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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Leaving Certificate Applied (LCA) Task Day





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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



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## 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 PDST school support

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

Check here for upcoming events

@Oide\_LCA





# SEC Calendar of Events & Co-Ordinator Folder sent to schools in the Autumn

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



# Summary of Tasks

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

# LCA Modes of Assessment

<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 @ 10 credits each</b></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 Arrangement for Completion of Tasks



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## Arrangements for the completion of Tasks

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

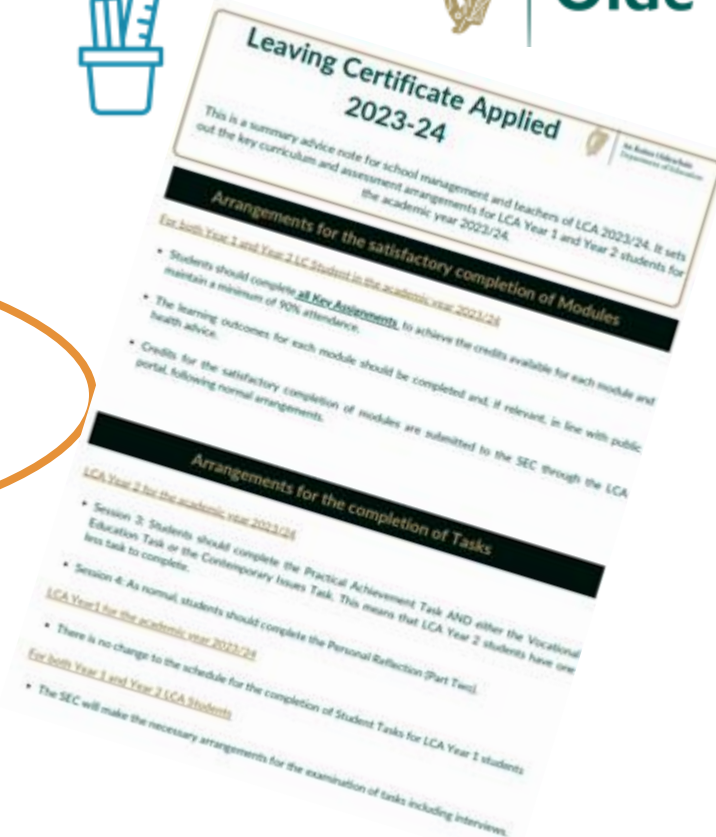
- Session 3: Students should complete the Practical Achievement Task AND either the Vocational Education Task or the Contemporary Issues Task. This means that LCA Year 2 students have one less task to complete.
- Session 4: As normal, students should complete the Personal Reflection (Part Two).

### 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”**.

# Vocational Education Task Revised ICT Specialism



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 **Coimisiún na Scrúduithe Stáit**  
State Examinations Commission  
Carr na Mhaibh, Baile Átha Luain, Co. na Maoin, N17 1P65  
County, Athlao, Co. Wickinagh, N27 1P65  
Telefón: +353-90-444 2725. [www.examinations.ie](http://www.examinations.ie)

**To: Principal Teachers, LCA Coordinators and LCA Teachers**

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

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

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

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

# 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





# 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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# Student-Centred Learning



