



AN ROINN OIDEACHAIS
AGUS EOLAÍOCHTA

LEAVING CERTIFICATE VOCATIONAL PROGRAMME

LINK MODULES ASSESSMENT GUIDELINES

THESE GUIDELINES

SUPPORT FOR TEACHERS IN PREPARING STUDENTS FOR ASSESSMENT

- background to the Link Modules
- overview of assessment arrangements

TERMINAL EXAMINATION PAPER

- criteria for audio-visual, case study, and general questions
- frequently used terms defined
- sample questions with explanatory notes

PORTFOLIO OF COURSEWORK

- core and options
- assessment criteria explained
- guidance on preparation of each item

SAMPLE PORTFOLIO MATERIALS

- examples of students' work
- detailed analysis
- useful for classroom discussion

CONTENTS

1	INTRODUCTION TO THE ASSESSMENT GUIDELINES	1
2	ASSESSMENT OF THE LINK MODULES	5
3	THE TERMINAL EXAMINATION PAPER	7
4	SAMPLE EXAMINATION QUESTIONS	11
5	THE PORTFOLIO OF COURSEWORK	19
6	PORTFOLIO GUIDELINES AND SAMPLE MATERIALS	23
	CORE ITEMS	24
	CURRICULUM VITAE	24
	CAREER INVESTIGATION	38
	SUMMARY REPORT	47
	ENTERPRISE/ACTION PLAN	58
	OPTIONS	70
	DIARY OF WORK EXPERIENCE	70
	ENTERPRISE REPORT	93
	RECORDED INTERVIEW/PRESENTATION	119
	REPORT ON 'MY OWN PLACE'	121

Section one introduction to the assessment guidelines

INTRODUCTION TO THE ASSESSMENT GUIDELINES

These guidelines have been written to support teachers in preparing students for assessment in the revised Link Modules, which will be examined for the first time in June 2004.

BACKGROUND TO THE REVISED LINK MODULES

The Link Modules, for many practitioners the defining curricular feature of the Leaving Certificate Vocational Programme (LCVP), were first introduced to schools in September 1994. Since then, they have been central to the programme and instrumental to its success in delivering on aims and objectives in the areas of activity-based learning, provision of core skills, cross-curricular learning, and education for enterprise and the world of work.

The National Council For Curriculum and Assessment (NCCA) initiated a review of the Link Modules in November 1997, as part of its ongoing review of the LCVP. This has, in turn, been part of the NCCA's wider consideration of the development of senior cycle education in Ireland.

The review drew on the expertise of the membership of the LCVP and Senior Cycle committees of the NCCA, on the views of teachers and principals, on the expertise and work of those involved in professional development of teachers implementing the programme, and on the evaluation of the LCVP by the Inspectorate of the Department of Education and Science.

A revised Link Modules descriptor was presented to the LCVP and Senior Cycle committees in April 2000, and approved by Council in October 2000. This descriptor was included in the LCVP Programme Statement published in September 2001 and introduced in schools, for the first time, in September 2002.

CHANGES IN THE REVISED LINK MODULES

The following is a summary of the principal changes in the revised Link Modules.

- The modules, Preparation for Work and Work Experience, have been merged into a single module, entitled Preparation for the World of Work.
- The career investigation, an activity central to the LCVP in many schools, has been included in the Link Module, Preparation for the World of Work.
- The link module, Enterprise Education, has been redrafted to distinguish more clearly between personal, community and business enterprise.
- Specific learning outcomes in each module have been edited to reduce overlap and to remove unnecessary activities.
- Cross-curricular learning has been more clearly defined in terms of learning outcomes
- Assessment criteria have been modified to take into account the above changes.

PURPOSE OF THE GUIDELINES

These guidelines form part of a wider programme of support for teachers following the introduction of the revised Link Modules. They have been designed to complement the information on assessment on pages 45-54 of the LCVP Programme Statement (2001) and should be used in conjunction with this document.

The principal aim of the guidelines is to give teachers a comprehensive overview of assessment arrangements and criteria related to the Link Modules. The structure and content of the terminal examination paper is described and annotated sample questions are provided. The core and optional elements of the portfolio of coursework are explained and the assessment criteria for each item are analysed. A wealth of sample student material is included to show the different presentation options and to indicate the standard of work required. These samples may be used by teachers to stimulate classroom discussion among students as they prepare and draft their own portfolios.

While teachers are obviously concerned with the summative assessment associated with state examinations, they will also recognise many formative assessment opportunities as they guide students in the preparation and assembly of their portfolio material. In addition, the experiential nature of much of the learning in the Link Modules will afford teachers many opportunities to encourage students to engage in self-assessment. It is hoped that these guidelines will provide teachers with ways to give effective feedback to students, helping them to reflect on and ultimately take control of their own learning.

Section two **assessment of the link modules**

ASSESSMENT OF THE LINK MODULES

The following assessment arrangements apply for the Link Modules:

- the Link Modules are treated as a unit for assessment purposes
- assessment is at a common level (no higher or ordinary levels)
- students sit a terminal examination paper, representing 40% of the total marks, at the end of the final year of the LCVP
- students submit a portfolio of coursework, representing 60% of total marks, developed over the two years of the programme and submitted at the end of the final year of the LCVP
- grades awarded for the Link Modules are Distinction (80-100%), Merit (65-79%) and Pass (50-64%).

Note: teachers should also refer to guidelines on assessment arrangements issued to schools from time to time by the examining authority

Terminal examination paper – 40% of total marks

Date:	End of final year of the LCVP
Duration:	Two and a half hours
Content:	Section A: Audio-visual presentation
	Section B: Case study (received in advance by students)
	Section C: General questions (four from six)

Portfolio of coursework – 60% of total marks

Date:	Assessment at the end of the final year of the LCVP
Duration:	Developed over two years of the Programme
Content:	Section 1: <i>Core Items:</i> Curriculum vitae Career investigation Summary report Enterprise/Action plan
	Section 2: <i>Optional Items:</i> (two from four) Diary of work experience Enterprise report Recorded interview/presentation Report on 'My Own Place'

Section three **the terminal examination paper**

THE TERMINAL EXAMINATION PAPER

As stated previously, students sit a two and a half hour terminal examination paper at the end of the final year of the LCVP. The structure of the examination paper is as follows:

- Section A: Audio-visual
- Section B: Case study
- Section C: General questions (4 from 6)

The examination paper is in the form of a booklet which includes the questions and provides lined space for the student's answers. Extra pages are given at the end of the booklet for the student to use as required.

Note: Upon application, special arrangements may be made by the examining authority for students who, because of a temporary, permanent or long-term disability, have special assessment needs in relation to the Link Modules' examination.

SECTION A: AUDIO-VISUAL

In this section students view a six-minute video sequence profiling a business or community enterprise. They must answer eight questions based on the video content. The questions are in three parts: three questions in Part 1, three in Part 2 and two questions in Part 3.

The following is an outline of the running order of the video, which is of 30 minutes duration:

1. The narrator explains the procedure for the audio-visual section.
2. Students are given three minutes to read the eight questions.
3. The entire video sequence is played, (a page is provided in the answer booklet for the student to take notes).
4. Students are given one minute to read questions 1, 2 and 3. Part 1 of the video is then played and students are given two minutes to answer the relevant questions.

5. The process is repeated for Parts 2 and 3.
6. The entire video sequence is played again. Students are given one minute to review their answers.

SECTION B: CASE STUDY

There are three questions in Section B, all of which must be answered. The questions are based on a case study, the text of which students receive four weeks in advance of the examination date. The length of the case study is approximately 600 words. Statistical data, charts or diagrams may be included in the text.

Case study topics may include items such as

- a profile of an entrepreneur
- a business enterprise
- a community enterprise or voluntary organisation
- an overview of a local area
- a social or economic issue.

ASSESSMENT CRITERIA—AUDIO-VISUAL AND CASE STUDY

The audio-visual and case study questions on the examination paper will assess the student's ability to

- elucidate essential factual information
- identify and analyse relevant social and economic factors
- recognise patterns and link these with knowledge and experience gained through other LCVP activities
- propose and/or evaluate solutions to problems
- express informed opinions on related issues.

SECTION C: GENERAL QUESTIONS

There are six multi-part questions in Section C, any four of which must be answered. Each question begins with a short statement which is designed to provide a stimulus for the student.

ASSESSMENT CRITERIA

The general questions on the examination paper will assess the student's ability to

- recall, categorise, analyse and interpret information relevant to the learning outcomes of the Link Modules
- perform specific tasks in relation to the learning outcomes of the Link Modules
- describe how specific learning activities are planned and implemented
- analyse individual and group participation in specific learning activities
- link specific activities to learning in relevant Leaving Certificate Subjects.

TERMINOLOGY

A number of terms appear frequently in the general questions. They are listed opposite, along with their meanings.

<i>analyse</i>	to study a problem in detail by breaking it down into various parts and examining possible relationships
<i>apply</i>	to bring knowledge or skills into use for a particular purpose
<i>comment on</i>	to express an opinion about something
<i>compare</i>	to examine two or more things in order to discover their similarities or differences
<i>contrast</i>	to show the difference/s between
<i>criterion</i>	a standard by which something can be judged or decided
<i>characteristics</i>	distinguishing qualities or attributes of an individual or object
<i>define</i>	to state the precise meaning of
<i>describe</i>	to give an account of a person, relationship, event, organisation or location
<i>draft</i>	to draw up a document, letter, report
<i>evaluate</i>	to find or determine the worth, value or significance of something; to assess or make a judgement
<i>explain</i>	to make clear in a detailed manner
<i>identify</i>	to show recognition of something
<i>illustrate</i>	to make clear by means of examples, charts, diagrams, etc.
<i>indicate</i>	to point out or state briefly
<i>list</i>	to write down a number of names or objects having something in common
<i>mention</i>	to refer to briefly
<i>outline</i>	to give a short summary of the important features of a subject
<i>qualities</i>	the distinguishing characteristics or attributes of an individual or object
<i>suggest</i>	to put forward an idea or plan

Section four **sample examination questions**

SAMPLE EXAMINATION QUESTIONS

The samples below have been selected to illustrate the style and content of typical questions in the revised Link Modules examination. Relevant comments and references to specific learning outcomes are included at the end of each question. The learning outcomes can be found on pages 25-44 of the LCVP Programme Statement (2001).

SECTION A — AUDIO-VISUAL

Link Modules' Examination, 1998 - Interact Ltd., (videotape available from the LCVP Support Service).

Part 1

1. When was Interact founded?
2. Why was Furbo chosen as the location for the company?
3. What are the key job areas in Interact?

Part 2

4. Why are young people attracted to the type of work available at Interact?
5. How does Interact ensure the quality of its websites?
6. What characteristics does Interact demonstrate that are common to successful businesses?

Part 3

7. What are the benefits of doing business on the Internet?
8. How should Interact plan for the future? Give reasons for your answer.

Notes

The questions in Part 1 and Part 2 are based on the content of the video. Questions 7 and 8 in Part 3 require students to draw from a wider knowledge and understanding acquired in the course of the Link Modules.

SECTION B — CASE STUDY

BARRY EXPRESS

Barry Express is a transport company which provides a nationwide collection and delivery service. It is based 1.5 miles north of the town of Longford, just off the N4. The company transports a variety of goods such as animal foodstuffs, canned foods, bottled drinks and household goods and also provides a warehousing and distribution service for some of its larger customers.

Barry Express was established in 1989 by brother and sister team Orla and John Barry. John had worked previously as a courier/driver while Orla had a secretarial job in London. Their first vehicle was a 14ft van which they bought with a loan from their father. Their first office was their parents' living room! At first, Orla looked after orders and canvassed for customers, while John drove the van. After a year and a half they bought a portacabin for an office and employed a secretary, while Orla headed out on the road with their second van.

Orla drove for the next 5 years until John left in 1995, when she took over the company. Her younger brother, Gerard, is now a co-director and drives for the company.

Barry Express operates ten trucks, ranging from 21 to 44 feet in length, and has recently moved into its own purpose-built warehouse and office complex. The warehouse offers secure offloading and reloading facilities as well as storage space for customers who pay per pallet per week. Longford is an ideal location for the company. It is accessibly from most parts of Ireland and the site itself is well located just off the new N4 dual carriageway.

Barry Express received no start-up support, but in 1998 was given a grant towards the cost of its warehouse from the County Enterprise Board. 'The Board doesn't usually give grants for warehouse building' says Orla, 'but we were very persistent. I had just completed a management course at the time, and this helped me present a good business plan.'

The present staff consists of ten drivers, two office staff, two warehouse staff and one lorry helper. The warehouse staff uses equipment such as forklift trucks and specialised trolleys. Each load has different handling requirements and employees must take great care to work safely and not endanger themselves or cause damage to the goods.

Most of Barry's employees have been with the company for over 5 years. It is very difficult to get experienced drivers, as they need to have a HGV licence and be at least 25 years old to comply with fleet insurance requirements. As with most businesses, it is essential for Barry Express to watch its cash flow. All the lorries are on a three-year lease in order to reduce the amount of money tied up in equipment.

The company advertises its services on the local radio and newspaper, but Orla believes that the cheapest and most effective publicity is the lorries themselves. Orla has invested in customised livery on the lorries and all drivers wear a uniform. 'Barry's main selling point is its professional image and personal touch,' says Orla. 'I make sure that I'm always available at the end of a phone to my customers. Customers want to talk to the owner. You can't run a business if you're not there. All drivers understand that when they wear the Barry Express uniform they are bringing the company with them.'

Orla's future plans are to increase the fleet and improve turnover. She has considered moving further into the area of breakdown and redistribution of goods and will certainly increase warehouse space, as more and more companies decide to contract out short-term storage. As for qualities needed for running your own business – Orla maintains that it helps to be a high energy person who can cope with stress. 'I love it because I enjoy the buzz', she says. 'I am the type of person who needs to be busy. I have always wanted to achieve something.'

QUESTIONS

1. How does Barry Express provide a quality service to its customers? Support your answer with evidence from the text.
2. In what ways could Orla Barry use information technology to develop her business? Give three examples.
3. Describe two strengths and two weaknesses of this business. How might the weaknesses you have identified be eliminated?

Notes

Question 1 assesses the student's basic understanding of the text.

Question 2 requires a knowledge of the use of information technology in a business enterprise (learning outcome 2.9, Enterprise Education).

