



High Cross College

Tuam,

Co. Galway

Leaving Certificate Applied

Our Mission Statement

High Cross College is a voluntary Catholic co-educational Secondary School under the trusteeship of Ceist, inspired by the Mercy and Presentation philosophies of education.

We value highly effective teaching and learning. We foster the pursuit of excellence in an inclusive and compassionate community.

We encourage respect for the individual, our school and our wider environment.



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Features and Format of the Leaving Certificate Applied

Underlying Principles

The Leaving Certificate Applied

- Has as its primary objective the preparation of participants for adult and working life and the development of the participants' literacy and numeracy skills
- Is intended to meet the needs of those participants who are not adequately catered for by other Leaving Certificate programmes or who choose not to opt for such programmes
- Is a distinct and self-contained programme of two years duration
- Consists of three main elements: Vocational Preparation; Vocational Education; General Education
- Has established the concept of integration as a central element of the programme structure and of the participants' learning experience
- Places a premium on the personal and social development of participants
- Aims to develop active citizens who have a sense of belonging to the local, national, European and global community, who have a capacity to gain access to information and structures, and an ability to fully participate in democratic society
- Provides opportunities to develop the participants' processes of self-evaluation and reflection
- Has a strong community base so as to complement the school or centre as a learning site
- Promotes the use of a broad range of teaching methodologies and participant centred learning
- Has available an appropriate range of modes and techniques for assessing the progress of the participants.
- Provides access to further education and training



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LCA Team 2020/2021

Co-Ordinator

Cathy Dermody

Year 1 + 2

Teachers

Social Education

Rachel Brennan

Irish

Teresa Redmond

I.C.T.

Gearoid Leen

Voc Prep

Cathy Dermody

Voc Guidance

Deidre Connaughton

Personal Reflection

Cathy Dermody

Leisure & Recreation

Aoife Hyland

English & Communications

Catherine Murphy

Maths

Alan Molloy/Elaine McGrath

Visual Art

Lisa Browne

Community Care

Sarah Forde

Hotel Catering and Tourism

Angela Diskin/ Lisa Keane

Practical Achievement Task

Cathy Dermody



Admissions Policy

This programme is designed for students for whom the traditional Leaving Certificate is unsuitable. The aims of this programme differs from that of the traditional Leaving Certificate and this is reflected very clearly in the delivery and assessment of the Leaving Certificate Applied Programme. In order to ensure suitability of students for the course and the course for students we have established the following selection process:

The Guidance Counsellor talks to all third years and Tys to inform them all of their choices for Senior Cycle including the Leaving Certificate Applied Programme.

During the 3rd year/TY parent evening the Guidance Counsellor and the LCA co-ordinator explains to parents about the programme.

Consultation with the Learning Support Department Student Support Team and 3rd/Ty Year Heads takes place where we look at possible students that would be suitable for the course.

An invitation to all third year and TY students that may be interested in the programme to write an application letter is announced. and complete application forms.

Upon receipt of these letters, an acknowledgement letter is issued with an interview date. Consultation meanwhile with the Learning Support department takes place again as well as with the Guidance Counsellor who will consult DATS results, record of behaviour and attendance and exams to date to make sure that applicants are suitable and will benefit for the course.

All applicants are invited for an interview where they will be asked for the reasons as to why they would like to get into the programme and what they want to achieve from it etc. The interview panel consists of the co-ordinator and the Guidance Counsellor.

Students who show genuine interest and that will benefit from the programme and that the programme suits them will be successful.



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The following criteria will help ascertain suitability for the Programme:

- Level of interest indicated by the candidate at interview.
- Evidence of having secured work placement for coming school year.
- Willingness to participate fully in all elements of the LCA Programme.
- Student's satisfactory attendance record in school.
- Student's behavioural record over the three years of Junior Cycle in Scoil Bhride/Pres Curralea/HCC, or in the case of an external candidate, the student's previous school.
- An assessment of the student's competence and value to be derived from participation in key elements of the LCA Programme.
- Assessment of the contribution the applicant can make to the LCA Programme.
- The applicant's pastoral care needs as communicated by the Year Head,
- Guidance Counsellor and/or other professionals in the school.

