Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

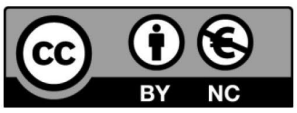
LCA

Leaving Certificate Applied
Ardteistiméireacht Fheidhmeach

Leaving Certificate Applied

Teacher Handbook

Post-Primary Resource



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Please cite as: OIDE, *Leaving Certificate Applied, Teacher Handbook,* Dublin, 2024

Leaving Certificate Applied

.... a different way

Two Year Practical Leaving Certificate

- Continuous assessment
- Individual talents recognised
- Community as classroom
- Work & career focus
- Success & achievement
- Different ways of learning
- Pathway to further education, training & apprenticeship

Oide

LCA
Leaving Certificate Applied
Ardteistiméireacht Fheidhmeach

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oide_LCA

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OIDE Support for Teachers of LCA

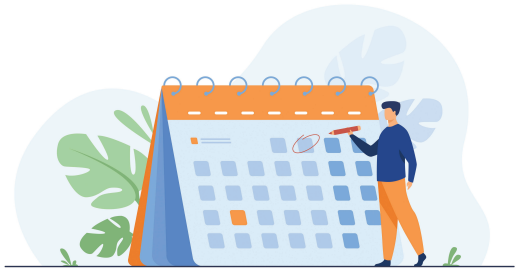
Oide provides a wide range professional development opportunities that enable teacher learning, collaboration and evidence-based practice through a range of face to face, online and blended models. These include:

- school visits (on request) - **www.oide.ie/schoolsupport**
- one full day seminar for teachers new to LCA course modules
- one full day seminar for teachers new to LCA student tasks
- two full day seminars for new LCA co-ordinators, Autumn & Spring
- Oide Collaboratives
- webinars
- other elective workshops to support teaching, learning and formative assessment in LCA
- courses on TeacherCPD.ie e.g. ongoing assessment using ePortfolios
- video demonstrations and vignettes of good practice
  https://www.pdsttechnologyineducation.ie/en/Good-Practice/
- portal - www.scoilnet.ie archived CPD material, learning paths, sharing resources
- Oide will collaborate with NCSE to support inclusive teaching and learning in the LCA context
- other useful links:
  email - lca@oide.ie
  website - www.oide.ie/lca
  x - oide_LCA

For further details of seminars and workshops and to book your place, please go to **https://oide.ie/onlinebooking.** Notification of upcoming events are emailed to schools and posted on X oide_LCA.

Key Documents & Resources

- LCA Programme Statement and Outline of Student Tasks
- LCA Chief Examiner's Report
- Module Descriptors
- Module Codes and Allocation of Credits
- SEC Timetable
- Circulars
- LCA Curriculum Framework Overview
- LCA Information Leaflet
- Personal Reflection Task Information Leaflet



SEC Calendar of Events & Co-ordinator Folder will be sent to schools in the Autumn

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

What is the Leaving Certificate Applied?

It is a distinct, self-contained, two year Leaving Certificate programme aimed at preparing learners for adult and working life.

It emphasises forms of achievement and excellence which the established Leaving Certificate has not recognised in the past.

It offers a specific opportunity to prepare for and progress to further education and training.

Who would benefit most from the Leaving Certificate Applied?

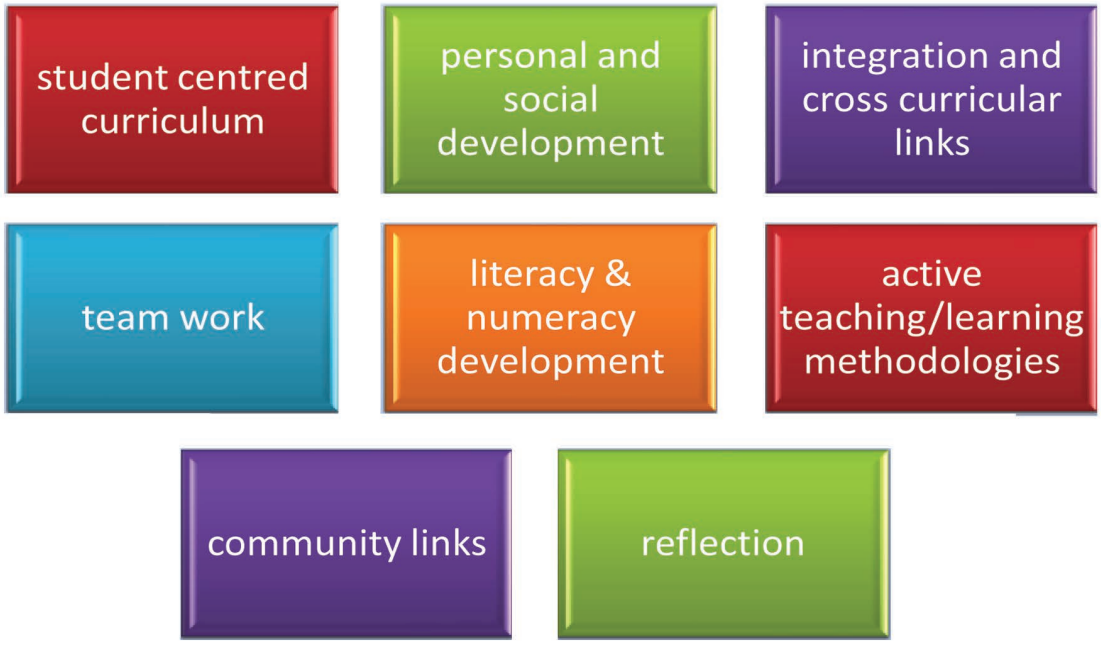
Learners who are not adequately catered for by other Leaving Certificate programmes.