Question 3 draws on the student's experience of carrying out a SWOT analysis of a business enterprise (learning outcome 2.6, Enterprise Education).

SECTION C — GENERAL QUESTIONS

SAMPLE QUESTION 1

**OPPORTUNITY FOR DYNAMIC
YOUNG SALESPERSONS IN THE
RAPIDLY EXPANDING MOBILE
COMMUNICATION SECTOR.
O' BRIEN COMMUNICATION
IS LOOKING FOR ENTERPRISING
YOUNG PEOPLE TO JOIN ITS
SALES AND MARKETING TEAM.**

The successful candidates will have:

- good IT skills
- excellent communication skills
- excellent interpersonal skills.

For application form and further information,
contact O'Brien Communication at
175 The Mall, Waterford
Telephone: 051-873612 e-mail: ob@eire.ie

Applying for a job is about making the right impression on your prospective employer.

Study the job advertisement above and answer the following questions:

- (a) Why is it important to make a good impression when you call O'Brien Communication by phone? How would you ensure you make a good impression?
- (b) Write a letter requesting an application form for the job advertised.
- (c) Suggest two key questions which might be asked in the interview for the job advertised. Write a brief response to each of the questions you have suggested.
- (d) Write one question you might ask at the interview, on your rights and entitlements as a young worker.

Notes

Part (b) - letter writing, formerly part of portfolio of coursework, may now be assessed on the revised Link Modules examination paper.

Part (c) - key questions = significant or most important questions.

Part (d) - assesses new learning outcome, 1.10, in Preparation for the World of Work.

SAMPLE QUESTION 2

Application forms can be simple documents seeking everyday details or they can be lengthy, thought provoking documents which can also help you prepare for an interview.

- (a) Name three different examples of application forms with which you are familiar.
- (b) Complete the application form below in respect of **a part-time job of your choice.**
- (c) List five pieces of advice you would give to someone filling out an application form.
- (d) Write a paragraph outlining how you would prepare for an interview.

APPLICATION FOR A PART-TIME JOB

Title of part-time job:

Applicant's name:

Home address:

Telephone:

Give brief details of previous work experience and/or part-time jobs:

Give brief details of any other skills/interests/abilities which make you suitable for this job:

Signed:

Date:

Notes

Part (b) - form filling, formerly part of portfolio of coursework, may now be assessed on the revised Link Modules' examination paper.

SAMPLE QUESTION 3

A career investigation is intended to help you to research a career based on your knowledge of yourself, your abilities and your aptitudes.

- (a) Identify a career you investigated.
- (b) List three qualities you have which make this career a suitable one for you.
- (c) Describe the contact you had with a person from outside the school when investigating the career. How did you benefit from this contact?
- (d) Identify the two Leaving Certificate subjects which you believe are most relevant to your career choice. Explain why each subject you identified is relevant.

Notes

Students may be asked a question in relation to activities reported on in their portfolio of coursework (e.g. career investigation, enterprise activity etc.)

Part (d) - assesses learning outcome 3.7, Preparation for the World of Work. Students may be asked to identify Leaving Certificate subjects which they found relevant/useful to their understanding of, or participation in Link Module activities, and to explain why.

SAMPLE QUESTION 4

Enterprise education is designed to give you the opportunity to meet enterprising people, investigate business and community enterprises, and organise enterprise activities or projects.

- (a) Name and describe an LCVP enterprise activity/project in which you participated.
- (b) Discuss the type of planning you engaged in, when preparing for the enterprise activity/project.
- (c) Identify one of your Leaving Certificate subjects which helped you in the enterprise activity/project. Explain how this subject was useful.
- (d) How did you evaluate the enterprise activity/project? Why did you choose this method of evaluation?

Notes

Part (a) - students may be asked to write a description of a Link Module activity which they organised or in which they participated.

Parts (b) and (d) - the examination paper may assess the student's ability to describe how an activity/event was planned and evaluated.

SAMPLE QUESTION 5

Participating in LCVP activities (such as conducting a survey, facilitating a visitor to the classroom, going on a visit to a business or community enterprise) can help you to develop skills which will be of benefit to you in many situations.

- (a) List four skills which you have developed through your participation in the LCVP.
- (b) Name an LCVP activity in which you participated. Describe how this activity helped you to develop the skills you listed in (a) above.
- (c) Identify and explain three benefits of working as part of a team when organising an activity.
- (d) Explain how the teamwork aspect of an activity could be evaluated.

Notes

Parts (a) and (b) - assess learning outcomes 1.3 and 1.4, Enterprise Education.

Part (c) - assesses learning outcomes 1.5 and 1.6, Enterprise Education.

Part (d) - assesses learning outcome 4.11, Enterprise Education.

SAMPLE QUESTION 6

Voluntary organisations and community enterprises can make an important contribution to the local area.

- (a) Name and give a brief profile of a voluntary organisation or community enterprise you have investigated.
- (b) Outline two ways in which the work of this organisation or enterprise contributes to the local community.
- (c) Describe three steps you would take in preparing for a class visit to this organisation or enterprise.
- (d) How would you present the knowledge gained from organising and participating in this visit? Give three reasons to support your answer.

Notes

Parts (a) and (b) - assess learning outcomes 3.1 and 3.2, Enterprise Education.

Part (c) - assesses learning outcome 3.4, Enterprise Education.

Part (d) - assesses learning outcome 3.6, Enterprise Education.

Section five

the portfolio of coursework

THE PORTFOLIO OF COURSEWORK

The portfolio of coursework is one of the most striking features of the Link Modules. The concept of the portfolio has been adopted from the field of fine arts where it is used to display illustrative samples of an artist's work. The purpose of the artist's portfolio is to demonstrate the depth and breadth of the work as well as the artist's interests and abilities. The purpose of the LCVP portfolio is similar, in that it seeks to demonstrate the depth and breadth of the student's capabilities and skills through examples of his/her work. The Link Modules' portfolio can be viewed as a purposeful, self-reflective collection of a student's work, generated over a two-year period, during the process of teaching and learning.

The importance of assessment in the portfolio of coursework is accentuated by the fact that it generates 60% of the student's final marks in the Link Modules.

ASSESSMENT FOR LEARNING

The creation and compilation of a successful portfolio involves students and their teachers in a process of formative assessment. The characteristics of this process might be summarised as follows:

- Assessment is viewed as part of the process of teaching and learning and is used by teachers as a strategy to improve learning.
- Students are given clear guidance on the tasks they have to complete.
- Students receive effective and regular feedback on their progress.
- Teachers highlight students' strengths, rather than focusing on their weaknesses.
- Students are encouraged to assess their own work.

Portfolio assessment requires students to collect and reflect on examples of their work. This process of selecting, refining and evaluating their own work, in line with assessment criteria, provides powerful learning opportunities. The teacher plays a role in supporting student responsibility for building the LCVP portfolio as well as ensuring that the document provides the strongest possible evidence of accomplishment for each student. Thus, teachers who embrace a portfolio culture in their classroom, view assessment as a formative process, in which the work

of students is enhanced through evaluative feedback and reflection.

In creating a portfolio in the Link Modules' classroom, students are encouraged to revisit and revise their work and, with their teacher and fellow students, to discuss its progress and to learn from each other. For students, the completed portfolio of coursework represents a collection of their best work, related to the general aims, learning outcomes and assessment criteria of the programme.

THE REVISED LINK MODULES PORTFOLIO

The portfolio requires students to submit six pieces of work, prepared according to specific criteria, which provide evidence that they have participated in and learned from a variety of activities organised as part of the Link Modules.

There are **four** compulsory **core items**: a curriculum vitae, a career investigation, a summary report and an enterprise/action plan. Students must also submit **any two** of the **four optional items**: a diary of work experience, an enterprise report, a recorded interview/presentation, a report on 'My Own Place'.

Revised Link Modules Portfolio

Core	Curriculum vitae Career investigation Summary report Enterprise/Action plan
Options (any two)	Diary of work experience Enterprise report Recorded interview/presentation Report on 'My Own Place'

Note: Upon application, special arrangements may be made by the examining authority for students who, because of a temporary, permanent or long-term disability, have special assessment needs in relation to the Link Modules' portfolio.

GUIDELINES ON PORTFOLIO PREPARATION

Guidance is offered below on how best to advise students in relation to portfolio presentation and content. Teachers should also refer to guidelines on assessment arrangements issued from time to time by the examining authority.

PORTFOLIO PRESENTATION

The following guidelines are offered to ensure that portfolio items can be easily located and read by the examiner and that the physical integrity of the document is maintained:

- The portfolio should be presented on A4 paper in a soft covered folder, e.g. soft covers bound with a spiral strip or plastic spine.
- The student's examination number should be included on the cover of the portfolio.
- It is acceptable practice for a student to include his/her name on the cover and on any or all portfolio items.
- The portfolio should include a contents' page with a list of the items submitted for assessment.
- Where students have opted to submit an audio recording for the career investigation and/or a recorded interview/presentation on video, they should indicate this clearly on the contents' page of the portfolio.
- Each item of the portfolio should have a clear title, i.e. Summary report, Enterprise/Action plan etc.
- Students should use a regular font size and type, e.g. 12pt. Times New Roman, for all body text in the portfolio.
- Margins of 1 to 1.5 inches should be used.

PORTFOLIO CONTENT

Students best achieve the learning outcomes of the Link Modules by engaging in a variety of classroom, school and community based activities through which they learn skills such as planning, organisation, problem solving and teamwork, and to evaluate their experiences. The content of the portfolio should reflect this variety.

Students should give attention to the following when preparing and selecting material for the portfolio:

- Students should submit only material generated as a result of Link Module activities in which they participated.
- No more than **six items** should be presented in the portfolio—**one** item from each of the core areas and **one** item from each chosen option.
- Each portfolio item presented must be the student's **original work**.
- The inclusion of material directly downloaded from websites or copied from other sources is not acceptable.
- Portfolio items should relate to a number of **separate** Link Module activities.

RESTRICTIONS

Students should be made aware that the following restrictions apply in relation to the content of material submitted:

- A student may not submit a summary report (core) on a career investigation (core).
- A student who submits a diary of work experience (options) may not submit a summary report (core) on the same activity.
- A student who submits an enterprise report (options) may not submit a summary report (core) on the same activity.
- A student who submits a recorded interview/presentation (options) may not submit a summary report on the same activity.
- A student who submits a report on 'My Own Place' (options) may not submit a summary report (core) on the same activity.

- A student may, however, submit an enterprise/action plan prepared for any activity already reported on or diaried in the portfolio (i.e. career investigation, work experience, enterprise activity, investigation of 'My Own Place') **provided** the plan is not reproduced in that report or diary.
- The content of a career investigation, summary report or any other optional item submitted as part of the student's portfolio **may not be the principal topic** of his/her recorded interview/presentation.
- However, some questions relating to one or more of the above may be included **as part of a recorded interview**. As a general rule, references to an activity already reported on or diaried by a student in his/her portfolio should not occupy more than 25% of the recorded interview (i.e. two questions out of eight).

ROLE OF THE TEACHER

Portfolio work should be undertaken mainly during class time **under the supervision of the teacher**. The teacher's role is to give guidance to students on the structure of the different portfolio items, to explain the assessment criteria and to set deadlines for the completion of work. As work proceeds, the teacher should give students the opportunity to discuss and compare their portfolio material, so that they become conscious of the standards required.

Some correction of students' draft portfolio items is acceptable. Teachers may point out errors and omissions to the students and suggest (but not make) changes to the content of their work. Students should always be encouraged to access data themselves. The information should not be provided for them.

Ultimately, it is the responsibility of the student to select the items to be included in his/her portfolio.

Section six **portfolio guidelines and sample materials**

PORTFOLIO GUIDELINES AND SAMPLE MATERIALS

CORE ITEMS

- Curriculum vitae
- Career investigation
- Enterprise/Action plan
- Summary report

CURRICULUM VITAE

Students are required to compile and create a curriculum vitae (CV) as part of Unit 2 of the Link Module, Preparation for the World of Work. This unit introduces other job-seeking skills including letter writing, form filling and interview preparation. The CV provides a challenge for students to communicate information about themselves in a way that is concise and easy to read. It is an important skill—one that may well be of use to them throughout their working lives.

A curriculum vitae is a short account of what a person has to offer a potential employer. Its purpose is to gain an interview for a job and it is likely to form the basis of that interview. While there is no one definitive template, a CV will typically contain the applicant's personal details and short statements outlining his/her qualifications, qualities and skills, work experience, achievements and interests.

For the purpose of the Link Modules' portfolio, students should not prepare a CV for a particular job. They should compose a general, all purpose CV that concentrates on presenting relevant information in a concise and ordered way.

Students will add to their skills and experience during the course of the LCVP and should be encouraged to revise their CV's at regular intervals. It is hoped that the CV selected for inclusion in the Link Modules portfolio will contain evidence of new skills and experience gained by the student during the course of the programme.

ASSESSMENT CRITERIA

The curriculum vitae will assess the student's ability to

- generate a word-processed document with a clear and consistent layout
- choose font, format and language appropriate to the task content
- select relevant information, categorise under appropriate headings and arrange in appropriate order
- communicate concisely and accurately using correct grammar, spelling and punctuation
- highlight personal skills and qualities in an imaginative way.

GUIDELINES FOR PREPARING A CURRICULUM VITAE

The CV should be an accurate and concise summary of factual information about the student. The document should be word-processed and should not exceed two A4 pages in length. In accordance with the style of most formal documents, a regular font, such as Times New Roman, should be used.

LAYOUT

The following layout is offered as a guide. Headings selected are not intended to be prescriptive or restrictive and it is open to students to present the information in a different order to the one outlined. For example, some students may wish to highlight their educational achievements, while others may feel that their skills and work experience are more positive points to emphasise at the beginning of their CV.

Personal details

May include name, address, telephone number, date of birth. A student is not required to give details such as nationality, gender or religion on the CV, and may prefer not to show date of birth. The CV should be signed and dated.

Skills and qualities

The assessment criteria for the Link Modules require students to highlight personal skills and qualities. Two different ways of achieving this are presented in the sample material. In Louise Whelan's 3rd CV, for example, a short statement summarising personal skills and qualities is included at the top of the document. In David Lee's CV, skills and qualities are presented as a carefully-worded bulleted list.

Education/Qualifications

This will include names of schools and years attended; dates of examinations; subjects, including levels and grades. In the majority of cases, the examinations will comprise Junior Certificate (results) and the Leaving Certificate (to be taken).

