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Supporting the Professional  
Learning of School Leaders  
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# Leaving Certificate Applied (LCA) Vocational Preparation Task January 2024





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# Introducing Oide



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An tSraith Shóisearach do Mhúinteoirí  
Junior **CYCLE**  
for teachers

**NIPT**  
An Clár Náisiúnta Ionductaithe do Mhúinteoirí  
The National Induction Programme for Teachers

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

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# Seminar Overview



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## Session 1

09:30 - 11:00

- Welcome and Introductions
- Oide Supports
- An Overview of the LCA Programme
- Five stages of the student task process

## Tea/Coffee

11:00 - 11:15

## Session 2

11:15 - 13:00

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

## Lunch

13:00 - 14:00

## Session 3

14:00 - 15:30

- Task Workshop 2



# Oide

## 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 Oide

Subject Seminars

Task Seminars

Co-ordinator Seminars

Collaboratives

Co-ordinator Workshops

School support

Webinars



# What do you hope to get from today's seminar?





# LCA Programme Statement Addendum



*This addendum modifies and supplements the LCA Programme Statement to enable students following the LCA programme to access LCE Mathematics and/or a Modern Foreign Language.*





# LCA Administration Base

Clare Education Centre,  
Government Buildings,  
Kilrush Road,  
Ennis, Co. Clare.

Phone: 065-6845504

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

Website: [Oide.ie](http://Oide.ie)

X: @Oide\_LCA







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# Oide LCA Support

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

Request LCA school support

<https://dms.oide.ie/support/login>

Check here for upcoming events

@Oide\_LCA





# SEC Calendar of Events & Co-Ordinator Folder were sent to schools in session one



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

<p>Satisfactory completion of modules + 90% attendance</p> <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>	62 credits	31%										
<p><b>7 Student tasks</b> @ 10 credits each</p> <table border="1" data-bbox="112 485 1425 606"> <tr> <td><i>Vocational Preparation</i></td> <td><i>Vocational Education (x2)</i></td> <td><i>General Education</i></td> </tr> <tr> <td><i>Contemporary Issue</i></td> <td><i>Personal Reflection</i></td> <td><i>Practical Achievement</i></td> </tr> </table>	<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%				
<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>										
<p><b>Final examinations</b></p> <table border="1" data-bbox="96 698 1439 857"> <tr> <td><b>English &amp; Communication</b></td> <td><b>Vocational Specialisms (x2)</b></td> <td><b>Languages (x2)</b></td> <td><b>Social Education</b></td> <td><b>Mathematical Applications</b></td> </tr> <tr> <td><b>12 credits</b></td> <td><b>12 credits each</b></td> <td><b>6 credits each</b></td> <td><b>10 credits</b></td> <td><b>10 credits</b></td> </tr> </table>	<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%
<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>								
<p><b>Total</b></p>	200 credits	100%										

# 2023/24 Arrangement for Completion of Tasks



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## Arrangements for the completion of Tasks

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

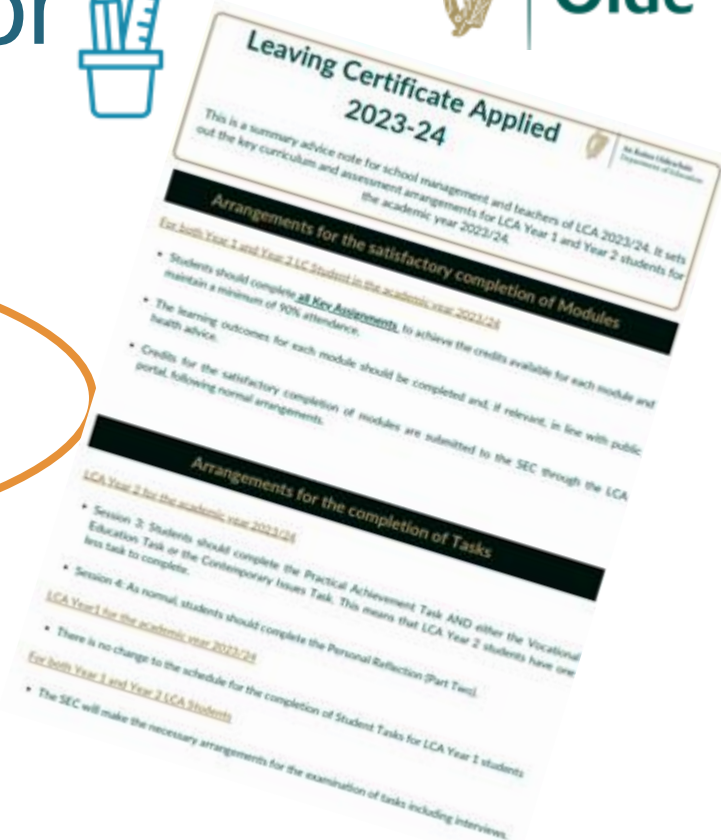
- Session 3: Students should complete the Practical Achievement Task AND either the Vocational Education Task or the Contemporary Issues Task. This means that LCA Year 2 students have one less task to complete.
- Session 4: As normal, students should complete the Personal Reflection (Part Two).

