

Supporting the Professiona Learning of School Leaders and Teachers

Leaving Certificate Applied (LCA)

Vocational Preparation and Guidance





Seminar Overview

Session 1 10:00 - 11:00	Welcome and Introductions Learning outcomes An Overview of the LCA Programme and addendum				
Tea/Coffee 11:00 - 11:15					
Session 2 11:15 - 13:00	Subject specific content Activity and discussion				
Lunch 13:00 - 14:00					
Session 3 14:00 - 15:30	Evaluations Subject area: Practical strategies for teaching, learning and assessment Plenary				



LCA Supports Provided by Oide

Subject Seminars

Task Seminars

Co-ordinator Seminars

Collaboratives

Co-ordinator Workshops School support

Webinars



By the end of this seminar participants will have:

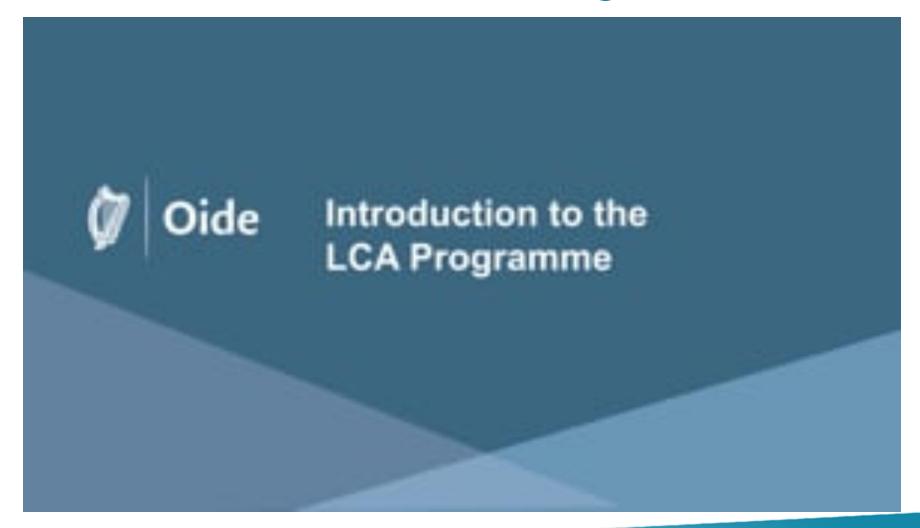
Become familiar with the curriculum and assessment procedures in LCA.

Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your subject specific module descriptor.

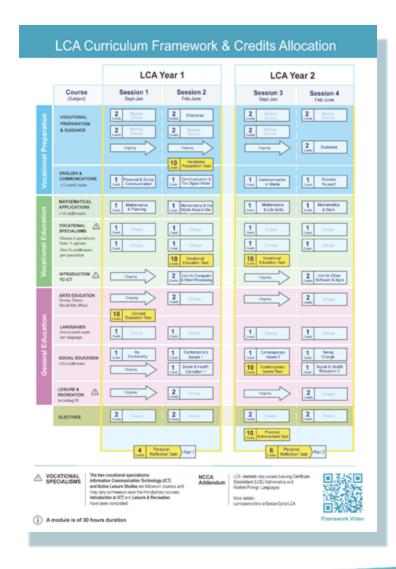


Introduction to the LCA Programme



Curriculum Framework









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.



Layout of Module Descriptors 🕼



Rationale

Number and sequence of modules

Description of Modules

General Recommendations

Modules

Purpose

Prerequisites

Aims

Units

Learning Outcomes

Teacher Guidelines

Key Assignments

Transdisciplinary Nature of the LCA Course



Visual Arts

Module 1:

Individuality & Identity

Religion
Module 1:
Looking in

English & Communications

Personal and Social Communication

Unit 1: Identity

Gaeilge
Module 1:
An Ghaeilge
thart timpeall
orainn

Sign
Language
Module 1:
Making Contact

MFL
Module 1:
Social
Relationships



LCA Curriculum Framework

Vocational Preparation	 Vocational Preparation & Guidance English & Communications
Vocational Education	 Mathematical Applications Vocational Specialisms* (Choose 2 from 11 options) Introduction to Information Communication Technology
General Education	 Arts Education (Dance, Drama, Music, Visual Arts) Social Education Languages (Gaeilge and French/Italian/German/Spanish) Leisure & Recreation (including Physical Education)
Elective courses	Religious Education (for example)Science (for example)





LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance			62 credits	31%
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 co				
7 Student tasks @ 10 credits each			70 credits	35%
Vocational Preparation	Vocational Education (x2)	General Education		
Contemporary Issue	Personal Reflection	Practical Achievement		
			1	
				1



LCA Certification

Awarded at three levels

Pass
120 - 139 credits
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'



LCA Modes of Assessment				
Satisfactory completion of modules + 90% attendance	62	31%		
Evidence of completion of key assignments for each module	credits			
One credit per course module in which there is a final exam				
Two credits per course module in which there is NO final exam				



What is a Key Assignment?



Think Pair Share



What is a Key Assignment

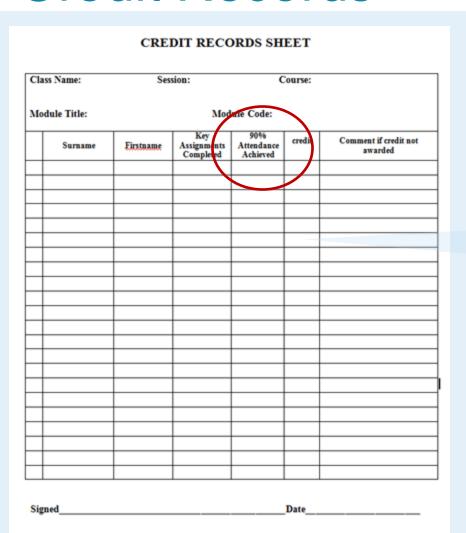
Key assignments

Number of Key learning experiences Listed at the end of each module

Selected by NCCA

Verified completed by teacher

Credit Records





It is essential to keep a record of attendance for EACH MODULE

Summary of Tasks



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

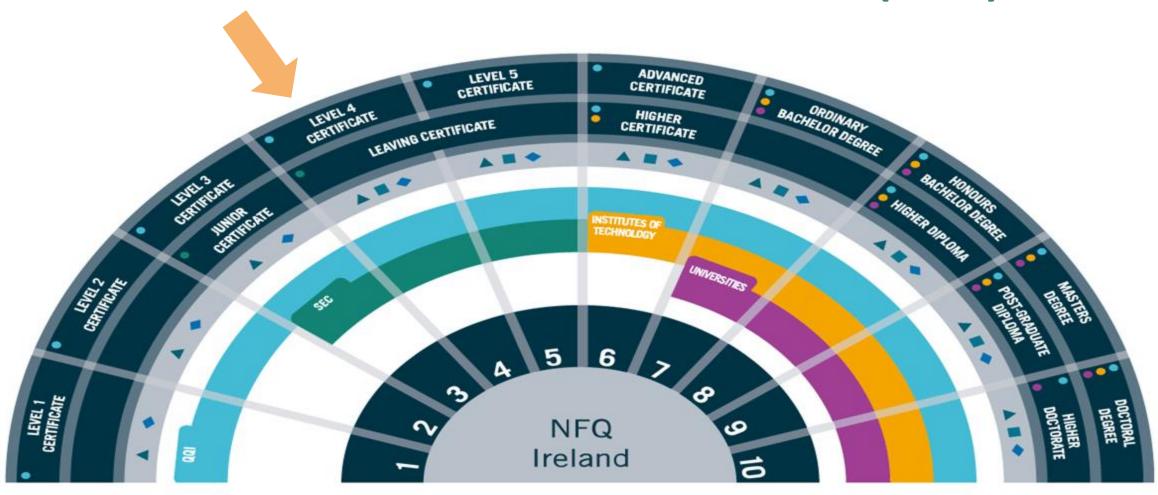




Area	Credits
English & Communication	12
Oral and written incorporating audio visual	
Vocational Specialisms (x2)	12 each
Practical and written – practical briefs issued in advance	
(see next slide for details)	
Languages (x2)	6 each
Oral and written incorporating aural	
Social Education	10
Written incorporating audio	
Mathematical Applications	10
Written – research topic (Q. 2. issued in advance)	
Total	68