Work experience

Start with the most recent job/work placement, giving the dates of employment, name of employer and address. Give a brief summary of responsibilities.

Achievements

Give information about specific achievements. These might be school related, personal or sporting achievements.

Interests and hobbies

Select examples which demonstrate skills or abilities to a prospective employer.

Additional information

Any further information which might support an application, such as membership of an organisation or the ability to speak another language.

Referees

The student may give names, job titles, addresses and telephone numbers of referees. However, a statement such as '*Names and contact details of referees available on request,*' is also acceptable.

LOUISE WHELAN'S 1ST CV

CURRICULUM VITAE**PERSONAL DETAILS:****Name:** Louise Whelan**Address:** Grangeabbey,
Mohill, Co. Leitrim.**EDUCATION:****1989 – 1997**
1997 – PresentMohill National School, Mohill, Co. Leitrim.
Drumshanbo Vocational School, Drumshanbo, Co. Leitrim.*Junior Certificate*

<u>Subject</u>	<u>Grade</u>
English	D
Gaeilge	C
Maths	C
History	D
Geography	B
Science	C
Business Studies	C
French	B
Home Economics	D

Leaving Certificate

Subject
English
Irish
Maths
Science
Business
French
Home Economics
LCVP

ACHEIVEMENTS:

- Presented with Silver "Gaisce" medal last year and working towards a gold medal at the moment
- Senior Prefect 2001/02
- Member of Student Council 2000/01
- Certificate for Excellent Attendance 1999
-

Interests and Hobbies:

- Member of Mohill Senior Football Team.
 - Enjoy swimming and have commenced scuba-diving classes of late.
- I am a keen supporter of most sporting activities

REFERRERS:

Mr. John Foley
Drumshanbo Vocational School
Mohill,
Co. Leitrim.

Mr. Mick Kildea
Kildea Construction Ltd.
Mohill,
Co. Leitrim.

CURRICULUM VITAE

LOUISE WHELAN'S 1ST CV

CURRICULUM VITAE (2 PAGES)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a word-processed document with a clear and consistent layout.		✓		Poor line spacing e.g. first two lines. Some headings are underlined, other headings are not.
Choose font, format and language appropriate to the task content.		✓		Font size is not consistent e.g. ' <i>Achievements</i> ' is same size as ' <i>Curriculum Vitae</i> '. Bullet omitted in third line of ' <i>Interests and Hobbies</i> '.
Select relevant information, categorise under appropriate headings and arrange in appropriate order.		✓		Important personal details omitted (phone number and signature). Work experience omitted. Junior Certificate and Leaving Certificate levels not included.
Communicate concisely and accurately using correct grammar, spelling and punctuation.		✓		Spelling errors: ' <i>Acheivements</i> ', ' <i>Referrers</i> '. Dates of Junior and Leaving Certificate omitted. LCVP should be referred to as ' <i>Link Modules</i> '.
Highlight personal skills and qualities in an imaginative way.			✓	Skills and qualities omitted.

LOUISE WHELAN'S 2ND CV

CURRICULUM VITAE**PERSONAL DETAILS:**

Name: Louise Whelan
Address: Grangeabbey,
 Mohill, Co. Leitrim.
Telephone: 049- 543270
Date of Birth: 20/09/84

SKILLS & QUALITIES:

Team-worker, organisational skills, dealing with the public, willingness to learn.

EDUCATION:

1989 – 1997
 1997 – Present

Mohill National School, Mohill, Co. Leitrim.
 Drumshanbo Vocational School, Drumshanbo, Co. Leitrim.

Junior Certificate 2000

<u>Subject</u>	<u>Level</u>	<u>Grade</u>
English	Honours	D
Gaeilge	Pass	C
Maths	Pass	C
History	Honours	D
Geography	Pass	B
Science	Honours	C
Business Studies	Honours	C
French	Pass	B
Home Economics	Honours	D

Leaving Certificate 2002

<u>Subject</u>	<u>Level</u>	<u>Grade</u>
English	Pass	
Gaeilge	Pass	
Maths	Pass	
Science	Honours	
Business	Honours	
French	Pass	
Home Economics	Honours	
LCVP	Common	

WORK EXPERIENCE

March 5th – 9th 2001

Kildea Construction Ltd., Mohill, Co. Leitrim.

INTERESTS AND HOBBIES:

- Member of Mohill Senior Football Team
- Enjoy swimming and have commenced scuba-diving classes of late
- I am a keen supporter of most sporting activities

ACHIEVEMENTS:

- Presented with Silver "Gaisce" medal last year and working towards a gold medal at the moment
- Senior Prefect 2001/02
- Member of Student Council 2000/01
- Certificate for Excellent Attendance 1999

REFERRERS:

Mr. John Foley
Drumshanbo Vocational School
Mohill,
Co. Leitrim.

Mr. Mick Kildea
Kildea Construction Ltd.
Mohill,
Co. Leitrim.

I would like to take this opportunity to thank you for reading my Curriculum Vitae.

Signed: _____
Louise Whelan

Date: _____

CURRICULUM VITAE

LOUISE WHELAN'S 2ND CV

CURRICULUM VITAE (2 PAGES)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a word-processed document with a clear and consistent layout.		✓		Headings inconsistent (e.g. ' <i>Achievements</i> ' in italics). Some headings centred, some left justified. Poor line spacing (e.g. below ' <i>Personal Details</i> ').
Choose font, format and language appropriate to the task content.	✓			Language is appropriate. Uses a regular font (Times New Roman).
Select relevant information, categorise under appropriate headings and arrange in appropriate order.		✓		Education details complete and carefully tabulated. Date of birth is an optional personal detail. Some details of work experience omitted.
Communicate concisely and accurately using correct grammar, spelling and punctuation.		✓		Spelling mistakes: ' <i>Referrers</i> ', ' <i>Home Economies</i> '. Under ' <i>Education</i> ', LCVP should be referred to as ' <i>Link Modules</i> '.
Highlight personal skills and qualities in an imaginative way.		✓		Skills and qualities do not read well. Would be better as a bulleted list or a statement.

LOUISE WHELAN'S 3RD CV

CURRICULUM VITAE

Louise Whelan

*An enterprising and self-motivated school-leaver, with good leadership and communication skills,
an understanding of business and the ability to work well with others.*

PERSONAL DETAILS:

Address: Grangeabbey,
Mohill, Co. Leitrim.
Telephone: 049- 543270
E.mail: louisew@eircom.net

EDUCATION:

1989 – 1997 Mohill National School, Mohill, Co. Leitrim.
1997 – Present Drumshanbo Vocational School, Drumshanbo, Co. Leitrim.

<i>Junior Certificate 2000</i>		
<u>Subject</u>	<u>Level</u>	<u>Grade</u>
English	Honours	D
Gaeilge	Pass	C
Maths	Pass	C
History	Honours	D
Geography	Pass	B
Science	Honours	C
Business Studies	Honours	C
French	Pass	B
Home Economics	Honours	D

<i>Leaving Certificate 2002</i>		
<u>Subject</u>	<u>Level</u>	<u>Grade</u>
English	Pass	
Gaeilge	Pass	
Maths	Pass	
Science	Honours	
Business	Honours	
French	Pass	
Home Economics	Honours	
Link Modules	Common	

WORK EXPERIENCE**Date**

March 5th –
March 9th 2001

Employer

Mr. Mick Kildea
Kildea Construction Ltd.
Mohill, Co. Leitrim.

Duties

Reception
and general
clerical work.

INTERESTS AND HOBBIES:

- Member of Mohill Senior Football Team
- Enjoy swimming and have commenced scuba-diving classes of late
- I am a keen supporter of most sporting activities

ACHIEVEMENTS:

- Presented with Silver "Gaisce" medal last year and working towards a gold medal at the moment
- Senior Prefect 2001/02
- Member of Student Council 2000/01
- Certificate for Excellent Attendance 1999

REFEREES:

Mr. John Foley
Drumshanbo Vocational School
Mohill,
Co. Leitrim.

Title: School Principal
Tel. 049 – 72223

Mr. Mick Kildea
Kildea Construction Ltd.
Mohill,
Co. Leitrim.

Title: Manager
Tel. 049 – 89160

I would like to take this opportunity to thank you for reading my Curriculum Vitae.

Signed: _____
Louise Whelan

Date: _____

CURRICULUM VITAE

LOUISE WHELAN'S 3RD CV

CURRICULUM VITAE (2 PAGES)				
Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a word-processed document with a clear and consistent layout.	✓			Each section of CV has clear and consistent headings. Text style consistent throughout.
Choose font, format and language appropriate to the task content.	✓			Regular font, short statements, bulleted lists.
Select relevant information, categorise under appropriate headings and arrange in appropriate order.	✓			Detail arranged in a logical sequence. Educational achievements carefully tabulated. Full details of work experience provided. Contact details of each referee well presented.
Communicate concisely and accurately using correct grammar, spelling and punctuation.	✓			Accurate and concise throughout.
Highlight personal skills and qualities in an imaginative way.	✓			CV begins with a well crafted statement of skills and personal qualities. Highlighted by text box.

DAVID LEE'S CV**CURRICULUM VITAE****DAVID LEE**

15 St Enda's Terrace
Dorset Street, Dublin 7
Tel: 01 826 5033 Mob: 087 xxx xxxx

PERSONAL SKILLS/QUALITIES

- Good communication skills.
- Organisational ability.
- Creative flair and eye for detail.
- Customer aware.
- Flexible and willing to learn.

WORK EXPERIENCE

Tom Gorman Motors, East Wall Road, Dublin 3

4 - 8 March 2001

Garage Assistant

- Kept main work areas clear and clean
- Ran errands for mechanics
- Dealt with customer queries/orders and accepted payment

Lindsay Motors Ltd, Glasnevin, Dublin 9

June - July 2001

Petrol Assistant

- Assisted customers to operate petrol pumps, car wash.
- Kept forecourt clean and tidy.
- Handled cash/credit card payments

ACHIEVEMENTS

- Represented Dublin City at 200 metres, Community Games, July 2001.
- Captain of U-18 team, Scoil Uí Chonaill GAA club, 2001 - Present.
- School Prefect, September 2001 - Present.

HOBBIES AND INTERESTS

- Art and Drawing, Sport, Music.
- Bass player in school band.

EDUCATION

Synge Street National School, Dublin 1 1989 - 1997

CBS North Great George's Street, Dublin 1 1997 - Present

Junior Certificate 2000

Subject	Level	Grade
English	Higher	C
Irish	Ordinary	D
Maths	Ordinary	B
French	Ordinary	D
History	Higher	C
Geography	Higher	B
Art	Higher	C
Woodwork	Higher	B
Technical Graphics	Higher	B

Leaving Certificate 2002

Subject	Level	Grade
English	Ordinary	
Irish	Foundation	
Maths	Ordinary	
Engineering	Higher	
Technical Drawing	Higher	
Art	Higher	
Link Modules	Common	

Examinations in June 2002

REFEREES

Mr Tom O'Brien
Principal
CBS North Great George's Street,
Dublin 1.

Tel: 01 826 3309

Mr Eugene Gaffney
Manager, Tom Gorman Motors Ltd
East Wall Road
Dublin 3.

Tel: 01 853 1211

Signed: _____

Date:

CURRICULUM VITAE

DAVID LEE'S CV

CURRICULUM VITAE (2 PAGES)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a word-processed document with a clear and consistent layout.	✓			Each section of CV has clear and consistent headings. Text style consistent throughout.
Choose font, format and language appropriate to the task content.	✓			Regular font, short statements. Skilful use of bold text, italics and bulleted lists.
Select relevant information, categorise under appropriate headings and arrange in appropriate order.	✓			Student has decided to highlight skills, experience and achievement on first page of CV. Educational records occupy a less prominent place but are still carefully tabulated.
Communicate concisely and accurately using correct grammar, spelling and punctuation.	✓			Accurate and concise throughout.
Highlight personal skills and qualities in an imaginative way.	✓			Bulleted list of skills is well crafted. Tasks/skills in work experience are also listed.

CAREER INVESTIGATION

The career investigation is a short summary of the information gathered and insights gained by a student during the course of active research into a chosen career. This portfolio item is an outcome of Unit 3 of the Link Module, Preparation for the World of Work. In this unit students are encouraged to investigate careers related to their aptitudes, interests and choice of Leaving Certificate subjects.

The ability to research and plan a career is an essential part of the toolkit of today's worker, who needs to continuously respond and adapt to a rapidly changing working environment. Students too, in preparing for life after school, need to know how to access information about career opportunities and be able to evaluate the vocational options open to them.

LCVP students who engage in a career investigation, in conjunction with other guidance and counselling activities in the school, can learn important skills in career research and planning, and improve their communicative and decision-making skills.

ASSESSMENT CRITERIA

The career investigation will assess the student's ability to

- generate a document with a clear and consistent layout
- describe a specific career concisely and accurately
- identify and categorise skills, qualities, qualifications and training relevant to the selected career
- describe two pathways to the selected career
- evaluate the selected career in the light of personal aptitude, interests and choice of Leaving Certificate subjects
- present clear evidence of interaction with adults other than teachers in a relevant out of class learning experience
- evaluate the experience of undertaking a career investigation.

GUIDELINES FOR PREPARING A CAREER INVESTIGATION

The career investigation may be presented as a word-processed document 300 – 600 words in length, **or** a 3 – 5 minute interview on cassette tape.

LAYOUT OF CAREER INVESTIGATION (DOCUMENT)

In keeping with all portfolio items the word-processed document should have a clear title (i.e. career investigation). The name of the career/career area being investigated should be displayed prominently. There is no prescribed order or list of headings for this portfolio item but students should be encouraged to present the material in a logical manner, using headings that enable them to fulfil the assessment criteria. The career investigation is not a summary report, so students need not include aims/objectives or terms of reference in the document. The document may contain information in tabular form but the inclusion of appendices is not recommended.

Description of career

This should be a short outline (2 or 3 sentences) of the type of work/duties carried out by a person in the selected career.

Identify and categorise

Students should be encouraged to select relevant information and categorise (group) it under suitable headings (e.g. 'skills and qualities', 'qualifications and training'). The details could be presented in tabular form or as a bulleted list.