### LCA Year 1 for the academic year 2023/24

- 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

- The SEC will make the necessary arrangements for the examination of tasks including interviews.





# 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”**.

# There Are Seven Tasks

Each task is worth ten credits

General Education

**Vocational Preparation**

Vocational Education Task X2

Contemporary Issue Task

Practical Achievement Task

Personal Reflection Task

# Students Task



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*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



# Timing

The LCA Programme is divided into sessions,

## Year one

Session 1 September to January

Session 2 February to June

## Year Two

Session 3 September to January

Session 4 February to June

LCA Curriculum Framework & Credits Allocation					
Course (Student)	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 Vocational Preparation & Guidance	2 Vocational Preparation & Guidance	2 Vocational Preparation & Guidance	2 Vocational Preparation & Guidance	10 Vocational Preparation & Guidance
	2 Vocational Preparation & Guidance	2 Vocational Preparation & Guidance	2 Vocational Preparation & Guidance	2 Vocational Preparation & Guidance	
	Home		Home		
ENGLISH & COMMUNICATIONS (12 credit hours)	1 Personal & Social Communication	1 Communication & Soc. Studies	1 Communication & Media	1 English (General)	10 Vocational Preparation & Guidance
	Home		Home		
Vocational Education	1 MATHEMATICAL APPLICATIONS (12 credit hours)	1 Mathematics & Planning	1 Mathematics & Life Skills	1 Mathematics & Work	10 Vocational Preparation & Guidance
	1 Vocational Specialisms (Block 2) (6 credit hours) Note: 12 credit hours over 12 weeks span 2 semesters.	1 Vocational Specialisms (Block 1) (6 credit hours)	1 Vocational Specialisms (Block 2) (6 credit hours)	1 Vocational Specialisms (Block 1) (6 credit hours)	
	Home		Home		
INTRODUCTION TO ICT	1 Introduction to ICT	2 Applications Computer & Work Processing	1 Introduction to ICT	2 Applications Computer & Work Processing	10 Vocational Preparation & Guidance
	Home		Home		
ARTS EDUCATION (Drama, Dance, Music, Arts, Media)	1 Arts Education	2 Arts Education	1 Arts Education	2 Arts Education	10 Vocational Preparation & Guidance
	Home		Home		
LANGUAGES (3rd to 6th year per language)	1 Languages	1 Languages	1 Languages	1 Languages	10 Vocational Preparation & Guidance
	Home		Home		
SOCIAL EDUCATION (6 credit hours)	1 Social Education	1 Citizenship Issues 1	1 Citizenship Issues 2	1 Social & Health Education 2	10 Vocational Preparation & Guidance
	Home		Home		
LEISURE & RECREATION (Including PE)	1 Leisure & Recreation	2 Leisure & Recreation	1 Leisure & Recreation	2 Leisure & Recreation	10 Vocational Preparation & Guidance
	Home		Home		
ELECTIVE	2 Elective	2 Elective	2 Elective	2 Elective	10 Vocational Preparation & Guidance
	Home		Home		
		4 Personal, Technical, Soc. Sci. Part 1		6 Personal, Technical, Soc. Sci. Part 1	



**VOCATIONAL SPECIALISMS** The two vocational specialisms, Information Communication Technology (ICT) and Applied Learning Studies (ALS) are introduced and they are compulsory across the 12 production courses, introduced in ICT in 1st Leisure & Recreation have been cancelled.