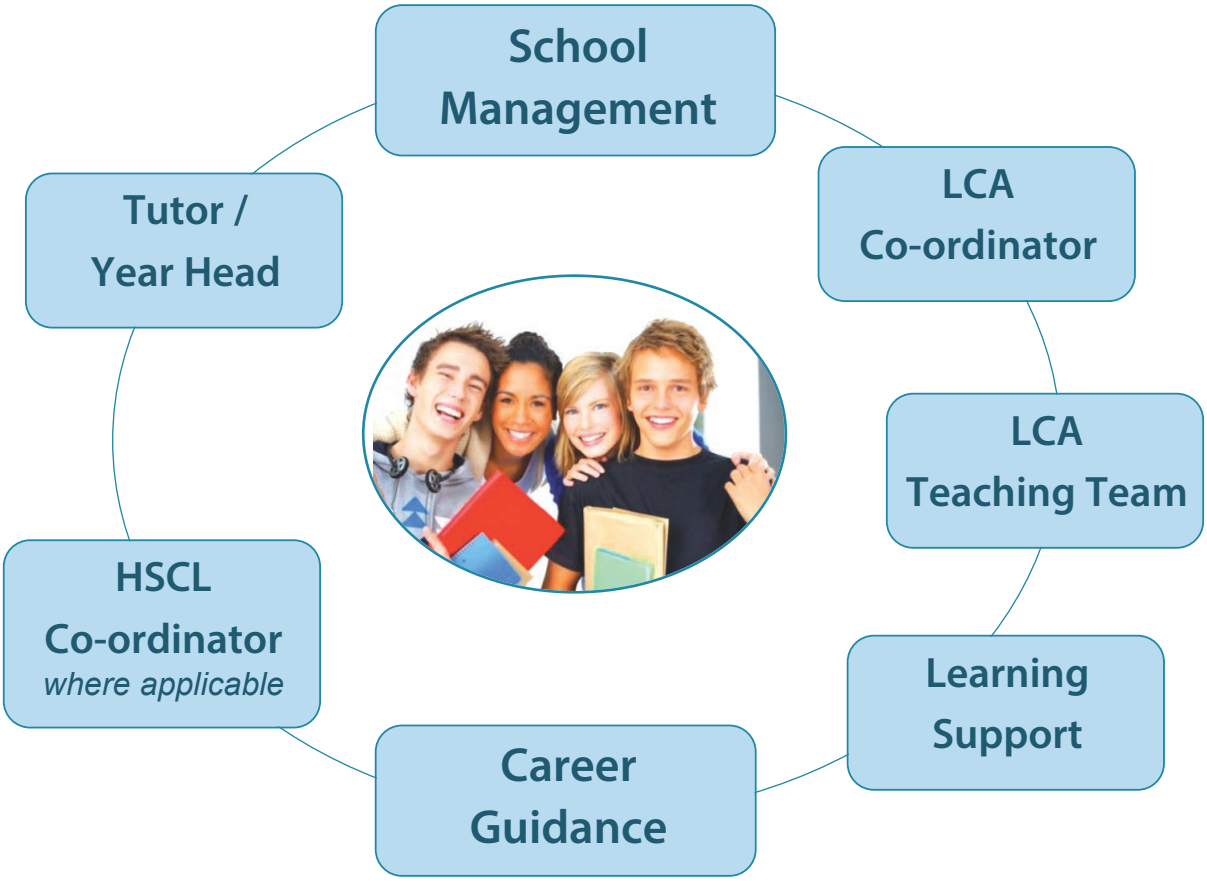
Learners who choose not to opt for those programmes.