Out of class learning experience

Students should refer to a named and dated activity (individual or group) which formed part of their career investigation. A brief summary of the outcomes of the activity (what they learned about the career) should be included. Some of the types of activity envisaged are

- work shadowing
- interview with a person in the career area
- visit to an enterprise
- college open day
- careers' exhibition or other event organised as part of the school guidance programme.

Evaluation

Teachers should indicate to students that the inclusion of an evaluation of both **the career** and **the experience of undertaking a career investigation** is required in the document.

CAREER INVESTIGATION (AUDIO)

Students may opt to submit this portfolio item in the form of an audio cassette tape on which they are interviewed for 3 – 5 minutes about their career investigation. The assessment criteria for the audio tape will differ in one respect from the document version. Instead of being assessed on their ability to ‘generate a document with a clear and consistent layout’, students will be assessed on their ability to ‘communicate in a clear and confident manner’.

The interview should be carefully structured so as to ensure that students have the opportunity to fulfil all the assessment criteria for the career investigation. A possible outline of such an interview is shown opposite.

Note

Inclusion in the career investigation of material directly downloaded from websites, software packages, or copied directly from careers’ publications or other sources is not acceptable.

Structured Interview - Career Investigation audio version

1. Would you like to introduce yourself?
Give name and candidate number.
2. You carried out a career investigation as part of your LCVP. What career did you choose to investigate?
Name the career.
3. Why did you decide to investigate the career of?
Mention aptitude, interest and choice of Leaving Certificate subjects.
4. What exactly does a do?
Short description of the career.
5. What skills and qualities would you need for a career in?
‘To be a one should have the ability to.....’ (mention at least two skills, e.g. the ability to operate machinery precisely; the ability to manage people); ‘and one should be the type of person who’(mention two qualities, e.g. is flexible; is interested in people).
6. What training and qualifications would you need for this career?
Outline two pathways into the career (e.g. two courses you could do; education level/points required for entry; length of study/training; name of qualification).
7. What did you do outside the classroom to find out more about this career?
Describe and give date of work shadowing, interview with person in career area or visit to career related open day/exhibition.
8. What do you think you learned from your career investigation?
Evaluation of career, e.g. ‘I found I’m suited to this career because...’; evaluation of experience of career investigation, e.g. ‘I learned how to research’; ‘I developed communication skills’.

SAMPLE CAREER INVESTIGATION 1

CAREER INVESTIGATION - Hotel Receptionist

Submitted by: Mary Burke

Description:

A Hotel Receptionist is the first contact a client will have with a hotel. It is the responsibility of the receptionist to handle reservations and registration of guests. Receptionists are often asked for details of local places of interest, so they must be fully aware of all amenities. They must have a neat appearance and have excellent communication skills, which will be needed both face to face and on the telephone.

Qualifications and Training required:

To become a qualified Hotel Receptionist, the following avenues of training are available:

- Training in Institutes of Technology, Dundalk and Athlone.

College: Athlone I.T.

Basic Entry Requirement: Grade D3 in five Leaving Certificate subjects to include Maths and English and French/German.

Admission Procedure: Third Level Points. AQA in 2001.

Course Duration: Three years full-time

Qualification: Diploma in Front Office & Tourism Management, awarded by H.E.T.A.C.

- Training through CERT

College: Killybegs CERT College

Basic Entry Requirement: Applicants must be 18 years of age and have D3 in five Leaving Certificate subjects, including English and Maths

Admission Process: Interview

Course Duration: One year full-time

Evaluation of Career in light of personal aptitude, interests and choice of Leaving Certificate subjects:

Having sat a battery of Aptitude Tests, the results indicated that my highest proficiency lies in "Clerical Speed and Accuracy". Dealing with the general public is something which I enjoy very much. In my part-time work I do some waitressing which gives me tremendous experience of dealing with customer complaints etc. I am studying Geography and English at honours level for my Leaving Certificate, both subjects being very relevant to the career of Hotel Receptionist.

Out of class learning experience:

I work-shadowed a Hotel Receptionist for three days. In doing so, I discovered that the job involves a great deal of pressure but can be very rewarding when a customer compliments your efficiency. Some of the hours also can be anti-social and one needs to be available for shift-work. However, I really enjoyed the variety of work involved, together with the sense of responsibility afforded a person in such a position.

Evaluation of Career Investigation:

Having researched the career of Hotel Receptionist, I now find that it appeals very much to me. The time spent shadowing a person in this position was most beneficial, as I had a first-class view of the good and bad aspects of the job. I now realise that should I not secure sufficient Points for entry to training in an Institute of Technology, I have the option of completing my training with C.E.R.T., whereby entry is based on an interview rather than on Points. Undertaking this Career Investigation was a very worthwhile experience: I developed my research and communication skills and I now have a clearer picture of my future career path.

Sources of information:

- (1) "Going to College 2001"
- (2) "Student Yearbook & Career Directory"

By: Raymond Dunne
By: Keane & Duddy

Signed: _____
Mary Burke

Date: _____

SAMPLE CAREER INVESTIGATION 1

HOTEL RECEPTIONIST

(496 WORDS)

CAREER INVESTIGATION (300 - 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Clear headings, logical sequence which matches the assessment criteria.
Describe a specific career concisely and accurately	✓			A short, concise description is acceptable.
Identify and categorise skills, qualities, qualifications and training relevant to the selected career.	✓	✓		Skills and qualities partially described in first paragraph. It would have been better to list them under a separate heading. Details of qualifications and training well presented.
Describe two pathways to the selected career.	✓			Comprehensive.
Evaluate the selected career in the light of personal aptitude, interests and choice of Leaving Certificate subjects.	✓			Comprehensive.
Present clear evidence of interaction with adults other than teachers in a relevant out of class learning experience.	✓			Work shadowing in an area related to career is described and evaluated.
Evaluate the experience of undertaking a career investigation.	✓			Student has mentioned specific skills developed and insights gained.

SAMPLE CAREER INVESTIGATION 2

CAREER INVESTIGATION HEALTH and FITNESS INSTRUCTOR

by John Twomey

Description

A Health and Fitness Instructor usually works in a gymnasium, instructing on correct equipment use, carrying out fitness assessments and training, and answering fitness related queries. In most gyms, instructors are also expected to take turns sitting at the reception desk, clean out changing rooms and help in other administration.

Relevant Skills & Qualities

- Good health, fitness and stamina
- Some sporting ability
- Outgoing and energetic
- Interest in health and sports issues
- Knowledge of latest trends and developments in health and fitness

Qualifications & Training required

I will outline two pathways to the career of Health & Fitness Instructor.

1. Third Level Course - Certificate in Health & Leisure Studies in Tralee I.T.
2. Post-Leaving Certificate Course in Inchicore Vocational School, Dublin.

Out of class learning experience

My first cousin is a Health & Leisure Instructor. I have spoken at length to him in relation to it. He has impressed on me how satisfying it is to help others achieve their goals. However, it appears that poor pay is a down-side of such a job.

Evaluation of Career Investigation

I now realise that there is a substantial amount of Business Studies included in the training courses for Health & Leisure Instructor. This is a subject which does not appeal to me, as I would prefer to concentrate solely on sport. Having completed my research, I have decided to keep sport as a hobby & to look towards an alternative area for a career. Job openings seem to be somewhat scarce also & this is another deterrent from pursuing this type of career.

SAMPLE CAREER INVESTIGATION 2

HEALTH AND FITNESS INSTRUCTOR

(283 WORDS)

CAREER INVESTIGATION (300 - 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.		✓		Clear headings, logical sequence. Document too short.
Describe a specific career concisely and accurately	✓			Complete.
Identify and categorise skills, qualities, qualifications and training relevant to the selected career.	✓		✓	Bulleted list is an acceptable method of categorising skills and qualities. Skills and qualities need not be listed separately. Qualifications obtained from courses listed are not mentioned.
Describe two pathways to the selected career.		✓		Duration of courses and entry requirements not mentioned.
Evaluate the selected career in the light of personal aptitude, interests and choice of Leaving Certificate subjects.		✓		Student has referred to personal interest (<i>sport as a hobby</i>) but has not mentioned aptitude (<i>'I'm good at...'</i>). Only one Leaving Certificate subject (<i>Business</i>) is referred to. Two would be preferable. It is acceptable for student to reach a negative conclusion about career (<i>'it's not for me'</i>).
Present clear evidence of interaction with adults other than teachers in a relevant out of class learning experience.		✓		Student has spoken ' <i>at length</i> ' with a relative in similar career area. More specific details of activity are required (<i>e.g. date of interview, name and position of interviewee, outcomes</i>).
Evaluate the experience of undertaking a career investigation.			✓	Student has evaluated the career but not his experience of undertaking a career investigation. Student should have recorded what skills he developed and how the experience might help him in the future.

SAMPLE CAREER INVESTIGATION 3

CAREER INVESTIGATION - Photographer

Compiled by: Denise Gardiner

Description:

There are three main areas: Press, Commercial & Social photography. Most photographers, in time, specialise in one particular area, but at the start, not many can afford to turn down a job. A lot of money can be made from one photo. There are some full-time jobs to be gained in press photography, though even the biggest newspapers prefer to use freelance photographers & pay them per photograph or by the day.

Qualifications and Training:

- Work your way up. Secure a job with a fully qualified photographer and take classes by night. Observe closely and ask questions of your employer.
- Take a photography course at Dun Laoghaire IT. This is a two-year certificate course.

Evaluation of career in light of personal aptitude, interests & choice of Leaving Certificate subjects:

I am very talented at Art & enjoy taking photographs. Each week I buy the magazine "Let's catch that photo", which provides me with information on camera techniques, in order to obtain a certain effect. I intend taking Art at honours level for my Leaving Certificate. I have designed the cover for the school's musical production "Grease". I also entered the "Form and Fusion" competition, sponsored by Coca-Cola.

Evaluation of Career Investigation:

I learned a lot from doing this. I now realise that photography is a very expensive career to set up. I think I may become bored with it after a while. I have been told that there are approximately four hundred and fifty applications each year for twenty places on the Photography Course in Dun Laoghaire. Since researching this career, I have discovered that realistically it takes a long time to be established and you are only as good as the last photo you took.

Signed: _____
Denise Gardiner

Date: _____

SAMPLE CAREER INVESTIGATION 3

PHOTOGRAPHER

(302 WORDS)

CAREER INVESTIGATION (300 - 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.		✓		Clear headings, logical sequence. The heading ' <i>Qualifications & Training</i> ' should not be indented.
Describe a specific career concisely and accurately	✓			Complete
Identify and categorise skills, qualities, qualifications and training relevant to the selected career.		✓	✓	No skills or qualities presented. Qualifications obtained from courses listed are not mentioned.
Describe two pathways to the selected career.		✓		Entry requirements for course in Institute of Technology not listed.
Evaluate the selected career in the light of personal aptitude, interests and choice of Leaving Certificate subjects.		✓		Student has mentioned aptitude (<i>'very talented at Art'</i> ; <i>'designed cover for musical'</i>) and interest (<i>buys magazine and entered competition</i>). Evaluation reads more like a CV than a career investigation. Art is mentioned, but should have referred to a supporting subject (<i>e.g. Business, English</i>).
Present clear evidence of interaction with adults other than teachers in a relevant out of class learning experience.			✓	No evidence presented.
Evaluate the experience of undertaking a career investigation.			✓	Apart from saying <i>'I learned a lot'</i> , student has evaluated the career rather than the experience of undertaking a career investigation.

SUMMARY REPORT

A summary report is a short written communication, which may have a variety of purposes, such as

- to brief the reader on the details of a particular event
- to analyse a particular issue, draw conclusions and make recommendations
- to convince the reader of the importance of taking a particular course of action.

The ability to present information in a manner that is concise, logical and easy to read is an important skill – one that is valued in education, business and in the community. The summary report provides LCVP students with an opportunity to gain proficiency in this form of writing.

The learning outcomes of the Link Modules provide many possibilities for students to write a summary report. Examples might include

LINK MODULE I: PREPARATION FOR THE WORLD OF WORK

- employment in the local area
- economic resources in the local area
- social services in the local area
- the potential for tourism in the local area
- a health and safety investigation
- a visit to a local training scheme.

LINK MODULE II: ENTERPRISE EDUCATION

- an interview with an entrepreneur
- a team building activity
- a visit to a business or community enterprise
- a visitor to the Link Modules' class
- the use of information technology by a business
- an investigation of a voluntary organisation.

ASSESSMENT CRITERIA

The summary report will assess the student's ability to

- generate a document with a clear and consistent layout
- name the LCVP activity being reported
- state the terms of reference of the report or aims of the activity
- summarise key details of the activity under headings
- use language appropriate to the task content
- organise the report in a logical sequence
- draw conclusions and make recommendations appropriate to previously stated aims/terms of reference.

GUIDELINES FOR PREPARING A SUMMARY REPORT

The summary report should be presented as a word-processed document 300 – 600 words in length. As it is a summary document, the emphasis should be on accuracy, clarity and brevity. Students should be encouraged to use simple language (free from jargon), short sentences and short paragraphs. The document may contain information in tabular form but the inclusion of appendices is not recommended.

LAYOUT

To achieve a clear and consistent layout the summary report should have a recognisable beginning, middle and end.

Beginning

The beginning of the summary report may be laid out in a variety of ways, but should always include a clearly identifiable title such as, 'A summary report on a visit to Cadbury's'.

Students should also state the terms of reference of the report **or** the aims of the activity:

- terms of reference of report: *why the report was written or requested*
- aims of activity: *what the student/class group hoped to learn or achieve from the activity.*

Middle

This is the main body of the report in which the writer presents a number of paragraphs in a logical sequence to summarise his/her main findings. The student may decide to place paragraphs in order of importance, or in chronological order, depending on the subject matter of the summary report. The use of numbered or bold headings and bulleted lists is recommended.

End

In this part of the summary report the student should include a concise list of *conclusions* that he/she has drawn following the activity or investigation. The conclusions should refer back to the original terms of reference or aims of the document. The student should also make appropriate *recommendations*. These are suggestions for future action, based on the summary report's conclusions. Recommendations might also include ideas for follow-on activities or describe how the student might perform better in a future exercise.