**NCCA Addendum**

LCA students may access Learning Certificate, Enriched 3 CE, Mathematics and English Foreign Language.

More details: [www.ncca.gov.hk/eng/LCA](http://www.ncca.gov.hk/eng/LCA)



Framework Video

① A module is of 30 hours duration



# Where to Start?

Base the task on the key assignments in your module





# What is a student Task?

“A practical activity and/or process of reflection through which the student integrates and applies learning experiences gained from undertaking the Leaving Certificate Applied programme”.



# Purpose of the Student Task

Discuss at your table what the goals of the task are.





# 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



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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 14

Outline of Student Tasks - Part 2  
Task Specifications pg 24

Outline of Student Tasks - Part 3  
The Five Stages of the Student  
Task Process pg 42





# Programme Statement Feedback



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Your thoughts?





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# End of Session 1

# Break



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## Session 2

# Student-Centred Learning



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



# LCA Tasks

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

Recognise the talents of all learners.

Provides an 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.



# Student-Centred Learning

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

An interdependence between teacher and learner

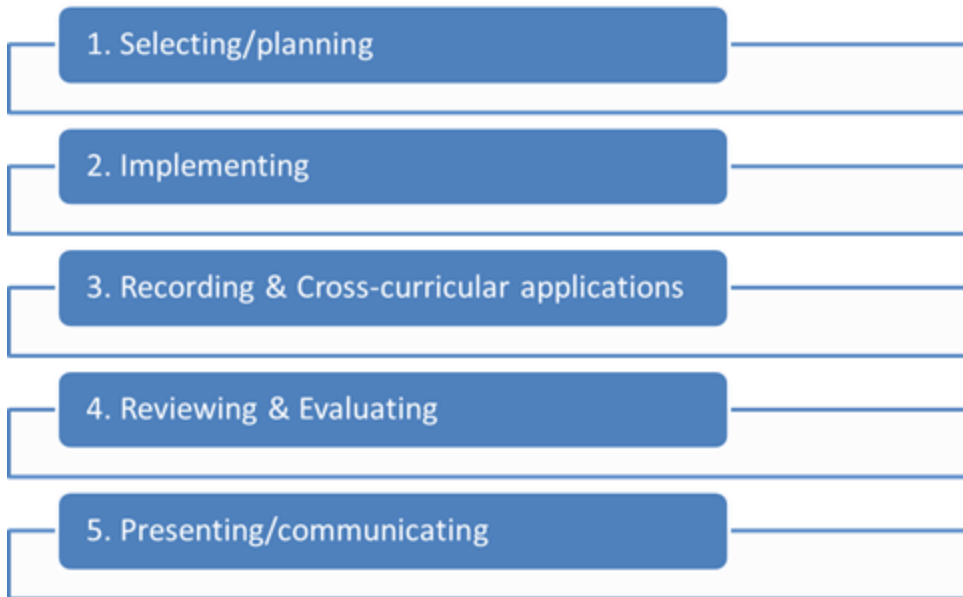
Mutual respect within the learner teacher relationship,

and a reflexive approach to the teaching and learning process on the part of both teacher and 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 may 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 Preparation Task.**



# 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 oneself

Skills and attitudes development

Lessons for the future



# 5. Presenting/Communicating

The report should be concise, focused, and sequential

Opportunity for creativity in format and illustration

The interview provides an opportunity for students to improve their marks.