Rationale for LCA

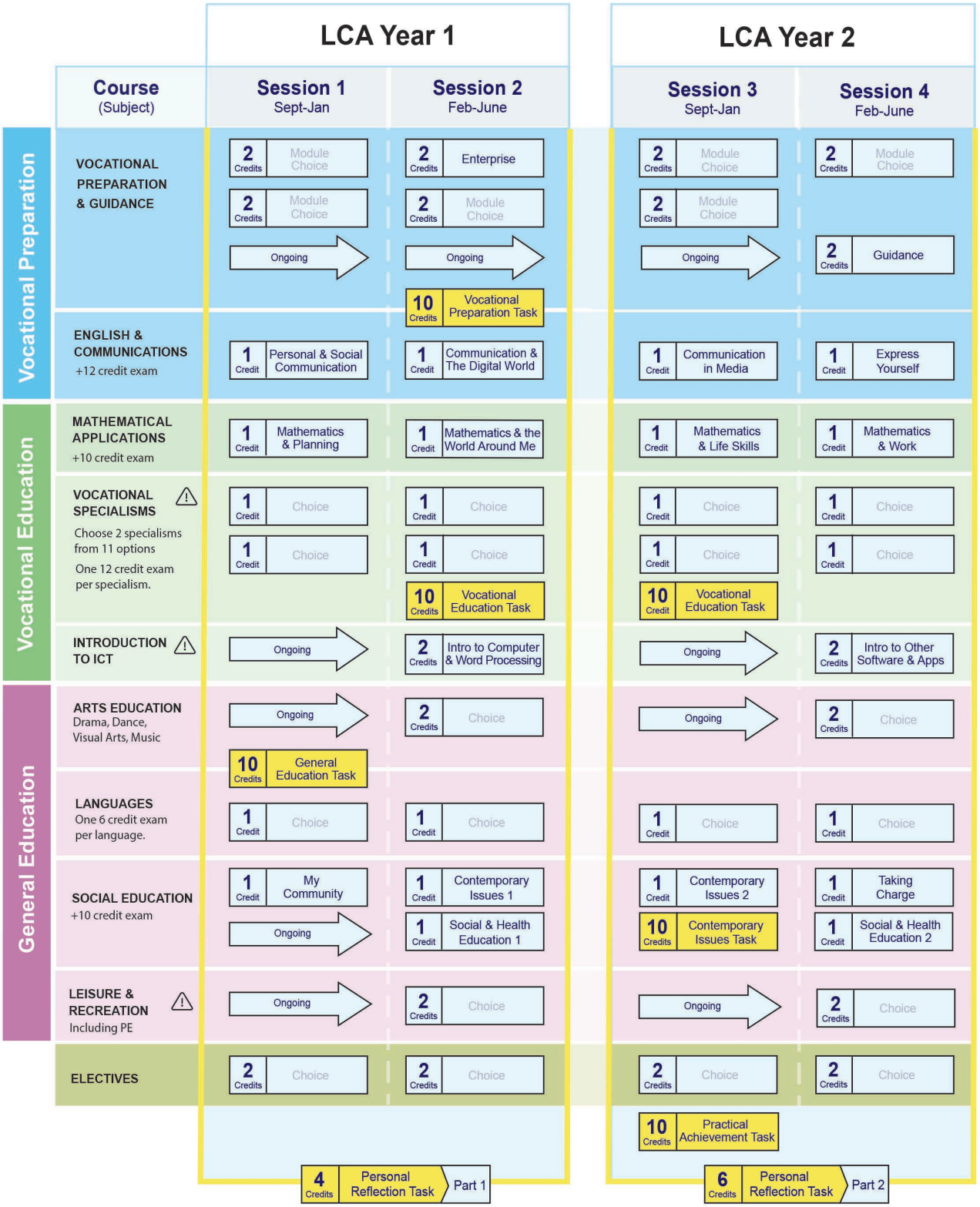
1. Prepares learners for the demanding transition to adult and working life.
2. Recognises talents of all learners - programme responsive to aptitudes, abilities, needs and interests.
3. Provides opportunity to develop in terms of responsibility, self-esteem and self-knowledge.
4. Develops communication and decision making skills.
5. Helps learners achieve a more independent and enterprising approach to learning and to life.

Key Underlying Principles





LCA Curriculum Framework & Credits Allocation



VOCATIONAL SPECIALISMS

The two vocational specialisms: ***Information Communication Technology (ICT) and Active Leisure Studies*** are follow-on courses and may only commence once the introductory courses: ***Introduction to ICT,*** and ***Leisure & Recreation***. have been completed.

NCCA Addendum

LCA students may access Leaving Certificate Established (LCE) Mathematics and Modern Foreign Languages

More details: curriculumonline.ie/Senior-Cycle/LCA

Framework Video

A module is of 30 hours duration

Vocational Specialisms

Choose 2 from 11 options

1. Engineering
2. Technology
3. Childcare / Community Care
4. Graphics and Construction Studies
5. Craft and Design
6. Agriculture / Horticulture
7. Hotel Catering and Tourism
8. Hair and Beauty
9. Office Administration and Customer Care
10. Active Leisure Studies
11. Information and Communication Technology

The two vocational specialisms outlined below are follow-on courses to the introductory courses shown in brackets and may only commence once these introductory courses have been completed.

- Information and Communication Technology (Introduction to Information and Communication Technology)
- Active Leisure Studies (Leisure and Recreation)

Elective modules may be selected as follows:

Course Name	Modules available	Must be taken	Possible electives
Vocational Prep & Guidance	11	8	3
Vocational Specialism	*Students may take up to 4 elective modules in any of the vocational specialisms that they are not being examined in.*		
Arts Education	8	2	6
Modern Languages	2	2	*Students may take elective modules in other languages.*
Sign Language	*All four modules may be taken by deaf students instead of Modern Languages and Gaeilge. Modules 1 & 2 may be taken as electives by hearing students.*		
Leisure & Recreation	3	2	1
Religious Education	4		4
Science	4		4

LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance • Evidence of completion of 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 Vocational Preparation — Vocational Education (x2) General Education — Contemporary Issue Personal Reflection — Practical Achievement	**70 credits**	**35%**
Final Examinations English & Communication: 12 credits Vocational Specialisms (x2): 12 credits each Languages (x2): 6 credits each Social Education: 10 credits Mathematical Applications: 10 credits	**68 credits**	**34%**
Total	**200 credits**	**100%**