SAMPLE SUMMARY REPORT 1

SUMMARY REPORT

CLASS VISIT TO
CEDAR GROVE FARMHOUSE CHEESE PLANT1. **PREPARED BY:**

Alice Fitzgerald, L.C.V.P. Student

2. **AIMS OF VISIT:**

- to investigate a local enterprise as part of my LCVP Link Modules
- to learn about the management of a milking sheep flock and the production of cheese
- to apply what I learned to Agricultural Science and Home Economics

3. **OVERVIEW OF VISIT:*****The Farm***

The Burke family operates this cheese production unit on their farm. The milk from their flock of 84 pedigree Friesland ewes produces approximately 5 tons of cheese annually.

Introduction to Tour

Mr. Burke started the tour by welcoming the class to his farm and firstly explained how the lambs are reared in a specially designed self-feed system where they are fed and have water ad-lib. When they reach 40kg they are sold to a local butcher.

The Milking Parlour

He then brought us to the custom built milking parlour where we observed the ewes being milked. Milking takes place twice daily and ewes are milked for 10 months of year. The milk passes through a milk line where it is pasteurised before entering the cheese vats.

Cheese Production Area

Mrs. Burke then brought us into the cheese production area. As part of hygiene regulations we were required to wear protective clothing and stand on a viewing gallery. She then explained how the cheese was made.

- The pasteurised milk is pumped into cheese vats where vegetarian rennet and starter culture is added.
- When the milk sets, it is cut and gently stirred.
- Temperature and acidity are carefully controlled to allow the curds to develop. The whey is run off.
- The curds are placed in suitable containers before curing.
- After curing they are stored in cheese stores where temperature and humidity are carefully controlled.
- The longer the cheese remains in these stores the stronger the flavour.

End of Tour

We were then offered a taste of finished product after which a member of our class thanked the Burke family for a very interesting and informative tour.

4. CONCLUSIONS:

I enjoyed my visit and feel the aims of the visit were achieved

- I learned about how a small food producing company is run.
- I was given a first hand account of the management of a milking sheep flock and an alternative way to rear lambs. I can now apply this information to my Agricultural Science course.
- I discovered how cheese is made. I can apply this information to my Home Economics course.

5. RECOMMENDATIONS:

I feel we got too much information in such a small time. I would have liked if we were given a brochure containing this information at the end of our visit. I would recommend this visit to any student who is considering a career in farming or food science.

SAMPLE SUMMARY REPORT 1

VISIT TO CEDAR GROVE FARMHOUSE CHEESE PLANT (470 WORDS)

SUMMARY REPORT (300 - 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Clearly laid out.
Name the LCVP activity being reported.	✓			This is evident from the title.
State the terms of reference of the report or aims of the activity.	✓			Clear and appropriate aims, linked to LCVP objectives.
Summarise key details of the activity under headings.	✓			Clear, headings and sub-headings. Bulleted points.
Use language appropriate to the task content.	✓			Language is concise and appropriate. Short sentences, short paragraphs.
Organise the report in a logical sequence.	✓			Document has logical flow: <i>aims, overview of visit, conclusions and recommendations.</i>
Draw conclusions and make recommendations appropriate to previously stated aims/terms of reference.	✓			Conclusions are appropriate and linked directly to stated aims. Recommendations are credible and practical.

SAMPLE SUMMARY REPORT 2

Summary Report

Health and Safety Audit St Mary's Secondary School, Ballybeg

Terms of Reference:

To report on a Health and Safety Audit I carried out in my school and to make recommendations to my Principal to eliminate hazards. This activity was part of the Work Preparation Link Module of the LCVP

For the Attention of:

Mr John Walsh, Principal.

Prepared by:

Patrick O'Connell, L.C.V.P. Student

The Audit:

Firstly I asked the Principal to inspect the school's Safety Statement. After some time this was located in an office filing cabinet. For the audit itself I walked around the school building and its surroundings to make a list of all possible hazards and assess any possible risk associated with each hazard.

Hazard: anything that can cause harm eg. Chemicals, electricity, etc.

Risk: is the chance that someone will be harmed by the hazard.

Main Findings:

1. Three broken sockets in senior classrooms – risk of electrocution.
2. Insulation covering wires to portable television and video unit damaged – risk of electrocution.
3. Cracked glass on door leading to first year building – risk of glass breaking causing injury.
4. Unprotected walkway on steps leading to Sports Hall – risk of falling.

5. Top step of this stairway cracked and unstable – risk of slipping and falling down stairs.
6. Damaged manhole cover at rear of school – risk of tripping or falling over manhole.

After carrying out the audit the risks for each hazard were highlighted to my Principal and I suggested ways to eliminate the risk of serious accident.

Conclusion:

Carrying out this audit has made me more aware of what hazards could lead to accidents around any building not just a school. Hazards such as the ones I discovered should always be reported immediately to management.

As I study Construction Studies for my Leaving Certificate having a full understanding of the Safety, Health and Welfare at Work Act 1989 is very important for all work environment but particularly the Construction Industry should I choose to work in this industry when I leave school.

Recommendations:

As a result of carrying out this audit the following recommendations were made to my Principal:-

- * Frame and hang Safety Statement at school reception to allow for public viewing.
- * Electrical faults - Contact electrician to repair broken sockets and wiring.
- * Replace cracked glass on door.
- * Erect metal handrail on stairway leading to sports hall.
- * Repair cracked step and coat with non-slip material
- * Replace broken manhole cover.

If I were to do this audit again I would do it after school as I found it difficult to observe certain areas with fellow students present.

SAMPLE SUMMARY REPORT 2

HEALTH AND SAFETY AUDIT

(424 WORDS)

SUMMARY REPORT (300 - 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Clearly laid out.
Name the LCVP activity being reported.	✓			This is clear from the title.
State the terms of reference of the report or aims of the activity.	✓			Terms of reference are clear. Additional aims not required.
Summarise key details of the activity under headings.	✓			Clear headings, detail summarised, bullet points used.
Use language appropriate to the task content.	✓			Language is concise and appropriate. Short sentences, short paragraphs.
Organise the report in a logical sequence.	✓			Document has logical flow: activity described, findings outlined, conclusion, recommendations.
Draw conclusions and make recommendations appropriate to previously stated aims/terms of reference.		✓		Student should have drawn conclusions appropriate to stated terms of reference. Personal evaluation statements, although excellent, do not fit here. Recommendations are comprehensive.

SAMPLE SUMMARY REPORT 3

SUMMARY REPORT
ON THE
TOURISM POTENTIAL
OF
WOODENSTOWN VILLAGE AND SURROUNDING AREA

By
 Marian Hayes, L.C.V.P. Student

Introduction:

The purpose of this report is to look at what my area has to offer tourists at present and how these facilities could be improved to encourage tourists to visit Woodenstown village and surrounding area.

My Investigation:

Woodenstown village and surrounding area has a population of 846 people. The village has a Catholic Church, one primary school, two shops, three pubs and an old secondary school. It is 8 miles from the nearest large town and a bus comes and goes from town twice everyday. There is no large industry in the village and the majority of people work in the nearest town. There is a large farming community but many of these farms are small and farmers rely on off-farm jobs to give them more money.

The area around the village looks nice and it is near a wood and it is also near the Anner river. There is no where to stay for tourists as the nearest hotel or guesthouse is situated 8 miles away and I think the following things could be done to encourage tourists to come to my area:- Develop walking route down by river and through oak woodland, make car parks and provide seating and picnic areas along bank of river and organise fishing holidays for visitors.

Farmers who want more money could open their farms as open farms, open an Equestrian centre and offer pony trekking through the woodland along bank of river and quad racing circuits could be made to attract big tour groups and farm families could take people into their homes and give them beds for the night. Also they could make self-catering rooms from old farm buildings and make fields into campsites.

As there is a lack of eating out facilities in the area the old schoolhouse could be done up and opened as a coffee shop or restaurant. In this same building also a craft centre could be opened where local artists can set up training workshops and sell their crafts. Buses need to be made better as more of them must go to the local town everyday to bring more people to the area.

Conclusion:

From writing this report I am now aware of all the alternative enterprises that the people of the area could establish to supplement their incomes. Many of the suggested projects would not take a great investment to establish but could prove very successful if managed properly. It was a great experience to carry out the research for writing this report.

SAMPLE SUMMARY REPORT 3

TOURISM POTENTIAL OF WOODENSTOWN VILLAGE

(436 WORDS)

SUMMARY REPORT (300 - 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.		✓		Good information presented but layout is poor.
Name the LCVP activity being reported.	✓			This is clear from the title.
State the terms of reference of the report or aims of the activity.	✓			Purpose is clearly summarised in first paragraph.
Summarise key details of the activity under headings.		✓		Headings but no sub-headings; detail has not been summarised.
Use language appropriate to the task content.		✓		Uses long descriptive sentences rather than short concise ones.
Organise the report in a logical sequence.		✓		Weak; suggestions for encouraging tourists are presented before analysis of facilities.
Draw conclusions and make recommendations appropriate to previously stated aims/terms of reference.		✓		Conclusion does not link clearly with stated aims. Some recommendations made in body of report, but not clearly identified.

ENTERPRISE/ACTION PLAN

Students are required to submit an enterprise/action plan as part of the core of the portfolio of coursework. This is a plan for an enterprising activity which a student (or group) intends to organise, or an action which a student (or group) intends to take. The plan should be related to one or more of the learning outcomes of the Link Modules. Examples of enterprise/action plans include

- a plan for a local area investigation
- a plan for a visit to an enterprise
- a plan for a careers, information evening
- a plan for a fundraising event
- a plan for a mini-enterprise
- a plan for learning a new skill
- a plan for organising a work placement.

The ability to plan effectively is a skill which can be of great practical value to students during their time at school, in their future studies, and in the world of work. By encouraging LCVP students to draw up plans for Link Module activities, teachers can help them to make informed decisions based on careful research and analysis.

ASSESSMENT CRITERIA

The enterprise/action plan will assess the student's ability to

- generate a document with a clear and consistent layout
- set objectives
- select and conduct relevant research
- analyse the results of selected research
- devise a logical plan of action
- identify and quantify required resources
- estimate required time and costs
- propose methods by which the success of the plan will be measured.

GUIDELINES FOR PREPARING AN ENTERPRISE/ACTION PLAN

The enterprise/action plan should be presented as a word-processed document 300 – 600 words in length.

In general, the plan should be written in the **future tense**. The student should, however, show evidence that he/she has selected and conducted relevant research and carried out some analysis of that research. This means that these parts of the plan may refer to **work already completed**.

LAYOUT

The plan should be factual, concise, and should contain a logical sequence of ideas. The content should be characterised by clear headings, short sentences and bulleted or tabulated lists of information. There is no prescribed order or list of headings for this portfolio item but students should be encouraged to present the material in a logical manner, using headings that enable them to fully achieve the assessment criteria. Suggested headings and an explanation of their meaning are listed below.

Title

This should state that the document is a plan and indicate its purpose, e.g. *'Plan for a visit by the LCVP class to the FÁS Opportunities Exhibition'*. The inclusion of additional information here is optional (e.g. author's name, for whose attention it was written and date of completion).

Objectives

There should be a number of objectives (two or three). They should refer to what the student (or group) expects to achieve through the plan and may also include what the student (or group) hopes to learn through participating in the planned activity. In the case of a group activity, the student must include his/her personal objectives.

Research Methods

The student should indicate the research that has been carried out in order to develop the plan. The research need not be complex. Appropriate research might include

- writing or telephoning for information
- library or internet search
- seeking advice from adults or peers
- canvassing opinion
- using a questionnaire.

Analysis of Research

The student should summarise the outcome of each research method he/she has listed by recording the relevant information which has been obtained and how it will influence the plan.

Actions

This is an outline of the steps the student (or group) intends to take to implement the plan. If possible, the steps should be presented in chronological order beginning with what must be done first.

Schedule of Time

Here the student should indicate how much time will be allocated to each part of the activity and the dates of any deadlines that must be met in order to carry out the plan. Dates and times may alternatively be included beside each step in the *Actions* described above.

Resources and Costs

Resources may include materials and personnel. Material resources should be itemised and estimated costs recorded. Detailed spreadsheets are not required.

Evaluation Methods

These refer to the methods or indicators the student (or group) plans to use to ascertain whether or not the objectives have been achieved. It is important that the student refers back to the stated objectives, taking care that each objective is evaluated. Once again, complex evaluation procedures are not required. Simple statements such as the following will suffice:

- *'If we achieve our fundraising target of 300 euro then we will have achieved our goal.'*
- *'We will draw up a short questionnaire to evaluate how well we work together as a team.'*

GROUP WORK

A student may present an enterprise/action plan which arises from group work. When this is the case, the student's **individual contribution** to different aspects of the plan should be clearly identified. The student may achieve this in the following ways:

- by including a personal objective at the beginning of the plan
- by identifying a particular piece of research which he/she carried out
- by identifying his/her personal contribution to the plan of action
- by including a method of evaluation of his/her personal objective at the end of the plan.

SAMPLE ENTERPRISE/ACTION PLAN 1

Personal Action Plan

To Achieve a First-Aid Qualification

Presented by: Yvonne Cahill

Objectives

As part of the Enterprise Education Link Module we are asked to propose a course of action to improve our personal enterprise skills. My plan is to achieve a first-aid qualification within this school year, which will be useful to me in many aspects of my life at school and in my community. Through undertaking this activity I hope that I will also:

- Show determination and commitment to complete the task I have taken on.
- Improve my communication skills and my ability to work with others in a group.

Research

- (a) Talk to the teacher who organises a first-aid course for students in my school.
- (b) Get advice from school friends who already have qualifications in first aid.
- (c) Contact the voluntary organisations in my area offering a first aid course over the coming months.

Analysis of Research

- (a) The teacher I talked to gave me contact details for the two individuals from Civil Defense who have run a first aid course in the school for some years. I followed up on this contact and was advised to contact the County Civil Defence Officer.
- (b) One of my classmates is very involved in The Order of Malta Ambulance Corps and she recommended joining it as a way of getting first-aid knowledge.

Another classmate was in the F.C.A. Medical Corps and said this was another route to achieve my goal, but through talking to her, I felt that the commitment required there was more than I wanted at this time.

- (c) I contacted:
 - The Civil Defence Officer for the county and was advised that a first-aid course was due to commence in mid September.
 - Order of Malta, Ambulance Corps in Mervue and was told that all new members are required to attend a Foundation Level Course, which involves 13 two-hour sessions.

Actions

- Join the Order of Malta Ambulance Corps in Merview
- Enroll for The Foundation Level Course.
- Find out bus details for Merview route.
- Organise my homework schedule to be free to attend the 13 two-hour sessions in the Foundation Level Course.