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





# Student-Centred Learning

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

An interdependence between teacher and learner

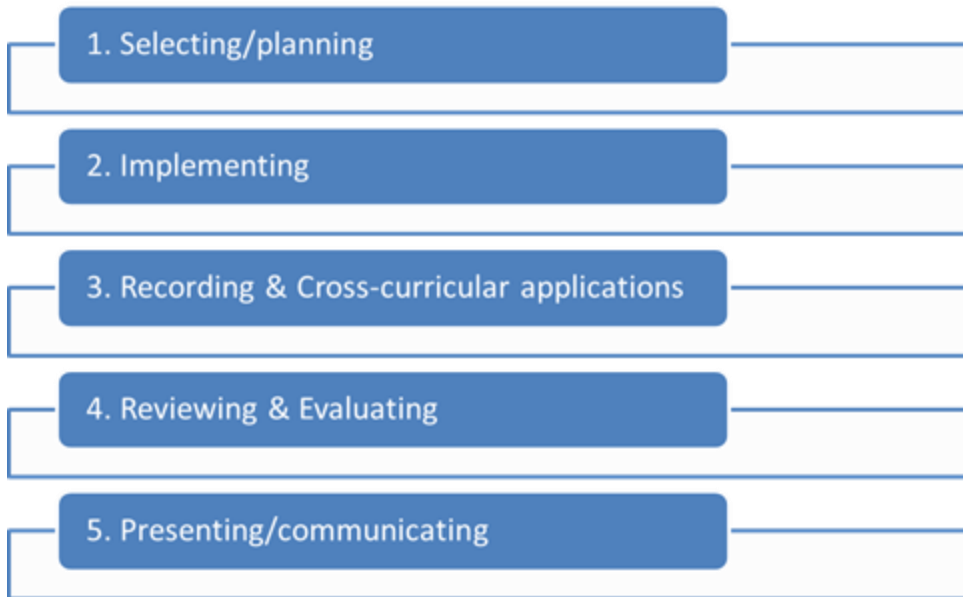
Mutual respect within the learner teacher relationship,

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 Vocational Education Tasks.**

# 4. Reviewing and Evaluating



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## 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 & Resources



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

# Key Questions for Task



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## 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 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

# Lunch





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## Session 2



# Session 2

# Types of Task

# 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





# Vocational Education

**Within the vocational education section of the LCA programme, there are eleven Vocational Specialisms**

**Your school selects two from this list which they deem most suitable for your student cohort, and which can be facilitated within your school's staff capacity and resources**



## Vocational Specialisms

Engineering

Technology

Childcare/Community Care

Graphics & Construction Studies

Craft and Design

Agriculture/Horticulture

Hotel Catering and Tourism

Hair and Beauty

Office Administration &

Customer Care

Active Leisure Studies

Information & Communication

Technology



Choose 2 from 11 options

[Module descriptors](#)



# Follow on courses

Information and Communication Technology  
( introduction to Information and Communication Technology)

Active Leisure Studies ( Leisure and Recreation)

# How many courses are taken over two years?

Two full Vocational Specialisms

4 X 2 = 8 Modules in total

A Module is 30 hours duration.



# 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					
		LCA Year 1		LCA Year 2	
Course (Student)	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June	
Vocational Preparation	VOCATIONAL PREPARATION & GUIDANCE	2 Vocational Preparation	2 Vocational Preparation	2 Vocational Preparation	2 Vocational Preparation
		10 Vocational Preparation			2 Guidance
	ENGLISH & COMMUNICATIONS (12 credit hours)	1 Personal & Social Communication	1 Communication & The Digital World	1 Communication & Media	1 Express Yourself
Vocational Education	MATHEMATICAL APPLICATIONS (10 credit hours)	1 Mathematics & Planning	1 Mathematics & The World Around Us	1 Mathematics & Life Skills	1 Mathematics & Work
	VOCATIONAL SPECIALISMS (8 credit hours) (Block 2 specialist units in 1st year, then 11 credit hours per year)	1 Vocational Specialisms	1 Vocational Specialisms	1 Vocational Specialisms	1 Vocational Specialisms
	INTRODUCTION TO ICT	1 Introduction to ICT	2 Applications Computer & Web Programming	1 Introduction to ICT	2 Applications Computer & Web Programming
General Education	ARTS EDUCATION (Drama, Dance, Music, Art, Media)	1 Arts Education	2 Arts Education	1 Arts Education	2 Arts Education
	LANGUAGES (3rd to 6th year per language)	1 Languages	1 Languages	1 Languages	1 Languages
	SOCIAL EDUCATION (1 credit hour)	1 No Community	1 Citizenship Issues 1	1 Citizenship Issues 1	1 Social Change
LEISURE & RECREATION (Including PE)	1 Leisure & Recreation	1 Leisure & Recreation	10 Leisure & Recreation	1 Social & Health Education 2	
SCIENCE	2 Science	2 Science	2 Science	2 Science	
		4 Personal, Technical, Task, Peer		6 Personal, Technical, Task, Peer	

**VOCATIONAL SPECIALISMS**

The two vocational specialisms: Information Communication Technology (ICT) and Applied Learning Studies (ALS) are introduced and they are compulsory across the 1st and 2nd years. The 1st year compulsory across the 1st and 2nd years. The 2nd year compulsory across the 1st and 2nd years.