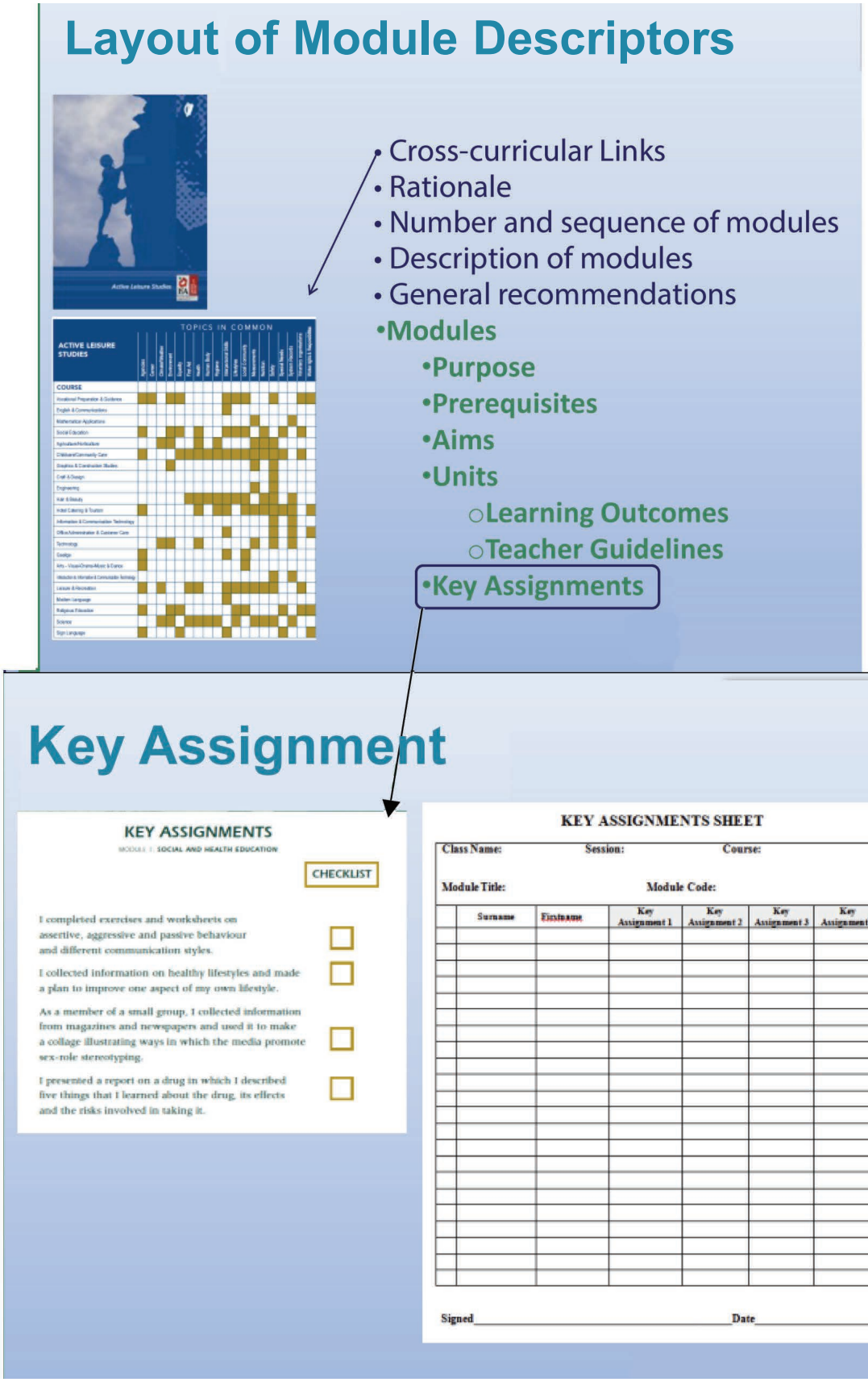
LCA Certification

Certification 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".

Final Examinations

Area	Credits
English & Communications Oral and written incorporating audio visual	12
Vocational Specialisms (x2) Practical and written - practical briefs issued in advance	12 each
Languages (x2) Oral and written incorporating aural	6 each
Social Education Written incorporating audio	10
Mathematical Applications Written	10
Total	**68**



Access all LCA Module Descriptors at this link:
https://www.curriculumonline.ie/Senior-Cycle/LCA/