Schedule of Time

- Attend the 13 two-hour sessions from 7.00 – 9.00 p.m. on Tuesday nights, commencing on October 8 2002.
- Get the 6.15 p.m. bus from Eyre Square to Merview and catch a return from Merview at 9.15 p.m.

Resources and Costs

	€
<i>Bus Fares</i>	26.00
<i>Telephone calls</i>	1.00
<i>First-Aid Manual</i>	<u>12.00</u>
TOTAL	<u>39.00</u>

Evaluation Methods

- If I gain a qualification in first aid, then I will have achieved my main goal.
- If I can apply the knowledge gained on the course, then I will be better able to cope with emergencies that may occur in everyday situations e.g. accidents at home, in work, etc.
- If I act as a volunteer with the Order of Malta on completing the Foundation Level Course, then I will be displaying enterprise within the community.
- If I manage to attend each of the 13 sessions and get there on time each evening, then I will have demonstrated good organising and planning skills as well as commitment and determination.
- If I get on well with the others completing the same course, then I will demonstrate good interpersonal and communication skills as well as team skills.

SAMPLE ENTERPRISE/ACTION PLAN 1

FIRST-AID QUALIFICATION

(551 WORDS)

ENTERPRISE/ACTION PLAN (300 – 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Plan follows a logical sequence. The headings are clear. Bullet points and short sentences are used.
Set objectives	✓			Principal objective is clear. There are also subsidiary objectives linked to the development of student's skills.
Select and conduct relevant research.	✓			Selected research is uncomplicated and relevant.
Analyse the results of selected research.	✓			Analysis is comprehensive and linked directly to the research.
Devise a logical plan of action.	✓			Clear, and follows a logical sequence.
Identify and quantify required resources.	✓			Resources required for this activity are minimal (<i>First Aid Manual</i>).
Estimate required time and costs.	✓			Time and costs are accurate.
Propose methods by which the success of the plan will be measured.	✓			Evaluation methods are comprehensive and are a logical follow on from set objectives.

SAMPLE ENTERPRISE/ACTION PLAN 2

PLAN OF AN LCVP FUNDRAISING EVENT

Submitted by: John Treacy
Date of completion: 11th January 2002
Terms of Reference: To draw up a plan to organise a Table Quiz in school to raise money for a local charity. This will be an enterprise activity for the Link Modules

Objectives

1. I want to help plan an LCVP enterprise activity to organise a school Table Quiz to raise money for Enable Ireland.
2. I hope to develop my organising and problem-solving skills.
3. I also hope that as a group we work well as a team and that we improve our planning and organising skills.

Research

1. I will arrange an appointment with our principal to get permission for the event and to organise a suitable date, time and venue.
2. I will get advice about organising a table quiz from a teacher.
3. I will get reference/quiz books in the library.
4. I will talk to other students with fundraising experience.

Analysis of Research

1. Following my appointment with the principal, I have got permission to run the table quiz for non-exam classes on 22 March 2002, from 11.00 – 1.00 p.m., in the school gym.
2. The teacher has advised us to have six rounds of ten questions on: General knowledge; Geography; Music; Sport; A Picture Round and Trivia.
3. The school library has some quiz books but we have decided to buy a 'Who wants to be a Millionaire' quizbook in our local bookshop.

4. After talking to other LCVP students, we have a list of local businesses that have given sponsorship for other events in the past. My responsibility will be to collect funds and look after the budget.

Schedule of Time

Week starting:	Things to be done:
25 Feb 02	Select suitable questions for each round. Get photographs for the picture round from magazines.
4 March 02	Select tracks from CD's for the music round. Visit the short-listed local businesses to ask for sponsorship for the quiz. This will be my responsibility.
11 March 02	Advertise the table quiz in the school.
18 March 02	Put answer sheets together for the six rounds. Make out a large scoreboard.
22 March 02	Day of the Table Quiz 9.00 a.m. Set out the tables in the hall, put out answer books. Set up school sound equipment and tape recorder. Put up scoreboard. Collect entrance fees at the door 11.00 a.m. Start the quiz. Collect answer sheets at the end of each round, correct and update scoreboard. Announce winners, present prizes. Count funds raised. 1.00 p.m. Present the funds raised to a representative of Enable Ireland. Tidy up school hall.

Resources and Costs (based on my estimates)

Telephone calls	€ 1.50
Posters	6.00
Photocopying	42.00
Who wants to be a Millionaire Quizbook	8.50
Music CDs (from classmates)	No charge
Magazines/Papers (from home)	No charge
TOTAL	<u>58.00</u>
Expected Revenue from 40 tables	320.00
Funds target for the charity	262.00

Evaluation Methods

1. If we reach our fundraising target, then we will have achieved our goal.
2. If the funds are managed efficiently I will have developed my organising skills.
3. We will compare what actually happens with the plan for the event. If everything goes according to plan, we will be happy that our skills have improved.

SAMPLE ENTERPRISE/ACTION PLAN 2

LCVP FUNDRAISING EVENT

(532 WORDS)

ENTERPRISE/ACTION PLAN (300 – 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Plan is laid out in a logical manner. Headings are clear and consistent.
Set objectives	✓			Principal objective is clear. personal objective and a team objective.
Select and conduct relevant research.	✓			Research methods are appropriate. The teacher chosen would need to have had experience of organising a table quiz.
Analyse the results of selected research.		✓		Analysis is linked directly to the research. Little analysis of how to organise or advertise the event.
Devise a logical plan of action.		✓		Plan of action is not accurately identified in document. Appears under ' <i>Schedule of Time</i> '.
Identify and quantify required resources.		✓		Resources required for this activity are identified but not quantified e.g. <i>How many posters, photocopies?</i>
Estimate required time and costs.	✓			Time and costs are accurate.
Propose methods by which the success of the plan will be measured.		✓		Evaluation should include getting feedback from participants and assessing quality of teamwork.

SAMPLE ENTERPRISE/ACTION PLAN 3

Plan of an LCVP Visit Out Arlene Stephens

Objective

I want to draw up a plan to help me organise an LCVP class visit out to Boston Scientific, a large factory in Galway.

Research

1. Meet with principal to get permission for the visit.
2. Talk to our Business teacher about possible questions to ask.

Analysis of Research

1. The Principal gave us permission for the visit to the factory on 20 November 2002. As we will also be missing Irish, Religion and Maths, we will need to tell the teachers we will not be in class.
2. Our Business teacher told us to draw up questions on Production, Marketing and Human Resources.

Actions

Telephone Boston Scientific to get permission to visit.

Contact local bus companies to get prices for a mini bus. I will then book the cheapest one.

Work out the cost of the trip and collect enough money from each student to cover this.

Type up a list of the students going on the trip and put it up in the staff room.

Proposed Format for the Visit

View video
Tour the factory
Question and answer session

Schedule of Time

Date of Visit: 20-11-2002

Leave school at 9.45 a.m.

Arrive at factory at 10.15 a.m

Watch video, tour of factory and end with a question and answer session

Leave at 1.00 p.m.

Schedule of Costs

Telephone costs €1.00

Bus €45.00

Each of the 20 students going on the trip will need to pay €2.50.

Evaluation Methods

If my class visits the factory, I will have achieved my objective.

If everybody collects enough information to write a report on the company, the visit will have been useful for the group.

SAMPLE ENTERPRISE/ACTION PLAN 3

LCVP VISIT OUT

(289 WORDS)

ENTERPRISE/ACTION PLAN (300 – 600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.		✓		Headings and body text not always clearly differentiated (i.e. <i>some headings in bold, some in italics</i>). Unclear as to whether the activity has been organised by a group or by the author. Should have included personal objectives and group objectives (if a group activity).
Set objectives		✓		Objective is limited. Student should have included a team objective and a personal objective.
Select and conduct relevant research.		✓		Limited evidence of research. Student should have included some research into company to be visited.
Analyse the results of selected research.		✓		Limited research has led to limited analysis.
Devise a logical plan of action.		✓		Plan of action is sketchy. Should have included details such as: <i>'Draw up a list of questions.'</i>
Identify and quantify required resources.			✓	Student should have drawn up a list of equipment required for the visit e.g. <i>copy of questionnaire, clipboard, pack lunch.</i>
Estimate required time and costs.		✓		Time and costs are incomplete. Should have estimated time for each part of factory visit and time of return to school. Should have included photocopying costs.
Propose methods by which the success of the plan will be measured.		✓		Evaluation of usefulness of visit to group is not linked to an objective. Should have proposed methods by which the company and the class group could evaluate the success of the visit.

OPTIONAL ITEMS

- Diary of work experience
- Enterprise report
- Recorded interview/presentation
- Report on 'My Own Place'

DIARY OF WORK EXPERIENCE

The diary of work experience is an outcome of Unit 4 of the Link Module, Preparation for the World of Work. In this unit students are encouraged to plan, organise and engage in a placement in an adult working environment. The diary provides students with the opportunity to record the tasks and duties they performed and the skills they learned during the placement, as well as to reflect on their experiences. A diary may be submitted by students who have participated in a traditional work experience placement or by those who have engaged in work shadowing.

ASSESSMENT CRITERIA

The diary of work experience will assess the student's ability to

- generate a document with a clear and consistent layout
- name and give a concise description of the work experience placement
- provide an explanation of why the placement was selected
- give a sequential, day to day account of the experience
- analyse personal performance
- evaluate the experience in the light of personal vocational aspirations
- apply what has been learned to work at home, in school and in the community.

GUIDELINES FOR PREPARING A DIARY OF WORK EXPERIENCE

The diary of work experience may be presented as a word-processed or handwritten document, 1000 – 1500 words in length. It should have a clear diary structure, i.e. at least three dated entries arranged in chronological order. The diary may be an account of the student's experiences, observations and insights while on work placement (as in the case of a traditional work experience placement), or the record of a student's in-school and out-of-school experiences in preparing for, participating in and reflecting on a placement (as in the case of a shorter work shadowing placement).

LAYOUT

The diary should begin with an introductory page containing a brief description of the named work placement and an explanation of why it was selected. The daily entries should be clearly dated. One page per day is recommended. The document should conclude with a page containing details of the student's evaluation and application of the experience.

For clarity and consistency, the student may wish to use the same sub-headings in each daily entry. The following list of sub-headings is an example of one of many options:

- duties performed
- interaction with customers/staff
- observations.

Appendices (**up to two items**) may be included. Examples might include a form used for personal de-briefing or an evaluation completed by the student's supervisor.

Name and description of placement

Students should name the organisation in which they were working/work shadowing and give a brief summary of their duties or those of the person they shadowed.

Reasons for selection

Ideally, a student will have selected and obtained a placement which is consistent with his/her career aspirations or interests. In such a case the student might mention points such as choice of Leaving Certificate subjects, aptitudes or interests as reasons for selecting the placement. Alternatively, the student might refer to the knowledge, skills and experience he/she hoped to gain through the placement.

Analysis of personal performance

In most cases, the bulk of the daily diary entries will consist of factual descriptions of what the student observed and experienced during the placement. Evidence of analysis might include areas such as

- how the student mastered unfamiliar tasks
- how he/she overcame problems or responded to challenges
- how the student related to customers/staff
- the perception of how others viewed his/her performance.

Evaluation in light of career aspirations

In reflecting on the placement the student should be encouraged to consider areas such as

- his/her suitability to the particular organisation and working environment
- career possibilities in the area of work experience
- the relevance of skills gained and contacts made to future career goals.

Application

The student should include a paragraph describing how he/she has applied, or will apply, knowledge and skills gained through the placement. Each of the areas - *home*, *school* and *community* should be considered. A short paragraph or a bulleted list is acceptable.

SAMPLE DIARY OF WORK EXPERIENCE 1

Work Experience Diary**Student Name:**

Darren Kelly

Name and Address of Employer:Electronics Research Centre (ERC)
Riverside Industrial Estate
Cork**Dates of Work Experience:**

19-02-2001 to 23-02-2001

Title of Job:

General Maintenance Assistant

Job Description:

Assisting members of the maintenance team in repair and cleaning of various machines and equipment.

Why I selected this work placement:

I am studying Physics and Chemistry for my Leaving Cert. and am thinking about applying for a Science degree course when I leave school. I felt that a placement at ERC would give me an opportunity to experience the type of working environment a science graduate might work in.

Work Experience Diary

Date: 19-02-2001

Starting Time: 09:00

Finishing Time: 17.30

Duties Performed:

On my first day I began aiding in the repair of one of the ERC's main machines. My work involved retrieving tools, taking messages to and from members of staff and taking orders for parts to the stores.

Training/Instructions given:

I went on a partial tour of the centre, with an in depth explanation of departments and machines. I also went on a general tour of the grounds and was instructed on fire drill evacuation procedures.

Also I was instructed on the correct procedure for entering clean rooms. Clean room: this is a room using a special ventilation system to insure the lowest possible concentration of dust particles.

Interactions with staff:

My first interactions with staff were positive, with most being happy to have someone to help them with their work and to have someone interested in their work and to have questions asked of them.

Observations:

A major point is made about the cleanliness and dust quality of the air in the fabrication lab. I also noticed the many machines and the large computers that linked all of them, and I found it quite interesting to work with the teams who maintained these machines.

Date: 20-02-2001
Starting Time: 09:00
Finishing Time: 17.30

Duties Performed:

Aiding in the final repair of the machine we began repairing yesterday.

Today the repairs on the machine had to be completed as the technician who was working on it was going on a business trip abroad the next day.

Instructions given:

I was given instructions on the correct procedure for cleaning the 'vacuum pump' of the damaged machine.

Firstly I had to remove the special rubber cover, which I then had to clean with a vacuum cleaner. The inside of the pump had to be scraped out and vacuumed also.

Observations:

I noticed how teamwork was vital in repairing the machine at the centre. I also realised that everything which is brought into the clean rooms must be extensively cleaned so as to avoid contamination.

Problems:

We found that a broken part of the machine could not, even if ordered that day, arrive for at least a week. To overcome this problem we had to bring the damaged part down to the fabrication engineer for modification. Here it was re-drilled and cleaned for re-fitting.

Date: 21-02-2001
Starting Time: 09:00
Finishing Time: 17.30

Duties Performed:

I assisted a maintenance technician in the replacement of a furnace. The furnace had cracked after extensive use and had to be replaced.