# Key Documents & Resources



Oide

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

[LCA Chief Examiners Report 2014](#)

[LCA Module Descriptors](#)

[State Exams Commission](#)

[Department of Education](#)

[LCA Handbook](#)

[Oide .ie](#)

[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 http://tinyurl.com/5n8f6c3j](http://tinyurl.com/5n8f6c3j)







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Session 2

VPG

# Career Investigation Task

# Aims of the task (10 marks)



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

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

# Planning and Research (20 marks)



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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

Plan	Timescale	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

Secondary



Interest Test  
Apprenticeships.ie

Interview with Guidance Counsellor/Teacher

Questionnaire with somebody working in the sector

Attending an open day/careers fair

Careersportal/Qualifax

College of Further Ed

Irishjobs.ie

# Research



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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 'Careers Portal' website. The top navigation bar includes 'CAREERS PORTAL', 'COMMUNITIES', 'EXPLORE', 'MEDIA', and 'TOOLS'. Below the navigation bar, there are several icons and text: 'GENERATION APPRENTICESHIP www.apprenticeship.ie', 'QQI', 'Level 6', 'Duration 4 Years', and 'Job Zone 1 2 3 4 5'. The main content area is titled 'In Summary' and 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 book cover titled 'The Craft of Agricultural Mechanics' with a gold ribbon graphic.

# Carrying out the career investigation (20 marks)



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## 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)



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Summary of their findings from the investigation

What did they find out -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?

Summary of the findings of the career



## 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/Originality
- Explanations provided with primary research or pictures
- Graphics/IT
- Sources credited/Captions on photos

## Presentation (8 marks awarded prior to interview)

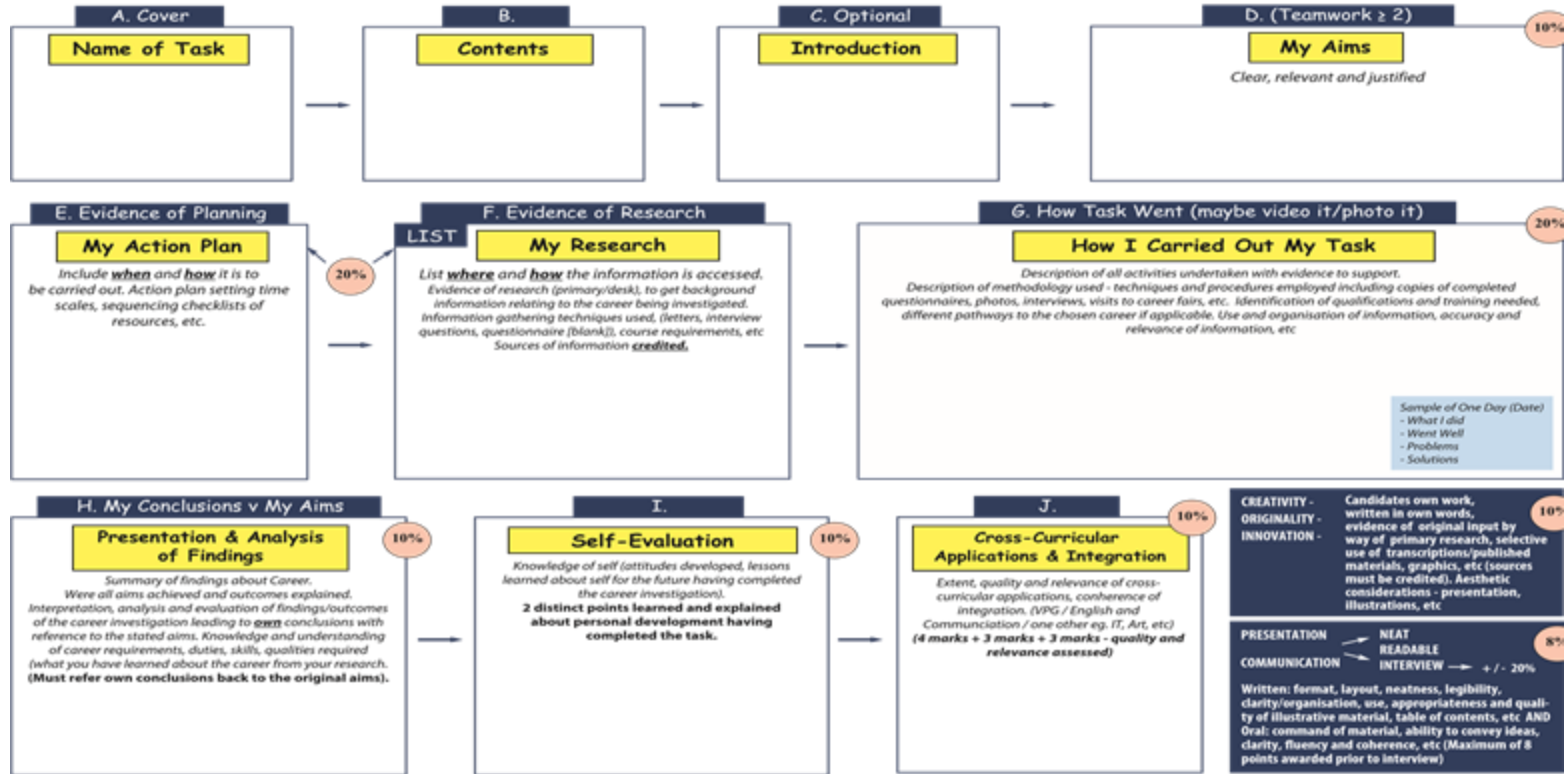
- **TABLE OF CONTENTS**
- Format/Layout/Logical sequence
- Flow
- Clarity/Neatness/Organisation
- Illustrative material