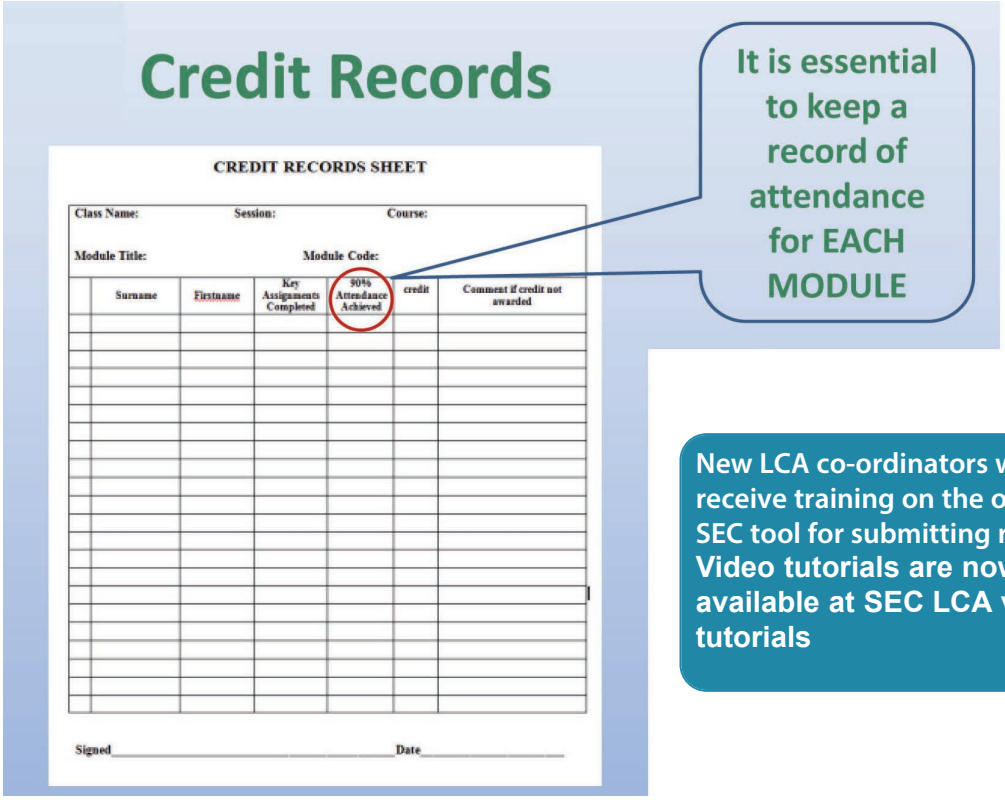
Key Assignments

- are a number of learning experiences that have been selected from the module as being of key importance
- they are printed at the end of each module in the module descriptors
- you CANNOT make up your own
- must be “satisfactorily completed” at the end of EACH module but are not judged in terms of marks or grades
- evidence of key assignments can be presented in a variety of forms eg. written, visual, artefact, photograph, video, audio, etc.

Accreditation of Key Assignments

Each session credits are given for modules which have been satisfactorily completed on both 90% attendance and evidence of key assignments required for the specific module.

- **Two Credits**: per course module that does NOT have a final exam
- **One Credit:** per course module that does have a final exam.



New LCA co-ordinators will receive training on the online SEC tool for submitting result. Video tutorials are now available at SEC LCA video tutorials

Summary of Tasks

Task	Credit	%	Completed in session	Assessed
1. General Education Originating in Arts Education, Leisure & Recreation, Language or Social Education	10	5	1	Jan/Yr 1
2. Vocational Preparation Originating in either Vocational Education & Guidance or English & Communications	10	5	2	May/Yr 1
3. Vocational Education - 1st specialism Originating in one Vocational Specialism	10	5	2	May/Yr 1
4. Vocational Education - 2nd 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 1 will be stored and returned to SEC when Statement 2 is complete	10	5	2 & 4	May/Yr 2

Student Task

DEFINITION: A practical activity by which learning is applied to....

Types of Tasks for general education, vocational education & vocational preparation

- Development of a product / artefact
- Investigation of an issue/topic
- Staging of an event
- A performance group or individual
- Provision of a service

PURPOSE: Vehicle for curriculum integration of as many courses as possible

Task Criteria

Substantial piece of work

10 hours activity per student excluding the report
Individual task or group task

Individual report on each task
Relevant
Achievable withing the time frame

Assessment Criteria for Task Report

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

Assessment of Tasks

Requirements

- evidence of task **completion**
- individual task **report**
- individual presentation of task at **interview** with external examiner appointed by the SEC.

NB - ALL teachers play a role in preparing students for their interview through effective and differentiated oral questioning in class throughout the entire year.

5 Stages of Student Tasks

1. **Selecting / Planning**
2. **Implementing**
3. **Recording & Cross-curricular Applications**
4. **Reviewing & Evaluating**
5. **Presenting / Communicating**

5 Stages of Student Tasks

1. Selecting / Planning

- student is actively involved in selecting the Student Task and the content of the 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
- Data gathering
- Investigations
- Sole responsibility

Group

- 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 & Cross-curricular Applications

- 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 & Evaluating

Task Process

- Conclusions linked to initial aims
- Analysis of findings
- Conclusions
- Strengths/weaknesses
- Suggestions for improvement

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

General Pedagogical Points

- appropriate balance between teacher guidance and student responsibility
- individual or group
- individual contribution to group tasks
- integration of key assignments
- quality of cross-curricular links.

General Points Regarding Assessment

- exam numbers should be on each task
- task available at beginning of examination period
- students available to meet with the examiner irrespective of work experience / other activities
- task must be kept in school until appeals period is complete (October Year 2).

Key Questions about Task Interviews

How do you prepare students for an effective interview?

What do you believe are the success criteria for an effective interview?

Guidance for Task Interview

- the purpose of the task interview is to assess the student's ability to communicate what is in the report
- communication skills need 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.