The Interview will be conducted and marked according to the following Marking Scheme:

CRITERIA	MARKS
Attendance	20
Interview	30
Behaviour Record	20
Personal Achievements to Date	10
Overall Suitability	20
Total	100

An Applicant must achieve an overall score of 70 or greater in order to be offered a Provisional Place on the Programme.

Students who show genuine interest and who will benefit from the programme and that the programme suits them will be successful.

Letters of offer are issued and students either reject or accept the offer.

Once a student accepts an offer onto the programme, they together with their parents sign their LCA contract which shows their commitment to the programme.

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LCA Application Form

Name: _____

Date of Birth: _____

Address: _____

Email: _____

I am interested in applying for a place in Leaving Certificate Applied

I am aware that I will be required to find Work Experience placement

I wish to complete Established Leaving Certificate Subjects

Mathematics

Foreign Languages

- Why do you want to do the Leaving Certificate Applied (LCA) course?

- How do you think you could contribute to the Leaving Certificate Applied course at High Cross College?

- The Leaving Certificate Applied course requires you to complete work placements one day a week for the full year. Please state details of where your first placement will be.

Name of Employer: _____

Contact Details: _____

Address of Employer: _____

- If you are successful in your application, are you prepared to do the following:

1. Have 90% attendance for each subject module: Yes ____ No ____

2. Complete all Key Assignments for each module: Yes ____ No ____

3. Find and Complete work experience each week. Yes ____ No ____

4. Be co-operative, courteous, friendly and adult-like in your relationships with your teachers and fellow classmates: Yes ____ No ____

• Guardian/Parent's Signature: _____

• Student's Signature: _____



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Whole School Approach to Presenting Information on the Program to Students

The LCA class is to be known as 6C/5C in line with all other 5th and 6th year classes.

The LCA programme is promoted within the school by all staff and is promoted on enrolment nights, parent presentation nights etc. This is a recommendation on induction to staff members.

A display of the work completed by LCA students is displayed at different times around the school.

Student work is also promoted through the medium of the school website and through various social media platforms such as Facebook, Instagram and Twitter.

Awards are to be given to D3 for their achievements in line with all other awards given to all other classes.

On receipt of the State Examinations Certificates, after completion of each of the four sessions, the school will recognise and celebrate the achievements of the students in LCA with a small reception catered by the canteen. Teachers, Year Heads and Management will be invited to congratulate the class and commend them on their success.

LCA students may be nominated in line with other senior students for roles including prefects and Head Girl



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Programme Presentation to Prospective Parents and Students

Parents of students who are interested in gaining entry to the programme will attend the 3rd year and TY presentation nights and receive information on the programme.

They also have the option to contact the Guidance Counsellor if they have any queries.

An information document is also available to assist answering questions.



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Timetable

In consultation with Management the timetable will be developed to meet the needs of the students. This takes place each year in relation to the following years' timetable for the programme. Classes are scheduled Tuesday, Wednesday, Thursday and Friday. Students undertake their work experience on Mondays. The content of the timetable may vary year by year, especially in relation to the two specialisms and languages, depending on the dynamics of the class group. Generally, the two specialisms chosen are Community and Childcare and Hotel Catering and Tourism. French/German is taken for year one and Irish is taken for year two to fulfil the language requirements of the programme.