## CAREER INVESTIGATION

## CAREER INVESTIGATION TASK REPORT - SAMPLE LAYOUT

## PROCESS >>> CAREER INVESTIGATION





Mark	Credit
92 - 100	10
84 - 91	9
76 - 83	8
68 - 75	7
60 - 67	6
52 - 59	5
44 - 51	4
36 - 43	3
28 - 35	2
20 - 27	1
0 - 19	0



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# End of Session 2

**2023**



Lunch





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# Session 3

## Enterprise



## ENTERPRISE TASK REPORT - SAMPLE LAYOUT

ENTERPRISE 1 > MINI COMPANY  
ENTERPRISE 2 > NOT FOR PROFIT EVENT

PROCESS >>>  
ENTERPRISE 1 & 2

Name product / Mention profit / charity

Mention job/role. What role entails

### A. Cover

Name of Task

### B. Contents

### C. Optional Introduction

### D. (Teamwork ≥ 2)

Group Aims

My Aims

Clear, specific and relevant. The individual aim must refer to a specific candidate role eg. finance manager, sales manager, member of sales team, health & safety officer, etc. The specific duties of that role must be stated. (Group Aim 5 marks + Individual Aim 5 marks)

### E. Evidence of Planning

My Action Plan

Include **when** and **how** it is to be carried out. Business plan or action plan

### F. Evidence of Research

LIST

My Research

List **where** and **how** the information is accessed. Evidence of background research (primary/desk), sources of information **credited**, identifying target groups, skill assessment, (own & group if applicable), resource assessment, market research, alternatives considered, information gathering techniques used, (letters, questionnaire (blank), etc).

### G. How Task Went (maybe video it/photo it)

How I Carried Out My Task

Description of activity (**should include the steps involved in running the enterprise/event**), description of own/group/outside agency involvement/role, resources used (people, equipment, finance, etc), problems encountered if any, **adaptation of plans if required**, quality control measures, implementation of Health & Safety practices, etc

Timescale / deadlines

Activities – who is doing what job

Projections / targets

FINANCE

Background research – brainstorm, survey – results, letters. Where did they source material. Identify target mkt. What, where, when, whom

Group

Steps involved in the running of the company

Resources used. Quality control / H+S. Problems. Evidence

Individual

Description of own individual involvement / role

Problems encountered on a personal level. Adaption of plans. Evidence

### H. My Conclusions v My Aims

Presentation & Analysis of Findings

Summary of findings about Enterprise. Were all aims achieved and outcomes explained. Methods used to measure outcomes/success (statistics presented), analysis and evaluation of the enterprise process leading to **own** conclusions which **must relate back to the original aims**. Strengths, weaknesses, suggestions for improvements to the task.

### I. Self-Evaluation

Evaluation of **own** role, knowledge of self (skills/ attitudes developed, difficulties encountered and lessons learned about self for the future). **2 distinct points learned and explained about personal development having completed the task.**

2 distinct points  
State + How do you know  
What was learned about themselves

After task has been done – was the task done well??