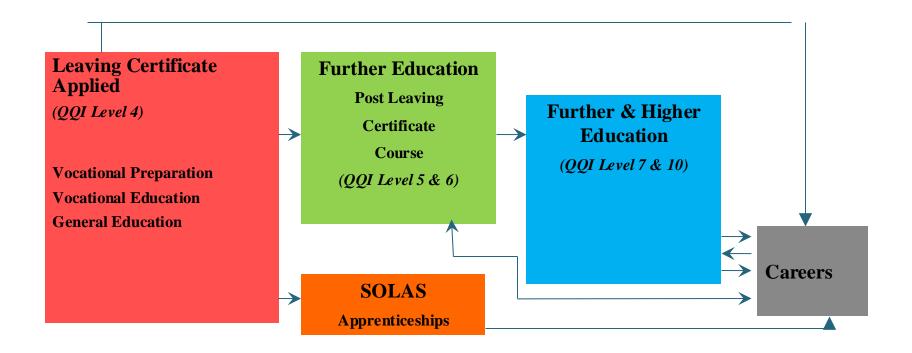
National Framework of Qualifications (NFQ)



Opening up New Options



The Leaving Certificate Applied Route Map





RTE News – Student Voice



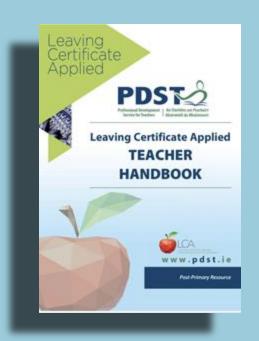


Useful Links

Chief Examiners Report 2014



LCA Teachers Handbook



LCA Programme Statement





Supporting the Professional Learning of School Leaders and Teachers

End of Session 1

2024





Supporting the Professional Learning of School Leaders and Teachers

Session 2

2024





By the end of this session you will explore

An overview of the each module in Vocational Preparation

Assessment & Planning

Key assignments

Work Experience



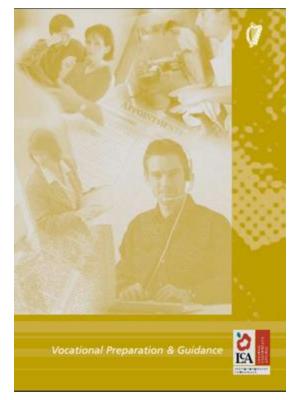




- VPG Module Descriptor
- LCA Teacher Handbook
- VPG Module Codes (p.68 LCA handbook)
- LCA Curriculum Framework (p. 10 LCA handbook)
- PDST Active Learning Toolkit
- NCCA Assessment Toolkit
- Scoilnet.ie
- Curriculumonline.ie



Getting Started - VPG Module Descriptor



https://www.curriculumonline.ie/Senior-Cycle/LCA/Vocational-Preparation-and-Guidance/



Getting Started - Module Descriptor

Modules

Units

Key Assignments

Credits

8 modules must be completed in VPG

11 modules available

5 mandatory

Various units of learning for each module

Learning outcomeslinked with each unitTeacher guidelines

learning outcome

associated with each

4 key assignments for each module

Each module = **two credits**

Completed key assignments + 90% attendance = two credits

No exam

Task session two



VPG Modules

Available (11)	Mandatory (5)	
Guidance	Guidance	
Jobsearch	Jobsearch	
Work Experience 1	Work Experience 1	
Work Experience 2, 3, 4	Work Experience 2	
Enterprise 1, 2, 3	Enterprise 1 or 2	
Community Work		
Work and Living		



Sample Scheme



Year 1		Year 2		
Session 1	Session 2	Session 3	Session 4	
1.Jobsearch	3. Enterprise	5. Work and Living	7. Work Experience Four	
2. Work Experience One	4. Work Experience Two	6. Work Experience Three		
Guidance			8. Guidance	



Planning in Vocational Preparation

Think-pair-share activity

Discuss with the person beside you how you will plan

Any questions you may have?





Modules

- 1. Guidance
- 2. Jobsearch
- 3. Work Experience 1
- 4. Work Experience 2,3,4
- 5. Enterprise1, 2, 3
- 6. Community Work
- 7. Work & Living





Jobsearch - Session 1 (Sept. - Jan.)

