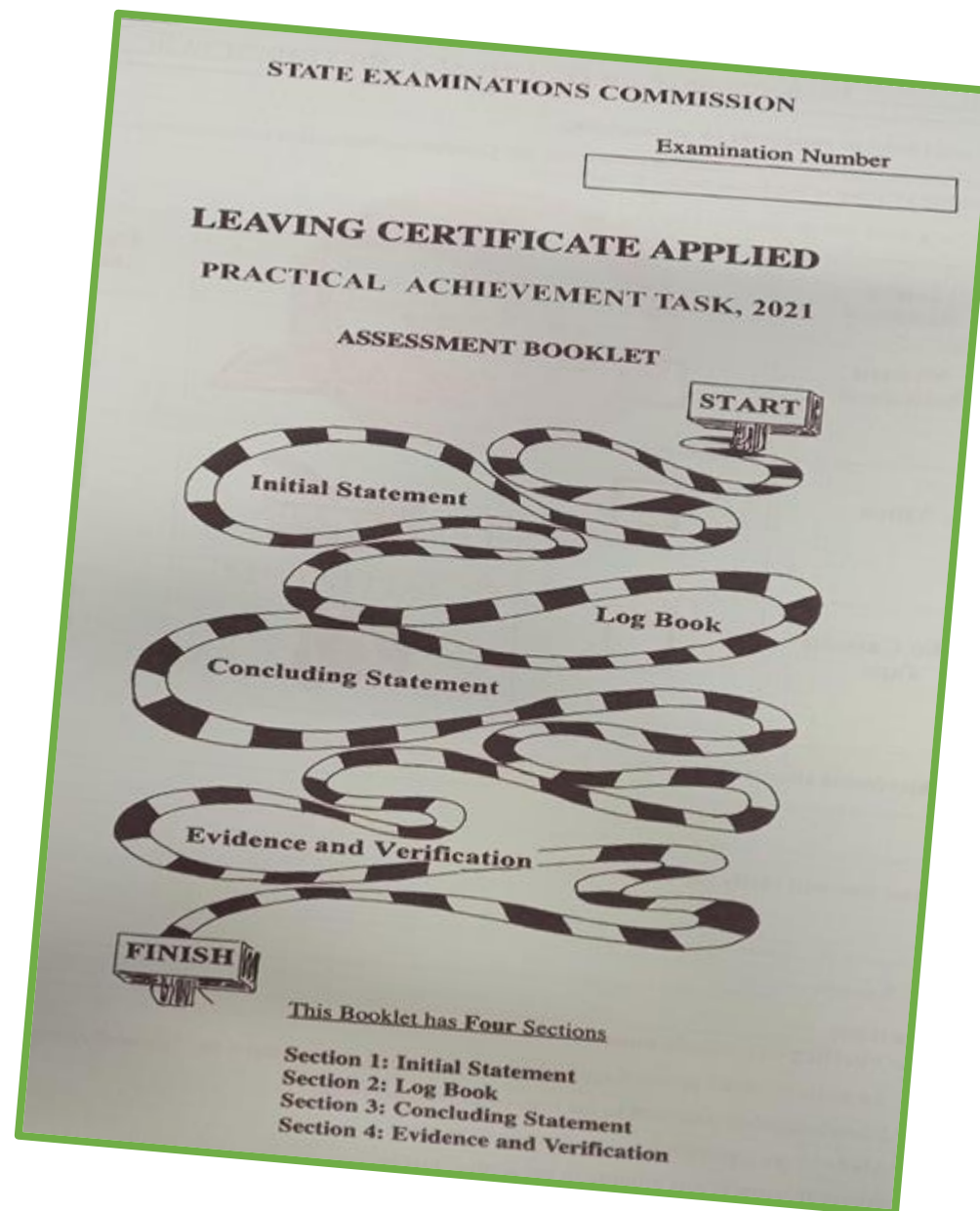
**Oide**

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# Session 3

# Practical Achievement Task Booklet



# Practical Achievement Task

LCA 36

## STUDENT TASK

### Marking Criteria




<b>Selection Process:</b>	Decision making process, identify 3 challenges, factors involved in selection and rejection i.e. interest/hobbies/existing skills, starting point.	10
<b>Clarity of Purpose:</b>	Realistic, attainable aims, clearly defined and developed	10
<b>Research &amp; Planning:</b>	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
<b>Carrying out of Task:</b>	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
<b>Meeting the Brief:</b>	Critical appraisal of completed task with reference to aim(s)/ were goals achieved/modification to task (if any)/conclusions drawn	10
<b>Self Evaluation:</b>	Skills/attitudes developed, difficulties encountered and lessons learned about self for the future	10
<b>Evidence of Achievement:</b>	<b>TWO</b> specific sources of <b>verified</b> evidence indicating achievement, defined and clearly explained, series of photographs, certificates, videos/audios, participation records, samples of work, etc.	10
<b>Individuality:</b>	Inventiveness, innovation, resourcefulness, in selection/ organisation of the Task, candidates own work, evidence of original input, aesthetic considerations.	10
<b>Effectiveness of Communication and Presentation:</b>	(i) Written/Audio/Video: layout, neatness, legibility, clarity organisation, use, appropriateness and quality of materials presented.  (ii) Oral: oral communication skills, ability to convey ideas – clarity, fluency and coherence, etc.	10



# 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	<input type="checkbox"/>		<input type="checkbox"/>
Video	<input type="checkbox"/>		<input type="checkbox"/>
Audio Cassette Tape	<input type="checkbox"/>		<input type="checkbox"/>

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.