Instructions given:

I was instructed to wipe down all tools with disinfectant wipes before carrying them into the clean room so as to avoid contamination. Were dust to enter the clean room it would contaminate the machines and damage the machines and the products.

Interactions with staff:

I was working with the same member of staff for the entire day and believe that I interacted well with him even though I had worked little with him before. When we were working on replacing the furnace I believe I followed all his instructions and we got the job easily done on time.

Observations:

During today's work I took note of the extreme accuracy in the work done at the centre. Millimetres were taken into account in re-aligning the new furnace. Of all the time we spent replacing the furnace about half the time was spent aligning it perfectly.

Date: 22-02-2001
Starting Time: 09:00
Finishing Time: 17.30

Duties Performed:

I was shown in detail the working of certain machines and aided the staff maintaining these machines in their daily duties.

Observations:

As I was shown around the centre I noticed the variety in the work done at the centre. In parts micro-technology was being developed where in other parts of the centre electricians were repairing simple machines.

Interactions with staff:

Today I was working with several different members of staff, most were easy to work with but I felt that some thought their work was quite monotonous.

Problems:

A fire alarm went off in the morning, requiring a complete evacuation of staff. This evacuation lasted for two hours. I thought that they could have better advised me on the procedure for evacuation, as when the alarm went off I had not been instructed as to what the assembly point was during fire drills.

After evacuation all machines have to be restarted which can take most of the day, depending on how long they are shut down for. This can be quite tedious for staff as everything has to be slowly brought back up to pace.

Date: 23-02-2001
Starting Time: 09:00
Finishing Time: 17.30

Duties Performed:

On my last day of work experience I carried out some deskwork. I scanned and e.mailed documents requesting information from certain companies regarding procedures for carrying out maintenance on machines which the ERC had purchased from them.

While doing this I realised the vast computer network used in the centre, every computer in the centre is linked and all computers are also linked to large in house servers.

Interactions with staff:

I had not worked with office staff yet this week and so thought that despite this, the office members of staff were quite happy to have me in the office and were glad to answer any questions and queries I had.

Problems:

The only problems I had throughout the day were small problems regarding the work I was carrying out on the computers. But the office staff was more than happy to help me with any problems I had.

Also when sent on an errand I was unsure as to where to go as the centre is quite large, but I met a senior co-worker who was more than happy to show me the right direction.

Evaluation:

At the end of my week of work experience I decided that a career in science would be most interesting. The work I had done throughout the week had been very satisfying. I also discovered I had an aptitude for this type of work.

At the end of the week I found that I had learned much about working life. I had experienced the hardships and advantages of work. For example I found that as I was working in the city for a week I had to get up at 7 am every morning. On the other hand I had the excitement of going to a place of work. I felt this was good training and experience for my future career.

I also appreciate more the effort it takes to be a parent supporting a family. I believe this will encourage me to be more helpful about the house.

Due to my experiences in the world of work I decided that when looking into third level education, I would investigate courses that would enable me to work in an environment and business like the ERC. I am now seriously looking into an Applied Chemistry course at Cork Institute of Technology.

Having found out from the staff at ERC how important qualifications are in applying for a job I have started to work harder at school in order to achieve the qualifications I need.

Through the general work I did at the centre I gained valuable experience of the working life and environment. I learned that you should never be unwilling to ask for help or advice when working alone or when sent on an errand.

As a result of the teamwork involved in my week of work I feel I have gained confidence. I feel I am better equipped to be a member of the committee of my local tennis club.

SAMPLE DIARY OF WORK EXPERIENCE 1

DARREN KELLY - ELECTRONICS RESEARCH CENTRE

(1381 WORDS)

DIARY OF WORK EXPERIENCE (1000 – 1500 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Introductory page, followed by a clearly-dated diary format. Consistent and clear sub-headings.
Name and give a concise description of the work experience placement.	✓			Title of job and short job description included.
Provide an explanation of why the placement was selected.	✓			Linked to choice of Leaving Certificate subjects and future career options. Could also have mentioned aptitude and/or interest.
Give a sequential, day to day account of the experience.	✓			Page per day, sequential. Depth of treatment is sufficient.
Analyse personal performance.	✓			Daily analysis of performance (except Day 2) under the heading ' <i>Interactions with Staff</i> '. Also in <i>Evaluation</i> at end of diary.
Evaluate the experience in the light of personal vocational aspirations.	✓			Under ' <i>Evaluation</i> ', student has related experience to a possible career in science and has decided to investigate suitable courses.
Apply what has been learned to work at home, in school and in the community.	✓			Each of these three areas are dealt with under ' <i>Evaluation</i> '.

SAMPLE DIARY OF WORK EXPERIENCE 2

DIARY OF WORK SHADOWING

Check-in and Boarding Department, Aer Lingus

by Sara Kenny

Introduction

Our school has an industry link with Aer Lingus, the national air carrier. The link involved two-way activities between the LCVP class and the company from October 2001 to February 2002. The high point of the link was the day we spent work shadowing in the company.

This diary is a record of how we prepared for the work shadowing, my personal experience of the day and my de-briefing and evaluation of the placement.

Calendar of Events

11th October 2001	Researching the Company and filling out Application Forms
8th November 2001	Induction and Group Interviews
12th February 2002	Work Shadowing Day
21st February 2002	De-briefing and Evaluation

Date: 11th October 2001
Time: 11.45 am - 1.00 pm
Activity: Researching the company and filling out Application Forms

Research

This involved a lot of preparation. We researched Aer Lingus as a company through analysing their most recent Mission Statement and articles in their company magazine "Aersceal". We also found out what kind of people the company tends to employ - and why. We did this through examining recent job advertisements in the papers and by studying the 'mock' job advertisement which Aer Lingus had given us as part of the link (see Appendix).

Application Forms

We were asked to apply for the job of "Customer Services Agent" in Aer Lingus on sample application forms. Practical preparation was carried out with the help of our LCVP teacher who brought us through a session on job-seeking skills. We were told to use the information we had collected for our CV's when filling out the form.

I learned in this session that it was important to make a copy of the form and do it out in rough and to follow all instructions to the letter, e.g. to use block capitals when asked and to leave no blanks. It was clear that the final version of the application form would not be completed in class time as it was a long form and we didn't have all the information so we agreed to take the form away and work on it on our own.

Evaluation

I found this work very challenging. Some of the questions on the form, such as "What skills do you have which make you suitable for this job" were difficult to answer. Also, it was not possible for me to fill up much of the space for 'work experience' and 'qualifications' as I had only information about my part-time job and my Junior Certificate results to go on. The application form had to be returned to Aer Lingus by Friday 26th October.

Date: 8th November 2001
Time: 10.00 am - 4.00 pm
Activity: Induction and Group Interviews

This was a full day workshop in Aer Lingus. The morning was spent mainly in the Personnel and Catering Building. In the afternoon we were brought on a short tour of the different work areas in the airport.

Induction

When we arrived we were given an agenda for the day and introduced to the day's co-ordinator, Helen O'Donoghue from Personnel. Then we introduced ourselves and described what we hoped to gain from the day. My main aims were

- to gain experience at activities in acquiring a job, i.e. CV preparation, interview techniques and so on
- to achieve a better sense of direction as regard my personal career path

The opening speech was by the Director of Sales and Marketing who talked about what the company set out to offer the customer. We also had a brief talk about the history of Aer Lingus by Ciara. Timetables, annual reports and learning centre brochures were distributed.

Group Interviews

We were split up into three groups and led into separate rooms. We sat in a circle of chairs with name tags at our feet. We each introduced ourselves and were asked to discuss the following statements: "What would you do if you won the Lotto?" and "What do you think when you think Aer Lingus?" and "To most travellers, front-line staff are the airline". The group interviews lasted 25 minutes, the interviews were also monitored by video camera.

After a short break, we were all interviewed one by one to receive feed back on our individual performance. In my feed back I was complimented on my communication skills, the content of my research which went into my answers and knowledge of the subject. The points I needed to improve on were making eye contact with the interviewer and inter-personal skills with the group.

Tour

We were then issued with temporary security passes by the airport police and began our tour. We visited all areas of the airport involved in customer service and handling in Dublin Airport i.e. check-in desk, boarding department, cargo and baggage handling, catering and reservations. The idea was for us to learn a bit about the different areas and then select where we would like to work shadow. The tour concluded at 4.00 pm approx.

Date: 12th February 2002
Time: 8.00 am - 5.00 pm
Activity: Work Shadowing

A choice of five areas for work shadowing were offered to us:

1. Commuters
2. Cargo and Baggage Handling
3. Catering
4. Reservations
5. Check-in and Boarding

I chose to do my day's work shadowing in the check-in and boarding departments. This was because I felt my main interests were in the front line work dealing with customers.

I spent the first half of the day with the staff of the boarding department. My supervisor for the morning was Edele Malone. She introduced me to all the staff and explained the duties of the Department. I learnt that the main duties are:

- a) meeting passengers from in-coming flights
- b) recording information about flight and seat numbers
- c) dealing with passengers special needs, e.g. infants, wheelchairs
- d) boarding out-going flights

I spent the remainder of the morning with various ground hostesses, accompanying them on their duties. I also got a chance to see the cockpit and cabins of some planes and talk to a pilot. The ground hostesses were most helpful and friendly and it was a very exciting, interesting and enjoyable morning working with and talking to them.

After lunch I went to the check-in department on the Departures floor of Dublin Airport. My supervisor was John Redmond. I spent the remainder of the day sitting at various check-in desks, learning about the computer systems and talking to the workers. I also enjoyed this part of the day, but it was rather monotonous at times compared to the morning's activities.

Date: 21st February 2002
Time: 11.45 am - 1.00 pm
Activity: De-briefing and Evaluation

De-briefing

The de-briefing and evaluation took place in our double LCVP class. One person who had work shadowed in each of the five areas had to prepare in advance to make a short presentation to the class. I was asked to give the presentation on check-in and boarding.

In the presentation we had to do the following:

- a) say why we chose the work shadowing job
- b) describe what we did on the day

We then broke up into groups and were asked to talk about what we learned from the experience and to make any recommendations we thought necessary for the link in the future.

We were also asked to write a letter to Helen O'Donoghue at Aer Lingus thanking her for the experience.

Evaluation

In my evaluation I said that the group interviews and the work shadowing were very useful. The constructive criticism proved most helpful and I am sure will prove extremely useful when I apply for future employment. The work shadowing confirmed to me that I should consider a career in customer services and I decided that I would look for a part-time summer job in Aer Lingus after the Leaving Cert.

I also now feel more up to speed with knowledge about enterprise and the world of work. My CV and writing skills have improved. I now know what to expect of an interview situation, what to wear, how to act etc. and all-around feel a great deal more confident.

The work shadowing was a success and should be continued into the future. However there are two changes, which I would recommend.

The first change is in regard to timing. I suggest that the work shadowing should take place in Fifth Year rather than in Sixth Year. This would give more time for students to dedicate to the activity as there is less exam pressure on them.

The second change is in relation to briefing of Aer Lingus staff in preparation for their participation in work shadowing. This would overcome the problem of some staff not being fully aware of work shadowing and thinking of it as Transition Year work experience which has a different objective and agenda.

Appendix: Mock Job Advertisement from Aer Lingus

AER LINGUS CUSTOMER SERVICE AGENT DUBLIN AIRPORT

ALL VACANCIES ARE OPEN TO MEN AND WOMEN

Aer Lingus would like to invite applications for the position of Customer Service Agent, Ground Operations, Dublin Airport. These positions offer an opportunity to play an important role in providing an efficient, quality service to our Customers.

DUTIES

- Serving Aer Lingus Customers to standards of excellence in a variety of front-line areas such as Check-in, Arrivals, Boarding, Baggage Tracing and Special Handling.

QUALIFICATIONS

- a friendly outgoing personality
- a genuine commitment to the provision of excellent customer service
- a flexible, team focused approach to work coupled with an excellent punctuality and attendance record
- a neat well groomed appearance to uniform standard is essential
- keyboard skills and knowledge of our products would be an advantage.

CLOSING DATE: 26th October 2001

THIS IS A SAMPLE ADVERTISEMENT ONLY

SAMPLE DIARY OF WORK EXPERIENCE 2

SARA KENNY - WORK SHADOWING, AER LINGUS

(1484 WORDS)

DIARY OF WORK EXPERIENCE (1000 – 1500 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Introductory page, followed by four clearly-dated diary entries. Consistent sub-headings.
Name and give a concise description of the work experience placement.		✓		No concise job description provided. Student has given the title of the job and a general overview of work shadowing.
Provide an explanation of why the placement was selected.		✓		Student has linked placement to interest in 'front line work dealing with customers'. Requires further elaboration (<i>i.e.</i> link with subjects or career aspirations).
Give a sequential, day to day account of the experience.	✓			Page per day, sequential. Depth of treatment is adequate.
Analyse personal performance.		✓		Not clearly identified. Student has analysed personal performance in filling out application form and in group interview.
Evaluate the experience in the light of personal vocational aspirations.	✓			Under 'Evaluation', student has linked experience to summer work and future employment.
Apply what has been learned to work at home, in school and in the community.			✓	The student's evaluation of the experience and recommendations are valid but a clear link has not been made with home, school or community.

SAMPLE DIARY OF WORK EXPERIENCE 3

Orla Bracken

Diary of LCVP Work Experience

18th to 22nd February 2002

Name of firm: Crowley's Fish Market and Delicatessen

Address: Mill Street
Limerick

Name of contact person: Eithne O'Reilly

Description of the work:

The firm has a shop in the main street. It sells a wide variety of fresh fish, including salmon, cod, haddock, whiting and trout, as well as fruit and vegetables and other household goods. The firm also has a wholesale business in operation. They supply shops, restaurants, hotels etc. all over Ireland including Cork, Kerry, Galway and Limerick.

I spent the week working in the shop, helping to prepare the foods for sale, serving at the different counters and cleaning the display and kitchen areas.

Why I chose it:

I was interested in finding out more about the type of work done in the firm and about how the shop/business was run.

Date: Monday 21st February 2000

I arrived at the shop at 10 am and was introduced to the other shop employees. I began work by preparing pizza toppings in the delicatessen section e.g. Cutting up ham, tomatoes, onions etc. I cleaned the salads display area and then re-filled the coleslaw and potato salad displays.

I prepared chickens for cooking (by removing packaging, rinsing the chickens in cold water and placing on a cooking tray). I found this task difficult because I did not have any experience in working with raw meats. I cut up other cooked chickens for rolls & sandwiches.