	Mon	Tue	Wed	Thu	Fri
1	Work Experience	Religion	HCT	PE	English
2	Work Experience	Social Ed	Voc Prep	PE	English
3	Work Experience	Maths	Voc Prep	Personal Reflection	Irish
4	Work Experience	Community Care	Maths	Community Care	Social Ed
5	Work Experience	Personal Ref	Irish	Community Care	HCT
6	Work Experience	Careers	Social Ed	Religion	HCT
7	Work Experience	Art	IT	Maths	
8	Work Experience	Art	IT	Social Ed	
9	Work Experience	Irish	English	Social Ed	



Contract

Leaving Certificate Applied Student Contract

The Leaving Certificate Applied team within **High Cross College** believes there are certain attitudes and actions that are essential to the successful completion of the L.C.A. programme. We have set these down in this document.

We want every prospective candidate, and their parents or guardians, to read and then sign this document.

Attendance

A minimum 90% attendance is a basic requirement of LCA. Lengthy or repeated absence must be covered by a ***doctor's certificate***. Any holidays taken during the course of the two year LCA programme will ***not*** be accepted as a legitimate absence and may result in participants losing out on credits. ALL INDIVIDUAL CLASSES MISSED COUNT AS ONE ABSENCE IN THAT SUBJECT.

Application to class work

We require that every student do his or her best in relation to class work. Credit will not be given for work that is not considered to be the best that a student can do, regardless of quality.

Safeguarding Laptops

All students must take responsibility for the safe keeping of laptops/tablets given to them to work on. These must be stored in school in locked lockers when not in use.

Work Experience

Work experience forms a core to L.C.A. Students must arrange their own work experience placements.

It is important that students choose their work experiences carefully. It is recommended that work experience be completed in at least 3 different career areas. For each work experience placement students must complete satisfactorily and return their Work Experience Diary. Employer Report Cards must also be returned. Failure to return or complete satisfactorily the above two documents will result in students losing vital credits.

Students will be monitored carefully on Work Experience placements and where possible a member of the teaching staff will make direct contact with both the student and their employer.

Behaviour

Pupils will be expected to adhere to the college ethos and rules as laid out in student journal. All students and parents/guardians should read these carefully.

I have read and understood the above student contract and agree to follow it contents

Student Signature: _____

Parents/ Guardians Signature: _____



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Date:

Resources

<https://www.pdst.ie/lca/curriculumresources>

LCA students have been awarded a room for themselves.

All their classes will be presented there except for practical subjects, Art, Leisure and Recreation and ICT.

This classroom has been equipped with laptops to facilitate each student completing their tasks.

The room also has an interactive white board to assist teaching and learning.

The students each have two lockers to store their possessions within the room and in the General Circulation area (with all their year group lockers).

Students will be supplied with the necessary books by their teachers for their curriculum. The cost of these are included in their Administration fee.



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LEAVING CERT APPLIED CALENDAR OF EVENTS
(Provided by the State Examinations Commission)

Session 1 Year 1 & Session 2 Year 2

SEPTEMBER

- Issue of Practical Achievement Booklet
- Issue of year 1 Examination Results
- Viewing of Scripts for Year 1 candidates
- Deadline for appeal of Year 1 results

OCTOBER

- Issue of Appeal Results for Year 2 candidates
- Issue of Key Assignment CD-Rom to new LCA Schools/ Centres
- Issue of LCA forms ENT..LCA.1 and ENT.LCA.2 which capture task & final exam details for Yr 1 and Yr 2 candidates (to be completed and returned immediately)

NOVEMBER

- Issue of Appeal Results for Year 1 candidates

DECEMBER

- Circulation of Oral Guidelines. Distributions of Timetable of Final Exams. Issue of LCA Certificates

JANUARY

- Notification of February Task arrangements
- Year 1 candidate numbers assigned
- Practical Coursework Design Briefs -Graphics/Construction,
- Engineering, Technology, Childcare/Community Care, Craft & Design circulated to schools/centres
- Issue of Personal Reflection Task Guidelines

Session 2 Year 1 & Session 4 Year 2



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FEBRUARY

- February Tasks
- LCA 1 (module) forms for Session 1 and 3 to be completed and returned immediately on receipt.

MARCH

- Circulation of Format of final exams
- Practical Performance Assignment Briefs (Hotel Catering and Tourism, Office Administration Customer Care, Active Leisure Studies, Health & Beauty and Agriculture/Horticulture) circulated to schools/centres

APRIL

- Notification of May Task arrangements
- Issue of Session 1 and Session 3 results
- Appeal deadline for February Tasks

MAY

- May Tasks
- IT practical performance and written test (set up instructions to issue ahead of question papers)
- LCA practical performance tests (Hotel Catering Tourism, Active Leisure Studies, Office Administration & Customer Care, Agriculture/Horticulture, Hair and Beauty)
- LCA Oral Exams
- LCA 1 (module) forms for Session 2 and 4 to be completed and returned immediately on receipt.
- Schools instructed regarding appointing Superintendent for Yr 1 languages
- Distribution of P2 rolls for Practical Coursework exams and identity labels for pieces
- PRT rolls for Year 1 and Yr 2 issued to schools with instruction for immediate return
- Completion and return of Personal Reflection Tasks.

JUNE

- Terminal Exams
- Assessment of practical coursework (Engineering, Graphics & Construction, Childcare/Community Care, Craft & Design and Technology)

AUGUST

- Issue of Year 2 Examination Results
- Viewing of Scripts for Year 2 candidates
- Deadline for appeal of Year 2 results

Programme Budgetary Procedures



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Students must pay the 'administration' fee at the start of each year of €100. This will equip them with textbooks, a locker, journal and cover photocopying expenses

Expenses will be assessed on an individual basis. All efforts will be made to support requests.

- Purchase of Textbooks in Social Studies, French and Irish
- LCANA membership
- Visit-In
- P.E. – Cover Cost of Activities
- Art Supplies
- HCT - Task Supplies and Tourist Trip
- English - Trip to Show



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Subject Plans

[..\LCA Plans](#)



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Student Tasks

In order to facilitate the successful implementation and execution of the LCA tasks collaboration between all teachers is essential. Tasks in the LCA enforce cross curricular links and can apply to all subject areas. Department guidelines and on-line resources such as www.slss.ie are useful resources in preparing and planning for tasks.

Leaving Certificate Applied Tasks

Year 1

Education Task anchored in Arts, Examined in January.

Vocational Education Task anchored in HCT, Examined in May.

Vocational Preparation Task anchored in Vocational Preparation and Guidance, Examined in May.

Year 2

Vocational Education Task anchored in Community Care – Examined in February.

Contemporary Issues Task anchored in Social Education – Examined in February. **Not done in 2023 due to Amendments to Leaving Certificate**

Practical Achievement Task – Examined in February.

Personal Reflection Task – runs over the two years needs to be completed by May.

<https://mail.google.com/mail/u/0/>



Work Experience Procedures

- Students must acquire work placement themselves.
- They are advised to get three separate placements in areas of employment of interest to them. This is to equip themselves with many experiences and opportunities to develop more skills. They will also gain more references for their C.V.
- Details of their employment must be given to Ms. Dermody (Name, Address and Phone number) in advance of their placement.
- Details of School Insurance will be included in a letter, given to the students for their employer.
- The Work Experience Journal must be completed while on Work Experience.
- Training Experience Journal must be completed while on Work Experience.
- Reviews must be completed by employers at the end of each session.
- Unannounced visits will be made regularly to ensure students safety and attendance are guaranteed.
- Students unable to attend work experience may complete online work experience related training with the HSE. Alternatively, placement will be found in the school, in canteen, hub, secretary or Care Taker.



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Procedure for Out of School Activities

Procedures for Out of School Activities in the LCA programme are in line with the schools' policy on <https://www.highcrosscollege.ie/our-school/policies/>

Health and Safety



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Provision for Health and Safety Requirements

Health and safety requirements in the LCA programme are in line with the schools' policy on Health and Safety



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Planning for Students with Special Needs

Students at High Cross College who have learning difficulties are integrated into regular classes and also receive extra help in and out of class if required. Within the LCA programme due to the small teacher pupil ratio in High Cross College individual attention can be given to students who require it. Work in all LCA classes are planned and structured to meet the needs of all students including students with learning difficulties and from different cultural backgrounds. Teaching strategies which are used to help students include the following:

- Development of literacy by encouraging reading and also by using the key words board
- Development of Numeracy
- Creating an atmosphere that respects all cultures.
- Promote equality and understanding of cultural diversity amongst all students.
- Careful choice of appropriate texts.
- Providing suitable resources and aids for students.
- Special Needs Assistants are made available to students with needs in classes where best utilised, eg languages including French/Irish and Tourism and Catering.
- Application for examination accommodations will be applied for in advance of exams and these will be applied in house exams and homework.



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Guidance Planning



Assessment

The students will complete week 10 assessments in examinable subjects, alongside all students in High Cross College.

Reports will be completed through Compass.

Homework will be completed once a week in each subject. Homework is to be recorded in the student journal. Work completed in class should be recorded in the journal at the end of each class as a record of completion.

Assessment of the LCA programme is in accordance with Circular S23/06 which is outline below:

Arrangements for Certification of the Leaving Certificate Applied

1. Introduction

As schools will be aware the Leaving Certificate Applied is a single award made on the basis of credits accumulated over four sessions and in final examinations.

A candidate may accumulate a maximum of 200 credits.

Students who successfully complete the Leaving Certificate Applied programme will be awarded a certificate from the State Examinations Commission.

The Leaving Certificate Applied is awarded at 3 levels.

Pass 120 credits (60%-69%)

Merit 140 credits (70%- 84%)

Distinction 170 credits (85%-100%)

Student achievement and performance in the Leaving Certificate Applied will be recorded in three modes as follows:

Satisfactory completion of modules:- 62 credits 31% -

Performance of student tasks:- 70 credits 35%

Performance in a terminal examination:- 68 credits 34%

The arrangements for the satisfactory completion of modules and the assessment of Student Tasks are detailed below.

2. Satisfactory Completion of Modules

Forty-four modules are completed over the two years of the programme and credits are awarded for the satisfactory completion of a module. At the end of each session the student will be credited on satisfactory completion of the appropriate modules. In order to be awarded credit, students must complete each module by:



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- (i) Attending the classes and out-of-school activities related to the module
- (ii)** _____ Completing the Key Assignments related to the module. No ranking or assessment of performance will be involved.

A minimum attendance of 90% is required. Where there is absence due to exceptional circumstances, this should be verified by the school with a doctor's certificate.

A record of evidence of completion of the Key Assignments relating to all modules should be maintained by each student. The record of evidence may take the form of a portfolio or a folder, etc. It will include a checklist of Key Assignments for each module. This record should be retained by the school and be available in the school for inspection until the end of the appeals period following completion of the programme.

The student will be involved in the certificate of the completion of modules:

- (i) by being informed as to what is required for certification; (
- (ii)** _____ by being made aware, in sufficient time, when these requirements are not likely to be met;
- (iii)** _____ through negotiation concerning completion of outstanding assignment work, if deadlines for such assignments are not being met;
- (iv)** _____ by completing the checklist of Key Assignments attaching to the record of evidence.

3. Assessment of Student Tasks

The candidate completes seven Student Tasks over the two years. Each task represents a significant piece of work (at least 10 hours). The task enables the candidate to integrate learning and practical experiences from the different courses and modules of the LCA programme.

To receive credits for a student task the candidate must

- Produce authentic evidence of task completion
- Produce a task report
- Present for interview (Personal Reflection Task does not require an interview)

Examiners will require evidence of task performance. This may be in a variety of formats – written, audio, video, artefact, etc.

Each student is also required to produce a report on the process of completing the task. This report may be incorporated in the evidence of task performance.

The Tasks will be assessed by external examiners appointed by the State Examinations Commission. The examiners will visit the school during the week indicated on the timetable, at the end of the first and third sessions and during the end of the second session. The work of the external



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examiners will be monitored by advising examiners. Examiners and advising examiners will receive detailed briefing. All preparatory work relating to the assessment of Student Tasks will be the responsibility of the students themselves. Students will also be required to meet the examiners on the day of assessment of the Tasks. As part of the assessment process, each student will present the work involved in the Task and discuss it with the Examiner. In the case of a Group Task, each student will explain her/his personal involvement in the work. It will be open to relevant teachers, should they wish, to meet briefly with the examiners on the day of Student Task assessment. Such a meeting should be arranged, through the school Principal or Deputy, on the day when the examiner contacts the school to arrange the visit. The purpose of any such brief meeting might be to inform the examiner of any particular circumstances relating to individual students. It is emphasised that at no time will examiners discuss their allocation of marks to Candidates. Following assessment, the completed Student Tasks should, in order to allow for appeals, be retained in a safe place in the school until the end of the appeals period.

4. Final Examinations

Final examinations will be provided in the following areas:

- Gaeilge Chumarsaideach
- English and Communication
- Modern European Languages (French, Spanish, German and Italian)
- Social Education
- Mathematical Applications
- Vocational Specialisms (2 Specialisms to be taken by each candidate).

Details of arrangements of Final Examinations are scheduled in the timetable which is circulated annually.

5. Report of Credits awarded and statement of Provisional Results

The State Examinations Commission will issue a provisional statement of results to candidates for each session reflecting the credits awarded for the satisfactory completion of modules, the results of the assessment of student tasks and final examinations as appropriate.

6. Appeals Procedure

Details in relation to the appeal applications will accompany the issue of results.

Assessment for Learning



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One of the aims of the LCA programme is that assessment for learning becomes a central aspect of the methodology used in providing the subject. Assessment for learning is characterized by the following:

Sharing Learning goals with students – this to be shared at the beginning and end of the class

Helping students to recognise the standards they are aiming for – examples of past work shown where possible

Involving students in assessing their own learning – this can be used when students are completing exam papers

Providing feedback, helps students to recognise what they must do to close any gaps in their understanding and knowledge – this can be achieved by giving oral feedback to students

Communicating confidence – each student on the LCA programme is encouraged and given support to demonstrate their abilities.

Adjusting teaching methods to meet the needs of all students – the LCA teaching team strive to be flexible in their teaching style to meet the needs of all students' ability.



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Record Keeping Procedure

Key assignments as outlined earlier are kept by individual LCA teachers in their room.

Examination results and student tasks are kept by the LCA Co-Ordinator in the LCA office. These are retained by the school.

Results of class assignments will be recorded on Compass and Google Classroom.



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Self-Evaluation of the Programme

Self-Evaluation is embraced by High Cross College. We are striving to be the best in everything we do. The LCA programme is in the process of development a self-evaluation plan. As we have only re-introduced the programme in the three years, the students will be assessed on their experience with the programme..

Teachers of the programme will also be surveyed to get their views and suggestions on areas of improvement as well as the whole staff. It was decided that the ICT specialism was too difficult and not within the needs or interests of our students. To this end we replaced ICT with HCT.

Teaching Strategies

The use of teaching styles which actively involve the participants in locating and using relevant information, and which promote personal responsibility, initiative, independence, reflection, self-evaluation, self-confidence and co-operation

- A variety of teaching and learning processes including group work, project work and the use of individualised learning assignments
- The promotion of communication, literacy, numeracy and other generic skills across the curriculum using a range of media
- The promotion of equity in all its aspects including gender equity
- The development of teachers skills in evaluating their own performance
- The identification and use of teaching and learning resources in the local community and interaction with employers and enterprises
- A teaching approach designed to address and meet the needs of the participants.



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Teacher Induction



LCA Meeting 31/08/20

Agenda:

- LCA must be known as 5C so they don't feel excluded from 5th year
- They must be included in 5th year activities.
- Class lists for Year 1 LCA
- Work Experience on Mondays, I will check they are there and all is going ok. They will complete Journals while on work experience.
- Module Descriptors are on pdst website.
(Eng, Maths, ICT and Intro to ICT)
- Subject Plans should have the same layout as all other subjects for other years
- Produce a Calendar for the students in their room and add to it as you need.
- Homework must be given once a week otherwise they must record in their journals work completed that day. Personal Reflection Journal/ School Journal is vital, practice, what have I learnt, skill did I develop, how can I apply in the future?
- If you do something it would be great to promote it by putting it on school noticeboard and on Facebook etc. Important for recruiting next year.
- Try and get technology for them in their room plus printer.
- **NB** Record all attendance and keep all key assignments
- It's very important to record attendance for credits. If they have a doctor's cert. then they need not be marked absent.
- Date for meeting parents???



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- Inservice for new Team Members: Any information I receive I will put on noticeboard (Staffroom) and tell you. If and when would you like to meet and get support from PDST trainer Patricia Nunan patricianunan@pdst.ie
- LCA Committee - Management/Careers and Learning Support Rep
- Work Experience – 40 hours over 2 years. This will be completed on Mondays
- Mentor List – each teacher might take one student to check in on
- Promoting LCA within the school: photos, website, local papers
- Discipline issues.....need for structure.....team approach to school rules, uniform, punctuality, etc
- Subject plans – end of November
- Induction day – Sample contract for staff to review.

LCA Terminology

Session = Term
Course = Subject
Module = Topic
Unit = Chapter

Every course has a number of modules to be completed each session.

The number of modules to be completed for each course is outlined on page 10 of the [LCA teachers handbook](#).

1 module per session for many, (Intro to ICT 1 per year) Social Ed is more complicated (SHE module 1 in 5th and mod 2 in 6th, My community in session 1, contemporary issue 1 in session 2 and issue 2 in session 3 and Taking Charge in session 4) Art is 2 modules over 2 years. Languages = 2 modules per year, PE = 1 module per year

Each session involves **Key Assignments (found in your Module Descriptors)** and **Task Work (Training Provided by PDST in Oct)**



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- Key Assignments are handed up to the teacher who must keep them in case of inspection. Evidence of learning a key assignment must be stored by the teacher for inspection. (Hard copy/electronically)
- Tasks are examined by examiners from SEC at the end of each session. Tasks should be ready a few weeks before the interview to allow time for correction and interview preparation.
- Credits can only be awarded by the teacher if **full attendance (90%) AND all key assignments are completed**
- Credit sheets will be distributed towards the end of each session
- Please put Course Code and Name of Unit on the form also

Credits:

- Students receive credits for completion of all key assignments (to the best of their ability. Teachers use their own knowledge of child's ability to determine) and 90% attendance on the course.
- Two credits per course module which does not have an exam
- One credit per course module that does have a final exam
- Teachers award the credits based on the above for each session
- A sheet is sent by Dept for these to be completed and submitted but record should be kept of students work to help complete these.

LCA sessions

Session 1 Sept – Jan 5th year

Session 2 Feb – June

Session 3 Sept – Jan 6th year

Session 4 Feb – June



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Tasks

5 th Year		6 th Year	
Aug- Jan	General Ed Task Irish/French Art PE Social Ed (doing it in 6 th year)	Aug – Jan	2nd Specialism Task ICT Contemporary Issue Task (Not in 2022) Practical Achievement
Feb – May	Vocational Prep Task 1st Specialism Task Personal Reflection Task	Feb - May	

See page 16 of [LCA teachers handbook](#) for more information

Written Examination

English

Maths

Irish and French (one in each year)

Social Education

HCT

Community Care



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Exams set and marked by SEC (<https://www.examinations.ie/exammaterialarchive/>)
See page 22 of [LCA teachers handbook](#) for exam credit allocation.