Vocational Specialisms

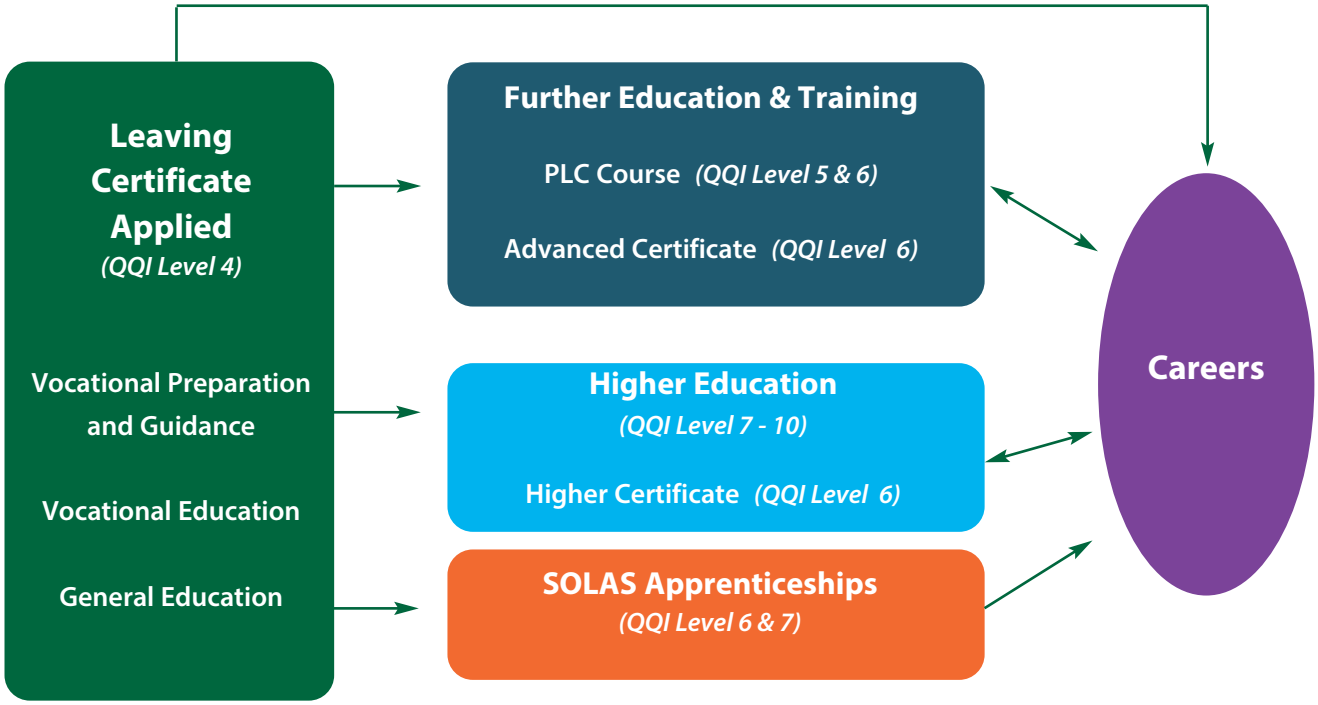
1. **Information and Communication Technology**
2. **Engineering***
3. **Technology***
4. **Childcare / Community Care***
5. **Graphics and Construction Studies***
6. **Craft and Design***
7. **Agriculture / Horticulture***
8. **Hotel Catering and Tourism***
9. **Hair and Beauty***
10. **Active Leisure Studies***
11. **Office Administration and Customer Care***

*** Design briefs are circulated to schools/centres in Jan**

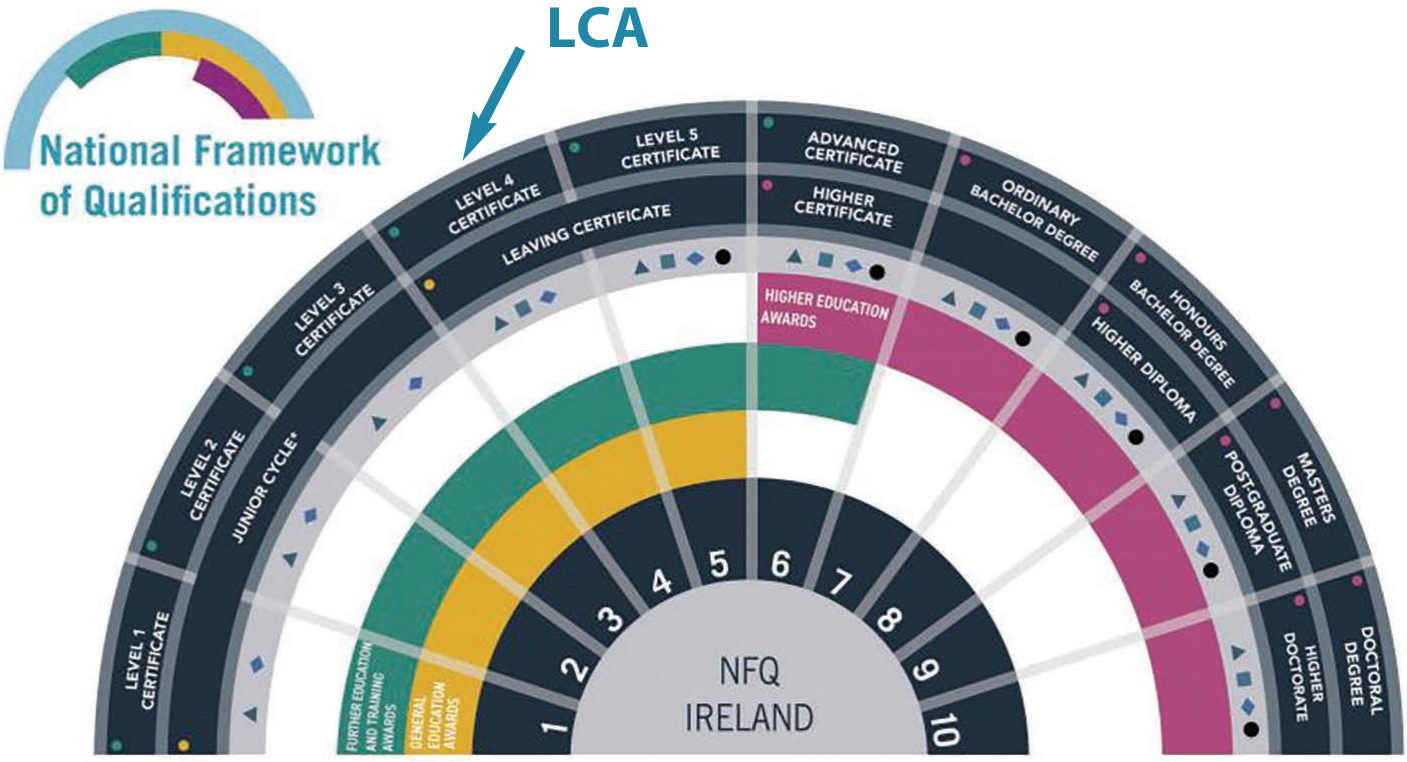
*** Practical performance assignment briefs circulated to schools/centres in March**