# PAT BOOKLET Page 3; My Initial Statement (30 Marks)



SECTION 1 [30 marks]  
MY INITIAL STATEMENT

<b>Selection Process:</b>	Decision making process, identify 3 challenges, factors involved in selection and rejection i.e. interest/hobbies/existing skills, starting point.	10
<b>Clarity of Purpose:</b>	Realistic, attainable aims, clearly defined and developed	10
<b>Research &amp; Planning:</b>	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

**THE DECISION MAKING PROCESS**

Three options/challenges for achievement were considered.

The challenge I considered but rejected -

Challenge 1 -

Challenge 2 -

Reason(s) why I considered Challenge 1 (interest, hobbies, needs, experience(s) within the Leaving Certificate Applied programme etc.) -

Reason(s) why I decided not to take up Challenge 1 -

Reason(s) why I considered Challenge 2 (interest, hobbies, needs, experience(s) within the Leaving Certificate Applied programme etc.) -

Page 4 of 29

Reason(s) why I decided not to take up Challenge 2 -

Challenge 3. The challenge agreed -

Reason(s) why I decided to take up this challenge (interest, hobbies, needs, experience(s) within the Leaving Certificate Applied programme etc.) -

My Starting Point in relation to the challenge chosen (What I already know, the skill(s) I already have) -

Page 5 of 29

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

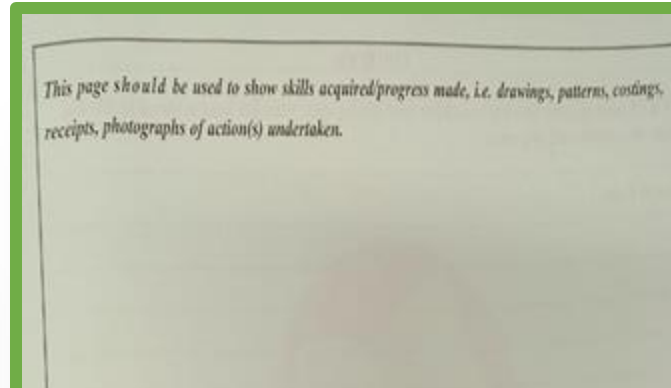
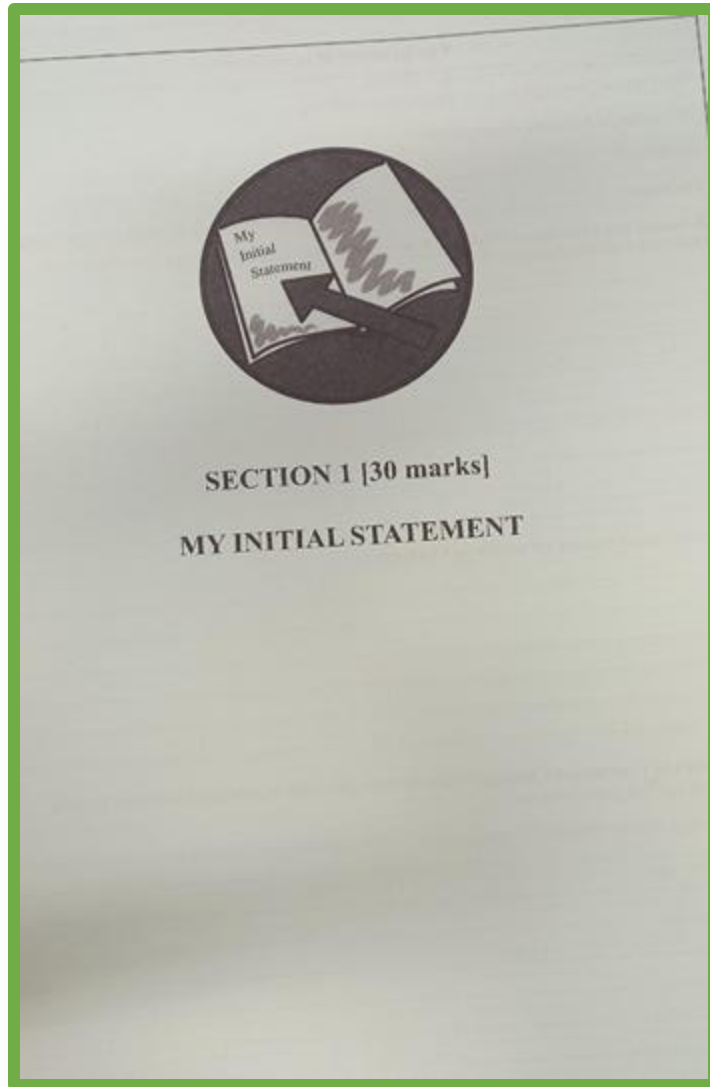




# Page 9-16 My Log Book

## •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....
- Were my 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?

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## 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.

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# 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 14 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.



Any  
Questions?

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**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# End of session 3