Job advertisements

Advantages and disadvantages of certain jobs

Skills and qualifications

Working in unsatisfying or unrewarding jobs

Recruitment procedures used by employers

CVs and application forms

Interviews

Pay and conditions

Self employment





Jobsearch

UNITS



Unit 1: Sourcing Information

Unit 2: Investigation of a sample of jobs

Unit 3: Jobsearch Practice

Unit 4: Interview Skills

Unit 5: Pay and Conditions

Unit 6: Self-Employment



Jobsearch

KEY ASSIGNMENTS

I prepared a display (e.g. posters/collage etc) as part of a group, which showed our individual skills and how these related to particular job vacancies.

I prepared a personal jobsearch folder that included items such as my C.V., letters to and from potential employers, photographs, sample advertisements.

I participated in a mock interview and reported on my performance at same.

I reported on an interview carried out with either a self employed person or a person who has had experience of being in a job that he/she was dissatisfied with.



Jobsearch - Resources











Work and Living - Session 3 (Sept - Jan)

Lifestyles

Industrial relations

Health and Safety

Equality in the workplace
The environment





Work and Living

KEY ASSIGNMENTS

I prepared a report on an interview with a Trade Union/Workers Council representative.	
I prepared a report/presentation/display on Health and Safety issues.	
I have listed ways in which greater equality in the workplace is being achieved.	
I participated in a group activity to improve the environment.	



Work and Living



Guide to Employment, Labour and Equality Law

Workplace Relations Commission Information and Customer Services O'Brien Road, Carlow Lo-call: 1890 808090 www.workplacerelations.ie

https://www.workplacerelations.ie/en/publications_forms/guide-to-employment-equality-and-labour-law-final-june-2016-_pdf



Work and Living - Resources











Work Experience Session 1,2,3,4

Preparing for work experience, being aware of skills & qualities

Sourcing work experience and making contact with employers

Workplace - type of work, supervisors, co-workers, hours of work, etc

Regular attendance

Complete reflections on a daily/weekly basis Review of the placement



UNITS



Unit 1: Pre Placement Planning Unit

Unit 2: Placement Unit

Unit 3: Operational Unit

Unit 4: Review of Experience



KEY ASSIGNMENTS

I listed what I personally wanted to learn from my work experience placement.

I made specific arrangements for my first day on work experience.

I completed a report on my work placement and recorded my reflections on a daily basis.

As part of a group I explained what I learned from my work placement and I developed ideas and strategies for future placements.



ACTIVITY

Group Activity

Discuss the different areas students could find work experience

in and how they could

source this work experience.





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End of Session 2

2024





Supporting the Professional Learning of School Leaders and Teachers

Session 3

2024





Work Experience 2, 3, 4



UNITS

Unit 1: Pre Placement Planning Unit

Unit 2: Placement Unit

Unit 3: Operational Unit

Unit 4: Review of Experience





KEY ASSIGNMENTS

I reviewed my previous experiences of work and prepared an action plan identifying the personal, social and vocational skills and knowledge I want to develop through this specific work placement.

I completed a report on this particular work placement. In this report I included new knowledge and understanding gained. I also recorded, on a daily basis, reflections of my experiences while on work placement.

I discussed my workplace performance with my teacher and prepared a personal career path chart.

As part of a group I prepared a visual presentation of what I have learned about the world of work.



Group Activity

Questions?

Discuss how work experience looks in your school?

What questions do you have about work experience?



A successful work experience programme will:

- Articulate purpose of work experience
- Integrate work experience into school life
- Allocate responsibility
- Stakeholders remain informed
- Contain clear, consistent documentation



Students will benefit from:

- Preparation prior to placement
- Debrief after placement
- Shared assessment of work experience
- Self evaluation



Before	During	After
Student	Student	Student
Complete the following: •CV	Complete daily account in diary	Send letter of thanks to employer
Cover letter	Discuss CV with employer	Complete diary
		Complete key assignments
Teacher	Teacher	Teacher
Prepare Work Experience pack: •Insurance	Check diaries	Collect diaries and evaluation forms
Letter from schoolEvaluation formWork Experience Diary	Contact employers	Letter of thanks to employers



Enterprise 1 - Session 2 (Feb - May)