Leaving Certificate Applied Pathways

Route Map Options

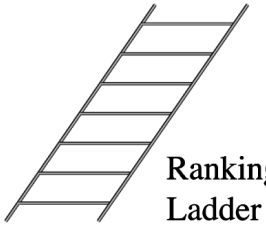


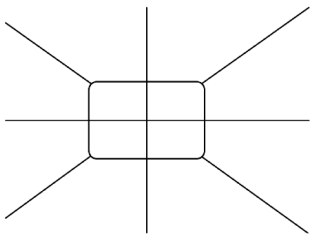
Irish National Framework of Qualifications (NFQ)

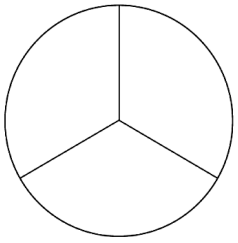


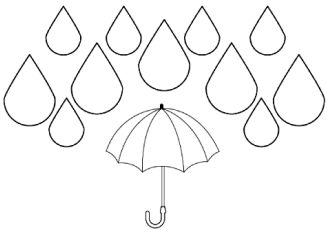
Source: https://www.qqi.ie/what-we-do/the-qualifications-system/national-framework-of-qualifications

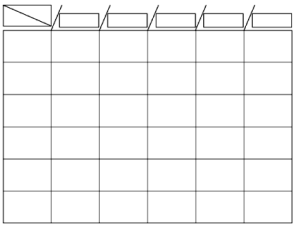
Active Learning Methods

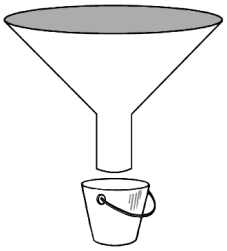

Ranking Ladder

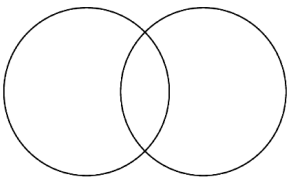

Four Corner Organiser

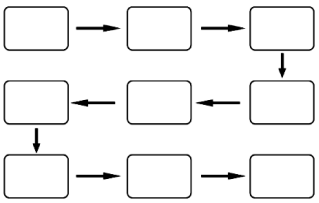

Tri Pie

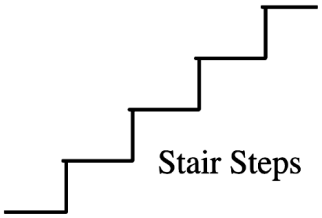

Brain Droplets

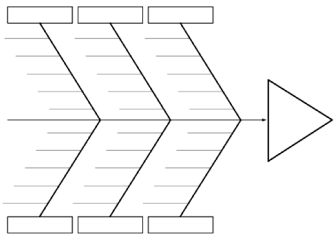

Cross Classification Chart

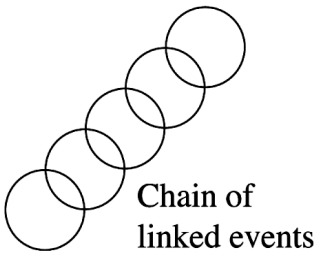

Funnel

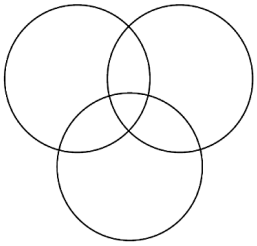

Double Venn

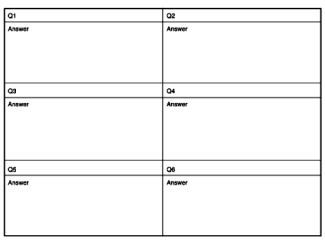

Sequence Chart


Stair Steps

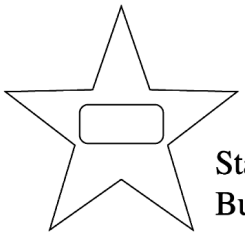

Fish Bone


Chain of linked events


Triple Venn



Research Grid


Star Burst

LCA Subject Module Codes

800 VOCATIONAL PREPARATION AND GUIDANCE
10 Guidance
11 Jobsearch
12 Work Experience 1
13 Work Experience 2
14 Work Experience 3
15 Work Experience 4
16 Enterprise 1
17 Enterprise 2
18 Enterprise 3
19 Community Work
20 Work and Living

810 ENGLISH AND COMMUNICATIONS
10 Personal and Social Communication
11 Communication and Digital World
12 Communication in Media
13 Express Yourself

815 SOCIAL EDUCATION
10 Social and Health Education 1
11 My Community
12 Contemporary Issues 1
13 Social and Health Education 2
14 Contemporary Issues 2
15 Taking Charge

816 SIGN LANGUAGE
10 Making Contact
11 Social Interaction
12 Deaf People in the World of Work
13 Deaf People in the Wider World