Must relate back to original aims / were aims achieved

### J. Cross-Curricular Applications & Integration

Extent, quality and relevance of cross-curricular applications, coherence of integration. (VPG / English and Communication / one other eg. IT, Art, etc) (4 marks + 3 marks + 3 marks = quality and relevance assessed)

CREATIVITY - ORIGINALITY - INNOVATION - demonstrated in the selection and organisation of the task. Evidence of primary research, candidates **own** work, evidence of original input, selective use of transcription, graphics, etc, sources credited. 10%

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

# AIMS (10 mk)



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## 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 1<sup>st</sup> year students*



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



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## Planning

### Business Plan / Action Plan

#### Action Plan

Timescale / Deadlines  
Skills Assessment  
Activities – who is doing  
what jobs\*  
Projections\*  
Targets\*  
Allocation of roles

#### 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  
Results analysed

**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.  
Evidence of how the decision was made

#### 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/equipment  
Cost per unit

How much of a profit do they plan  
to make

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



Oide

## 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)



Oide

## 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)



Oide

## 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.*

# PRESENTATION AND ANALYSIS OF FINDINGS –



Oide

(10 mk)

## 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



Oide

– (10 mk)

## After task has been done / Summary of Findings about Enterprise

### **Outcomes explained**

*Statistics presented - 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)



Oide

## 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.***

***Can be positive or negative***

***Lessons learned about themselves***

***Development of Personal Skills***

*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 inter com 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)



Oide

## 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*



# Creativity – 10 mk



Oide

**Must have own Stamp**

**Own Uniqueness /  
Originality**

**Put Captions on Photos**

**Selective use of  
materials**

**Source Materials**



## Communication – 10 mk

### Report 8 marks

- Format, layout, logical
- Neat, creativity, organisation
- Illustrative material
- TABLE OF CONTENTS

### Interview 2 marks

# Key Points



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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



# Getting ready for the interview

Bind all reports and put on exam numbers

Label all products with student numbers

Make a running order of candidates

Get the students to sign the P2 form

Check for SEN candidates and inform examiner

Run mock interviews

Make a list of interview questions





## The interview. + or -20%

Ensure that all candidates are present for the initial group meeting with the examiner who has been appointed by the SEC.

The interview involves a discussion between the examiner and the student of the work submitted in the task.

20 minutes is allocated to each student.

5 minutes minimum is for the discussion and the remainder of the time is used to mark the report.

10 mark section +-2

20 mark section +-4

# Key Questions for Task



Oide

## Interviews

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



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**The purpose of the task interview is to assess the students' ability to communicate their report and their task experience**

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



## FAQ's

**Can there be more than one group task undertake in a class of students?**

Yes

Both individual and group tasks can be presented within the same class.

**Can key assignments from coursework be included in a student task?**

Yes

But they must be expanded on





## Can the task be undertaken on a group basis?

Yes

Group roles and Individual roles need to be very clearly identified and should be meaningful

While working as part of the group, the individual student should take 10 hours to complete the task

The student needs to be able to describe both the group and individual task

In the carrying out section of the booklet- they need to describe both group and individual parts.



## When does the task need to be finished?

The SEC decide on finishing dates, and the LCA Coordinator is informed, they then disseminate this information to teachers.

## What happens if a student is absent?

In normal circumstances, no extra time is allowed to complete the task.

However, if a student is absent from school the week immediately prior to the finishing date, they may be allowed a maximum of five school days to complete the task.



## If a student is absent on the day of the interview?

Depending on the reason for absence, the student may be afforded the opportunity to attend a deferred task interview at a later stage.

## How long should the various elements of the Student Tasks be kept in school?

All work relating to the task should be kept until the closing date for appeals.



# Any Questions?





# Live LCA Webinar

Don't miss this unique opportunity to expand your knowledge of LCA.

Input from LCA coordinators, dedicated subject teachers, and insightful student perspectives

Save the date and join us at 6pm on 13th March to “unearth the hidden gems” of the LCA programme.

Registration details to follow soon.





**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

**2023**





# Icon Legend (REFERENCE SLIDE)

Resource



Reflection



Prior Knowledge



Next step



Booklet activity



Contact us



Group work



Planning