Planning for the enterprise - idea - product or service

Market research/Managerial positions/Business plan/raising finance

Carrying out the enterprise

Prepare accounts (profit or loss) and review the experience





Enterprise 1

UNITS

Unit 1: Planning for Enterprise

Unit 2: Operational unit

Unit 3: Culminating unit

Unit 4: Review of experience



Enterprise 1

KEY ASSIGNMENTS

I have listed the main steps involved in establishing an enterprise and identified my personal involvement in the decision making process.	
I conducted a market research survey and undertook an analysis of my findings using ICT.	
I kept a diary of my personal involvement.	
I produced a report of my experience under the following headings:	
 working as part of a team decision-making 	
solving problems	
 selling our product/service outside of the school or organisation 	

· personal learning from the enterprise experience.



Enterprise 2 - Session 2 (Feb - May)

Similar to Enterprise 1 with the focus being more on charity than business.



Enterprise 2

KEY ASSIGNMENTS

I undertook an assessment of my own skills and qualities and the group's skills and qualities.	
I set specific goals and presented a detailed work plan.	
I kept a personal diary of the experience.	
I helped to prepare a display of the event/activity e.g. video, photographs, charts etc. (This can be the stand	
prepared for the Trade Fair where each student describes his/her contribution to same.)	



Enterprise 3

KEY ASSIGNMENTS

I have prepared a report (written or taped) of an interview with a self-employed person.	
I have prepared a report on a visit to one enterprise support agency to include information on sources of finances available to people starting their own business	
I have prepared a business plan on a proposed business idea (using ICT e.g. word processing, spreadsheets, or questionnaires)	
I have prepared a set of guidelines for people considering self employment as a career option.	



Community Work KEY ASSIGNMENTS

I have listed four reasons why community involvement is important.	
I have prepared for and either hosted a visit by a speaker from a voluntary/community agency to the class or	
visited a voluntary/community agency, and evaluated my learning.	
I have investigated a local community development project.	
I have taken part in planning, carrying out and evaluating a community project as part of a group.	



Guidance (4 key assignments over 2 years)

Career interests (Interest tests)

Qualities/Skills/Values

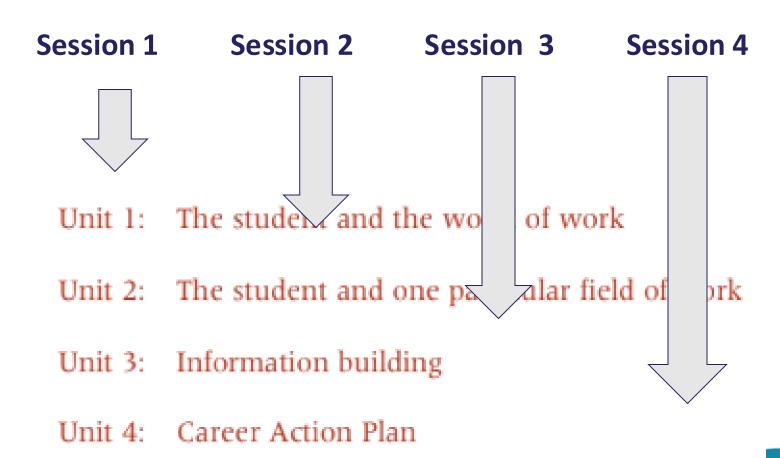
Career investigation

Career exhibitions and visits
Career action plans





Guidance Module



Guidance Module



KEY ASSIGNMENTS

As part of a group, I designed, carried out and reported on a survey on some aspects of working life.

I presented a report on an investigation which I carried out on a particular career or field of work.

I reported on my learning from a visit to a careers exhibition, college, training centre or place of employment.

I have compiled a personal action plan in relation to work/education/training covering at least the next year.



Vocational Preparation Task



Vocational Preparation Student Task



Task Options
Enterprise 1: Mini Company (For profit)
Enterprise 2: Service/Event (Not for profit)
Career Investigation

Cross-curricular links
English
Maths
ICT

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







Supporting the Professional Learning of School Leaders and Teachers

End of Session 3

2024





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Any Questions?



Thank Moul



Icon Legend (REFERENCE SLIDE)

Resource



Reflection



Prior Knowledge



Next step



Booklet activity



Contact us



Group work



Planning