**NCCA Addendum**

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

See also: [www.ncca.ie](#)

1 A module is of 30 hours duration





# 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 to some or all of the following” .....





# Types of Tasks

- The Development of a Product/ Production or Live Performance.
- The Investigation of an Issue.
- The Provision of a Service
- Staging an Event
- Enterprise Activity



# Where to Start?

Base the task on the key assignments in your module





# When Will The Task be Undertaken?

Check/confirm with your Coordinator which session you will be working on your task

Session 2 year 1

or

Session 3 year



# Purpose of the Student Task

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





# 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.

# Plan on the type and scope of the task



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Students level of skills

Resources available

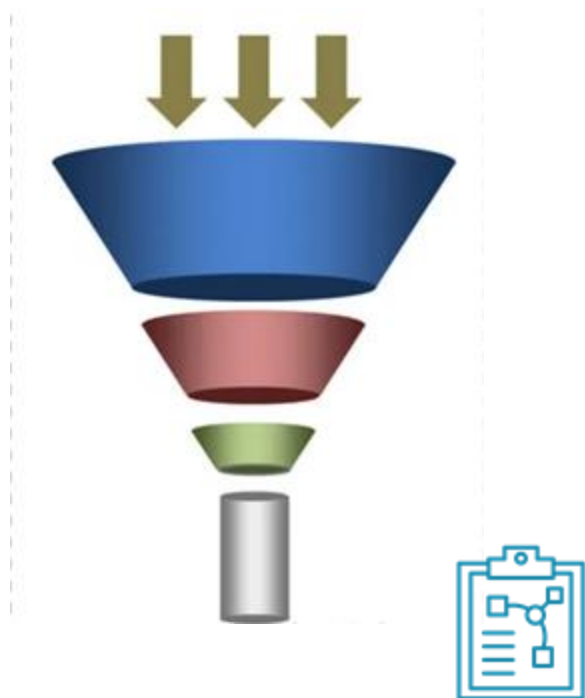
Time

Cost

Research

Manufacturing items is slow work!

Students and teachers often  
aim way beyond what is achievable.





# Getting started

Brainstorm for task ideas

At your table, consider some task ideas

Use the programme statement to keep your ideas on target

What cross-curricular links can you utilize?



# Service Examples

Agriculture /Horticulture  
Plant trees on  
the School grounds





# Agriculture /Horticulture

## Product

Plant window boxes for sale



## Investigation

Different types of garden design





## Service examples

### Childcare/ Community Care

Invite a group of students to class and provide them with guidance, information packs, etc., on babysitting. Invite a parent to attend as a guest speaker.







# Childcare/Community care

## Product

produce a class newsletter or magazine on childcare articles, problems, tips, etc.



## Investigation (or product)

Research Autism friendly services in the local area and create a booklet for families to use.



# Hotel Catering and Tourism



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## Service examples

Prepare, cook & serve  
the 6th Years/ School  
Leavers / Ancillary Staff  
a farewell meal.





# Hotel Catering and Tourism

## Product

Set up a lunch club or a fundraiser for a particular year group

Soup Sale  
Bake Sale  
Lunch grub

**BAKE SALE**



## Investigation

Investigate & raise awareness about a special diet.





# Active Leisure Studies

## Service examples

Host a basketball or soccer blitz for first years.





# Active Leisure Studies

## Product

Design an active lifestyle plan for different age groups.



## Investigation

Research the use of drugs in sport. / link between exercise & mental health / diet/ sleep .....



# The 5 Main Stages of the Student Task

## 1. Selecting and planning

Key questions

Why the task was chosen?/ Where will I get information?