819 ARTS EDUCATION
10 Dance One
11 Dance Two
12 Drama Module 1
13 Drama Module 2
14 Individuality and Identity (Visual Art)
15 The Local Environment (Visual Art)
16 Music Module 1
17 Music Module 2

824 LEISURE AND RECREATION
10 Physical Activity for Performance
11 Physical Activity for Health and Fitness
12 Physical Activity for Recreation

830 MATHEMATICAL APPLICATIONS
10 Mathematics and Planning
11 Mathematics and the World Around Me
12 Mathematics and Life Skill
13 Mathematics and Work

825 INTRODUCTION TO INFORMATION & COMMUNICATIONS TECHNOLOGY
10 Introduction to the Computer and Word Processing
11 Introduction to Other Software Packages

832 AGRICULTURE, HORTICULTURE
10 Basic Horticulture
11 Garden Design
12 Floristry, Fruit and Vegetables
13 Forestry
14 Grass
15 Milk and Meat Production

833 HOTEL CATERING AND TOURISM
10 Eating Out: the Fast Food way
11 Eating Out: Hotels, Restaurants and Institutions
12 Hospitality in Tourism
13 Catering for diversity

845 GRAPHICS AND CONSTRUCTION STUDIES
10 Graphic Communication
11 Construction
12 Building Services
13 Woodcraft
14 Design and Manufacture of Educational Toys
15 Computer Aided Design

835 CRAFT AND DESIGN
10 Creative Decoration
11 Surface Pettern Design
12 Textiles-Structuring/weaving
13 Fashion-construction
14 Signage
15 Design communication through illustration
16 Layout in graphic communication
17 Block-Printing
18 Jewelery
19 Interior Design
20 Modelling
21 Ceramics

22 Video Production
23 The Camera-photography
24 Manipulating photographic imagery

836 ENGINEERING
10 Engineering Core
11 General Engineering
12 Motor Engineering
13 Decorative Metalwork
14 Engineering Systems

846 CHILDCARE/COMMUNITY CARE
10 The care of Babies and Young Children
11 Child Development and Play
12 Parenting and Care Provision
13 People with Special Needs
14 Older People

847 OFFICE ADMINISTRATION AND CUSTOMER CARE
10 Retailing and Selling
11 Office Assistant
12 Office Practice
13 Retailing and the Consumer

839 TECHNOLOGY
10 Introducing Technology
11 Design and Manufacture
12 Water Technology
13 Electrical Understanding and Basic Electronics

848 ACTIVE LEISURE STUDIES
10 Active Leisure Studies
11 Health Related Fitness
12 Aquatics
13 Outdoor Education
14 Invasion Games
15 Net/Fielding Games

849 INFORMATION AND COMMUNICATION TECHNOLOGY
10 Wordprocessing (I.T. Specialism)
11 The Presentation of Ideas
12 Spreadsheets
13 The Internet and Digital Literacy

850 HAIR AND BEAUTY
10 Salon and Customer Care
11 Haircare
12 Beautycare
13 Bodycare

11 FRENCH
10 Social Relationships
11 Travelling and Finding the way

12 GERMAN
10 Social Relationships
11 Travelling and finding the way

13 SPANISH
10 Social Relationships
11 Travelling and finding the way

14 ITALIAN
10 Social Relationships
11 Travelling and finding the way

66 GAEILGE CHUMARSÁIDEACH
10 An Ghaeilge thart timpeall orainn
11 Saol Sóisialta Saoire sa bhaile agus thar Lear

843 RELIGIOUS EDUCATION
10 Looking In
11 Our Religious Story
12 A Living Faith
13 World Religion

844 SCIENCE
10 Science and Health
11 Science and the Environment
12 Consumer Science
13 Food

Problem Solving Strategy

THINK - A Whole-School Approach

(Van de Walle et al., 2013, 45)

Talk about the problem

How can it be solved?

Identify a strategy to solve the problem

Notice how your strategy helped you solve the problem

Keep thinking about the problem. Does it make sense? Is there another way to solve it?

See 'Graphic Organisers and other Literacy, Numeracy and AfL Strategies in Teaching and Learning' for further details, exemplars and templates.

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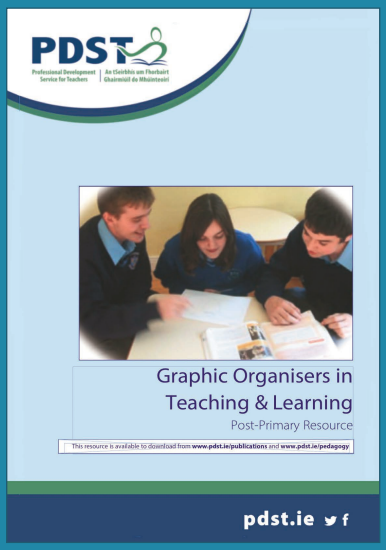

Key Assignments Sheet

Class Name: **Session:** **Course:**

Module Title: **Module Code:**

	Surname	First name	Key Assignment 1	Key Assignment 2	Key Assignment 3	Key Assignment 4

Signed_____ **Date**_____

Credit Record Sheet

Class Name: **Session:** **Course:**

Module Title: **Module Code:**

	Surname	First name	Key Assignments Completed	90% Attendance Achieved	Key Assignments submitted to co-ordinator	credit	Comment if credit not awarded

Signed_____ **Date**_____

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Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers