



SUGGESTIONS FOR

TIMETABLING

IN

LEAVING CERTIFICATE APPLIED

TIMETABLING

Careful planning of the timetable is crucial for the successful implementation of the Leaving Certificate Applied programme.

Various issues influence how the timetable is designed:

1. The timetable should be planned initially for two years, in order to make sure that all 44 modules are covered. Courses in year 2 will not always have the same time allocation as year 1.
2. The recommended time allocation for each module is 30 hours minimum i.e. at least 2 hours per week. Please note that this is a minimum and that in many course areas you will be able to allocate more.
 - Your work experience arrangements (two-week block or one day per week) will have a major influence on your flexibility here. The block arrangement will allow more flexibility. With the one day per week arrangement you will be limited to the minimum for most modules.
 - Most specialisms require block periods for effective implementation.
 - Single periods are often unsuitable because of the practical nature of particular modules.
 - Blocking double or triple periods can minimise disruption for out of school activity
3. The coordinator “should be given a dedicated time allowance”. See DES circulars DES circulars 1702/1802/1902
4. A smaller teaching team can offer more flexibility for:
 - out of class activity
 - a closer student teacher relationship
 - team meetings (see p. 6)
 - communications within the team and between co-ordinator and team.
 - Teaching more than one subject area can offer more flexibility to the teacher
5. Tasks: Consideration should be given to allocating time for the facilitation of tasks that are not anchored in a particular course area e.g. Personal Reflection Task. (see p. 6)
6. Vocational Preparation, including arrangements for Guidance, Work Experience and Enterprise (see p. 3). Note Guidance must be delivered by a qualified Guidance Counsellor.
7. Vocational Education, including Specialisms and Introduction to Information and Communication Technology (see p. 4)
8. General Education: Social Education (see p. 4) other General Education courses (see p. 5)
9. Elective Modules (see p. 5)

Timetable Proposal				
Leaving Certificate Applied				
	Year 1		Year 2	
	<i>Session 1</i>	<i>Session 2</i>	<i>Session 3</i>	<i>Session 4</i>
Vocational Preparation & Guidance	1 Guidance	1 Guidance	1 Guidance	1 Guidance
	3 Voc Prep Work Exp	3 Enterprise Work Exp	2 Voc Prep Work Exp	2 Voc Prep Work Exp
English & Communication	3-4	3-4	3-4	3-4
Mathematical Applications	3-4	3-4	3-4	3-4
Vocational Specialism 1	3-4	3-4	3-4	3-4
Vocational Specialism 2	3-4	3-4	3-4	3-4
* Introduction to Information and Communication Technology	2-3	2-3	2-3	2-3
* Arts Education	2-3	2-3	2	2
Social Education	5	5	5	5
* Mod European/Gaeilge	2-3	2-3	2-3	2-3
* Leisure & Recreation	2-3	2-3	2	2
Electives	3-4	3-4	3-4	3-4
+ Tutorial to include: Practical Achievement Task and Personal Reflection Task	1	1	2	2
	33-42 class periods		34-40 class periods	

Please Note:

1. The term “class period” as used here refers to a period of 40 minutes
2. All modules in Leaving Certificate Applied are thirty-hour modules.
3. * A minimum of three class periods per week is required to complete a module in one session
4. * A minimum of two class periods per week is required for the completion of a module over two sessions.

+ Tutorial time is not necessarily the co-ordinators responsibility.

Vocational Preparation

English and Communication

This course needs to be closely integrated with Vocational Preparation and Guidance throughout, especially in Session 2 – see Enterprise below

Vocational Preparation and Guidance

Eight modules must be completed in this course. Five are mandatory: Guidance, Jobsearch, Work Experience 1 and 2, Enterprise 1 or 2. It is important in planning to ensure that a total of eight modules, including these, will be completed by the end of Year 2.

Guidance

The guidance counsellor should have class contact with each class group for 7-8 hours in each session in order to complete the guidance module. This may be achieved by (a) the guidance counsellor being timetabled for one class period per week with each class group or (b) the guidance counsellor not being timetable but making 7-8 hours class contact with each class group during each session on a flexible basis, taking them from other courses at suitable times. Normally the guidance counsellor is not usually timetabled to take any other Vocational Preparation modules.

Work Experience

Work experience may be organised on the basis of blocks of two weeks per placement or on a one day per week basis. Each student must complete at least two Work Experience placements and a maximum of four placements over the two years. Work experience involves a school based component of preparation and evaluation/debriefing as well as the actual time spent in the workplace. Note: when the students are not working (beginning or end of year) they **must** be in school.

Enterprise

One Enterprise module is mandatory. However schools and centres may do more than one module. The mandatory Enterprise module is done in Session 2. This module runs concurrently with The Communications and Enterprise module in English and Communications and with Maths for Enterprise.

Enterprise may be organised in a number of ways:

1. Suspend the Leaving Certificate Applied Year 1 timetable for up to a one-week period to allow the enterprise activity carry out its production phase. If this option is chosen a significant amount of Vocational Preparation time would be given before and after the production phase to complete the associated planning and evaluation activities.

2. Timetable a number of class periods per week for Enterprise.

In this case the timing and duration of classes needs to be considered

- Single periods may not be appropriate
- The particular time of the day needs to be considered (e.g. if sales are to take place during break and lunch time)

Vocational Education

Vocational Specialisms

Two specialisms are selected from a total of eleven. Four modules are completed in each specialism. In general schools and centres complete one module per session. Most specialisms require two double periods per week for effective implementation of practical work.

Mathematical Applications

Four modules are to be completed in a set sequence, with Mathematics for Enterprise running concurrently with Enterprise in English and Communication and in VPG in Session 2.

Introduction to Information and Communications Technology

Two modules must be completed. Both can be completed in year 1, requiring at least 3 class periods per week, *or* one module can be completed each year, requiring at least two class periods per week each year.

Note: Extra access to computer room may be required to facilitate assignments and tasks.

General Education

Social Education

This course consists of six mandatory modules.

Social and Health Education module 1 should be completed over sessions 1 and 2. Social and Health Education module 2 should be completed over Sessions 3 and 4. These modules should be timetabled for the equivalent of two class periods per week.

The other four modules should be completed, one in each Session, in the following sequence:

- My Community (Session 1)
- Contemporary Issues 1 (Session 2)
- Contemporary Issues 2 (Session 3)
- Taking Charge (Session 4)

The recommended time allocation for these four modules is three class periods per week. Students will claim credit for one of these modules at the end of each Session.

Please note that this means that, overall, the recommended time allocation for Social Education is now five class periods per week or equivalent in each year of the programme.

These five periods may be covered by one teacher, or it is possible to divide the course between two teachers – one teacher, timetabled for two periods or equivalent, covering Social and Health Education, the other, timetabled for three periods or equivalent, covering the other modules.

The Contemporary Issue Task, undertaken during Session 3, will normally be anchored by the teacher of Contemporary Issues module 2. This task is the culmination of work done in the two Contemporary Issues modules and preparation for the task is integrated into both modules. It is important that, as far as is possible, continuity be maintained, with each class group having the same teacher for Contemporary Issues Year One and Year Two.

Arts Education

Nine modules are available from the four courses which make up Arts Education. Students complete two modules from this range over the two years. An allocation of a minimum of three periods per week is required in order to complete a module in one session. Two periods per week are required complete a module over two sessions (one year).

Languages

This refers to Gaelige and one Modern European Language. Students complete two modules in each. Two options are available for implementation:

- Complete one language in Year 1 and sit the final examination at the end of that year. Do likewise with the second language in Year 2. In this case a minimum of three periods per week per language are required.
- Run both languages concurrently through the two years. This requires an allocation of two periods per week for each language throughout the two years.

Leisure and Recreation

Students complete two modules in this course. It is considered preferable to complete one module per year.

Elective Modules

Four elective modules must be completed over the two years of the programme. Elective modules may be chosen from the suite of modules and courses available.

All four modules from one course may be chosen (e.g. Science) or a combination of modules from different courses.

Modules from the two Vocational Specialisms being taken may not be chosen as elective modules.

Elective modules may be selected from the following courses:

<i>Course Name</i>	<i>No. of modules available</i>	<i>No. of modules that must be taken</i>	<i>No. of possible elective modules</i>
Vocational Prep. and 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	9	2	7
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 Language and Gaelige. Modules 1 & 2 may be taken as electives by hearing students.		
Leisure & Recreation	3	2	1
Religious Education	4	0	4
Science	4	0	4

Team Meetings

The provision of meeting time for teachers is essential. The Department of Education and Skills recommends that at least a “core group of about five teachers within the team including the co-ordinator should meet frequently so as to ensure that the key aim of cross curricular integration within the programme is best achieved.” (Evaluation of Leaving Certificate Applied 2000).

Tutorial time

Tutorial time serves many beneficial pastoral, educational and administrative purposes in Leaving Certificate Applied.

Co-ordinating time

“The co-ordinator for Leaving Certificate Applied within a school should be given a dedicated time allowance within the supports specified in circular M31/00 in order to promote consultation and teamwork among staff more effectively, thereby further enhancing cross-curricular integration within the programme.” (DES, 2001). The recommendation for the latter is a minimum of two hours per class group. It is important that the co-ordinator be a teacher of the class. See also DES circulars 1702/1802/1902.

Tasks

Consideration should be given to the allocation of time for the facilitation of tasks that are not anchored in a particular course i.e. Practical Achievement Task and Personal Reflection Task.

- Team teaching (2 teachers timetabled simultaneously for 1 period per week – each working with a group of approximately 6 students).
- Mentoring – members of the teaching team support one or two students in working on these tasks. In order to work this approach requires regular meetings and one teacher to co-ordinate the mentoring.
- A teacher allocated two periods – one timetabled with the class, the other to facilitate withdrawal to work individually with students.

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Social Education				
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Electives				
+ Tutorial to include: Practical Achievement Task and Personal Reflection Task				