Set target dates

Take pictures/make sketches.

WHAT YOU WILL DO/Plan of Action



## 2.Implementing

Is it a group or individual task?

Everyone needs their own job

What equipment is needed?

How will information be collected?

Make a checklist

WHAT YOU DID?

*CHECKLIST*

<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____

# 3. Recording and Cross Curricular applications



Students keep a record of work done each day, a diary or logbook

Include drawings, pictures, questionnaires

Put a contents page at the start of the report

Acknowledge help given

Include calculations

List of courses that helped

**PHOTOS ARE YOUR BEST FRIEND**







Date	Work completed



## 4. Reviewing and Evaluating



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List what was learned  
What was liked/ disliked?  
What went well/ badly  
Problems  
Overcoming obstacles  
How to improve the task  
What was learned about self

Let them answer honestly here-  
they didn't have to like their role/  
or how it went but they must  
explain why.





## 5. Presenting and Communicating

Clarity

Individuality

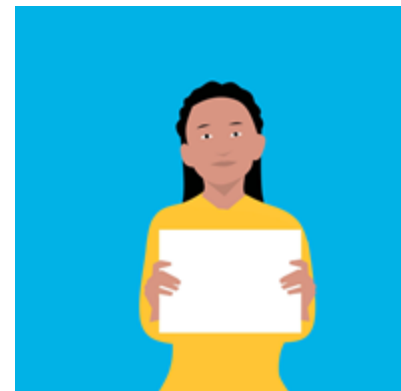
Sequential information

Keep the report concise and focused

Report written in own words

Use headings

Reflect on success and difficulties



# Assessment Criteria Activity



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	9 - 10 Credits	7 - 8 Credits	5 - 6 Credits	4 - 4 Credits	1 - 2 Credits	0 Credit
Aim						
Planning						
Quality						
Organise/engage / apply skills						
Creativity						
Originality						
Evidence of student ability						
Evaluation and review of targets						
Integration						
Report						
Interview						



	9 - 10 Credits	7 - 8 Credits	5 - 6 Credits	4 - 4 Credits	1 - 2 Credits	0 Credit
Aim	Clear	good	Reasonable	Limited	poor	
Planning	High	Adequate	Limited	Poor	Very Poor	
Quality	High	good	Reasonable	Poor	Poor	Incomplete
Organise/engage/ apply skills	comprehensive	clear	some	poor	little	
Creativity	Demonstrated					
Originality	high?	Some evidence				
Evidence of student ability	Very clear/ authentic	Clear evidence	Some evidence			
Evaluation and review of targets	High?	Adequate	limited	little	Very little	none
Integration	Very clear	clear	reasonable	little/none	Not evident	
Report	Well structured	Well written and presented	good	acceptable	Poor	Very poor



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# End of Session 2

**2023**





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## Session 3

# 2023





# The Student Task report

- The title
- The statement of aims
- The plan of action
- Carrying out the student task
- Presentation and analysis of findings
- Evaluation of the student task and of the student's own contribution.
- Cross-Curricular
- \*\* *Also marked*
- Creativity originality/innovation
- Effectiveness of communication and presentation



The work of the task should not be the sole responsibility of just one teacher but an assigned teacher should oversee it. The task does not need to be typed.





# Responsibility for the Task

This rests with the student

Work completed must be the student's own work

The teacher advises and guides the student

( program statement page 28)

The teacher assigned to the task should know the students' strengths and assign their individual jobs/roles accordingly.

Tasks are a chance to create successful experiences.



## How many credits are for each task

10 Credits per task 5% of the total programme marks.

To get the credits students need to produce evidence of task completion.( Product,Video....or verified by the school)

Produce a report

Present for Interview- The interview is there to give them marks where possible.

An appeals process is available if the student is unhappy with the credits awarded



# 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



## 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.





# 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.





# Any Questions?





**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**



Thank  
you!



# Icon Legend (REFERENCE SLIDE)

Resource



Reflection



Prior Knowledge



Next step



Booklet activity



Contact us



Group work



Planning