The company has the contract for making freshly squeezed orange juice for a supermarket chain. So on a daily basis, the orders must be filled by someone from the shop. On Monday, and for the rest of the week, I was given the responsibility of making the orange juice. I was shown how to work the machine and how to label and seal the bottles.

Before lunchtime I was sent to the bank to get change.

Lunch 2 – 3 p.m.

I came back from lunch and finished the orange juice order.

We began tidying the shop at 5.30 p.m. by covering all the salad bowls, bringing in the fruit and vegetables from the outdoor display and sweeping the floor. We finished work at 6.10 p.m. At the end of my first day I was exhausted but happy!

Date: Tuesday 22nd February 2000

I started work at 10 am. I put any new deliveries in the fridge, including bread rolls, pizza bases, cheeses etc. I prepared the deli area: vegetables, meats etc. I went to the factory for fresh mussels and displayed them on the fish counter. I found this task difficult as it was the first time I had to deal with the raw fish display. Later I went to the factory again for bin bags. When I returned I began making the orange juice order.

Lunch 1.15 – 2.15.

After lunch I finished the orange juice order and washed out the machine. I tidied the upstairs area which is used as a storage area for all dry stock. Downstairs, I tidied the shelves and was shown how to display the products effectively.

Today I was introduced fully to the fish counter and shown the different types of fish (names, price etc.). I was also shown how to work the tills and so I began to serve customers. Working the tills proved confusing for a while but I soon got into the swing of it.

At 5.30 we began to wrap the pizza ingredients and the cooked meats. I cleaned and washed the utensils and the deli area. I brushed the floor and then brought in the vegetable displays from outside. We finished at approximately 6.20 p.m.

Date: Wednesday 23rd February 2000

I started work at 10 am. This morning I helped dress the fish display using fresh fruit, lettuce etc. Today I found working at the fish counter easier as I knew more about what I was doing. I went to the factory for frozen prawns for a customer. Later I went to the factory again to get orange juice bottles and bin bags. I washed the front of the fridge.

Between 12.30 and 2 p.m. I made rolls and sandwiches for customers, I used the till and found it much easier than yesterday. After the lunchtime I restocked the deli area and started the orange juice order.

Lunch 3 – 4 p.m.

After lunch I served more customers and made my first pizza! I finished the juice order, labeled the bottles and took them to the factory for delivery.

At 5.30 p.m. I cleaned the deli area. I wrapped the cooked meats, pizza toppings etc. I brushed the floor and then helped with the fruit and vegetable displays. We finished tidying up and finished work at 6.20 p.m.

Date: Thursday 24th February 2000

I started work at 10 am. I began by preparing the deli area by displaying the cooked meats in the cabinet, cut up vegetables etc. for the pizza display. I prepared chickens for cooking. I helped dress the fish display by using lettuce, fresh fruit, prawns, shells etc. At this stage of the week I no longer had any problem working at the fish counter as I had learned from my previous days experience.

I was sent to the factory for bin bags. I served customers in both the deli and the fish areas. I used the till. I completed the orange juice order, labeled the bottles and took them to the factory for delivery. I returned to the shop and washed the orange juice machine.

Lunch 3 – 4 p.m.

I was shown how to operate the chicken cooker and how to wash it properly. For the remainder of the evening, I served in both areas of the shop and operated the till.

At approximately 5.30 p.m. I washed the chicken cooker and around the deli area. I tidied the kitchen area. I wrapped the pizza ingredients and the cooked meats. I brought in the fruit and vegetable displays. I brushed the floor and completed all tasks given.

Date: Friday 25th February 2000

I started work at 10 am. I began by preparing the deli area by unwrapping the salads, meats and pizza toppings and displaying them in the cabinet. I prepared chickens for cooking, later to be used for making rolls and sandwiches.

I started and completed the juice order. I washed the machine. I was sent to the bank to get change for the tills. At lunchtime I made rolls, sandwiches, pizzas etc. I served customers and used the till.

Lunch 3 – 4 p.m.

I took the orange juice order to the factory for delivery. I collected a bag of mussels at the factory and was shown how to prepare and make garlic mussels for sale in the shop. I found this interesting as it is a dish that I can easily make at home for special occasions.

I cleaned the fridges and I brushed the floor. I washed and tidied the kitchen work area. I wrapped the deli displays and the cooked meats. I cleaned the deli work area and the counter. I helped put away the fish display, and the fruit and vegetable displays.

Evaluation of Work Experience:

Overall I really enjoyed my week of Work Experience. It was something different for me as I had never worked in a shop or with fish before.

I learned a lot about how to deal with people and how to work in a shop environment. This will help my communication skills at home, at school and in the community. At home I will be more familiar with the buying and preparation of fish and also the preparation of vegetables and meats.

Although I enjoyed my week and learned various new skills, I don't think I would like working in a shop on a full time basis. However I did discover that I enjoy working with and meeting new people. Based on this, I hope to focus my studies in the direction of people and perhaps do a course in Social Studies or Sociology.

SAMPLE DIARY OF WORK EXPERIENCE 3

ORLA BRACKEN - CROWLEY'S FISH MARKET AND DELICATESSEN

(1342 WORDS)

DIARY OF WORK EXPERIENCE (1000 – 1500 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Clear diary layout with logical headings.
Name and give a concise description of the work experience placement.	✓			Student has described the work. She has not provided a job title, but the name of the firm is a satisfactory alternative.
Provide an explanation of why the placement was selected.		✓		Student's interest in how shop/business was run requires further elaboration (<i>e.g. experience of the world of work, career interests</i>).
Give a sequential, day to day account of the experience.		✓		Depth of treatment is adequate. Should have used one page per day.
Analyse personal performance.		✓		Minimal analysis provided in daily entries.
Evaluate the experience in the light of personal vocational aspirations.		✓		Student has linked experience to personal aptitude, interests and possible future course of study. Reasons for not liking full-time shop work should have been given.
Apply what has been learned to work at home, in school and in the community.		✓		Student mentions each area but only explains how what has been learned can be applied to work at home.

ENTERPRISE REPORT

The Enterprise report is a report on an enterprise activity in which the student has participated during the course of the Link Modules. The report is an outcome of Unit 4 of the Enterprise Education Link Module. In this unit students are facilitated in planning, setting up and running their own enterprise projects as vehicles of learning. Examples of such enterprises include

- organising a fund-raiser for a local charity
- producing and selling a product
- setting up a school credit union
- compiling a local directory for tourists
- organising a careers evening.

On completion of the enterprise, students are expected to be able to prepare and present a report which outlines the aims of the activity, describes key events and evaluates their personal performance.

Report writing is an important skill which students may call upon many times in the course of their studies and in their future lives, for example

- in further or higher education: *completing assignments or term papers*
- in business: *communicating important findings, making recommendations for change*
- in the community: *submitting proposals for funding.*

ASSESSMENT CRITERIA

The enterprise report will assess the student's ability to

- generate a document with a clear and consistent layout
- state the terms of reference of the report or aims of the activity
- summarise the main contents
- describe key events
- communicate relevant information in appropriate depth and detail
- use charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings

- organise points into related groups
- arrange main sections in a logical sequence
- describe and evaluate personal contribution to the activity
- draw conclusions and make recommendations appropriate to the body of the report.

GUIDELINES FOR PREPARING AN ENTERPRISE REPORT

The enterprise report should be presented as a word-processed document 1000 – 1500 words in length. This will, on average, comprise four to six pages of text (not including title page, contents page and any appendices). The document should be the student's unique record of a group/class project or enterprise in which he or she participated as part of the Link Modules, the purpose of which was to develop enterprising skills.

LAYOUT

The Enterprise Report should have a clear and consistent layout. In order to achieve this students should be encouraged to

- use simple language and avoid jargon
- write short sentences and paragraphs
- use a regular font, e.g. Times New Roman, for body text
- keep to a small number of font types (for example, two)
- include a title page and table of contents
- number pages
- use a clear hierarchy of headings and sub-headings
- use numbering and/or bullet points where appropriate.

There is no set list of headings for this portfolio item but students should be encouraged to present the material in a logical manner, using headings that enable them to fully achieve the assessment criteria. The following, while not intended to be prescriptive, are considered to be important features of an exemplary enterprise report.

Title page

A clearly identifiable title is essential (e.g. '*Report on a Careers Exhibition*'). A sub-title may be added to give greater detail (e.g. '*An Enterprise Activity organised by 5th year LCVP students at St Brigid's School, Kilkenny*'). Other relevant details on the title page should include the author's name, intended audience (*who the report is for*) and date of completion of the report.

Table of contents

This is a list of the main elements/sections of the report giving the page numbers on which they appear. Care should be taken to ensure that the table is laid out accurately.

Summary

The summary (*or abstract*) should give a synopsis of the report so that a reader can quickly grasp its essentials before he/she reads the entire text. This paragraph should include appropriate information such as

- the subject of the report
- the main items dealt with in the text
- the main conclusions/recommendations.

Terms of reference/aims

As in the case of the summary report, students may state the terms of reference of the report **or** the aims of the activity.

- terms of reference of report: *why the report was written or requested*
- aims of activity: *what the student/class group hoped to learn or achieve from the activity.*

In either case, two to three short statements are required. For example, a student reporting on a mini-enterprise activity might record the following aims

- *to make and sell 200 Christmas tree stands at a profit*
- *to develop skills in teamwork, planning, organisation and problem-solving*
- *to utilise the knowledge I have gained in Leaving Certificate Business and Engineering.*

Body of report

This is the main part of the report in which key details of the enterprise activity are described. The student should arrange paragraphs in a logical sequence under clear headings (*and sub-headings as appropriate*). Relevant information such as research undertaken, plans made, actions agreed, tasks carried out, should be recorded concisely and accurately.

Personal contribution to activity

The student should describe how he/she contributed to the enterprise activity. There are a number of different ways of achieving this, such as

- by including a paragraph entitled '*My Personal Contribution*' in the body of the report
- by highlighting personal contribution (e.g. *using italics*) at appropriate points in the text
- by including an overview and evaluation of personal contribution at the end of the document.

Use of charts, tables, diagrams, pictures

Students should include at least one relevant illustration to support the main findings of the report. Small tables, diagrams etc. may be included in the body text of the report. More detailed or larger items should be placed as **appendices** (*maximum: two items*) at the end of the document. Examples of suitable illustrations include

- a flow chart showing stages in the production process
- a table of relevant statistics
- a project timetable
- financial data for the mini-enterprise
- a photograph of the project team, event, or product
- a bar chart or pie chart showing results of the research
- a route map for the event.

Conclusions and recommendations

In this part of the report the student should include a list of *conclusions* that he/she has drawn following the enterprise activity. The *conclusions* should relate to information already presented in the body of the report. The student should also make appropriate *recommendations*: suggestions for future action, based on the report's conclusions. Conclusions and recommendations may be presented in paragraph form or as numbered/bulleted lists.

Evaluation

This should include an evaluation of the enterprise activity itself (i.e. *to what extent it achieved the stated aims*), an evaluation of group performance and, if not dealt with separately, an evaluation of personal performance.

SAMPLE ENTERPRISE REPORT 1

Enterprise Report
A Fundraising Event
for
Our Lady's Hospital for Sick Children

Prepared for: Ms. Smyth, LCVP Teacher

Written by: Paul Murphy, LCVP Student

Date: 24 March 2002

Table of Contents

Summary	-----	Page x
Terms of Reference	-----	Page x
Aims & Objectives	-----	Page x
Planning	-----	Page x
Research	-----	Page x
Organising the event	-----	Page x
The Actual Event	-----	Page x
Conclusions	-----	Page x
Recommendations	-----	Page x
Evaluation	-----	Page x

Summary

The following is a report on a fundraiser carried out by a group of LCVP students. The report will outline the aims & objectives of this fundraiser as well as the preparation, running & evaluation of the event. Having carried out extensive research on the types of fundraising activities, the team decided to organise a sporting event. Organising the event provided an opportunity for the team to network with the Principal, teachers, students and Our Lady's Hospital Crumlin. It helped improve communication and research skills and enabled us to examine the area of Health & Safety. Having completed the fundraiser, a detailed evaluation was carried out in our Link Modules' class.

Terms of Reference

To fulfil LCVP requirements I was asked to prepare a report on the planning, organisation and evaluation of a fundraising event carried out by our LCVP class.

Aims & Objectives

My aim was to work as part of a team of three others to plan a fundraising event for Our Lady's Hospital for Sick Children, Crumlin. As a group we hoped to achieve the following objectives:

- To raise at least €2000
- To create awareness among the students of the work that is carried out by the hospital
- To make an official presentation to the hospital
- To develop our communication, planning and organisational skills

Planning

As a team we are all very interested in sport and between us play on many teams within and outside school. Therefore it seemed appropriate that we would plan and organise a sporting related activity. However, there were still a number of issues to be dealt with. These included:

- What type of fundraiser to organise?
- What time we could give to the project?
- Who we would target for the fundraiser?
- How we would advertise and promote the event?

Research

In order to get answers to the above questions we decided to carry out some research. We spoke to the following:

- **Our Sports Teachers**

Our first step was to speak with our sports teachers who informed us that Our Lady's Hospital run an annual "Jump for Joy" event which has been organised in the school for a couple of years. The teacher explained that given the size of the gym and the mix of males and females in the school, it would be advisable to run a sports marathon in Unihoc and Soccer

- **Previous Organisers**

I arranged a meeting with these to discuss the event. As a result of this meeting I came up with the following proposals:

- It would take approximately 6 weeks to plan, organise, run and evaluate the event
- We would target first and second year students, a total of 220 pupils
- Each group would take part in a half-day event
- They will take part in two sports namely Unihoc and soccer
- An ideal date for the event would appear to be Friday 4 May

The previous organisers also advised me to contact the local representative for Crumlin and to speak to the Principal about insurance cover for the day.

- **Fundraising Department Crumlin Hospital**

I found out the following:

- A sponsorship card had fifteen lines
- All those who take part will receive a free pen
- Those who raise a certain amount will receive a free Jump for Joy T – shirt
- There are also prizes for the school depending on the amount of money raised.

When we had gathered our facts we approached the Principal with the idea. The Principal welcomed our enthusiasm for the project and was impressed by the amount of research we had done to date. A former Business teacher himself, he stressed the importance of research and planning for any project.

Organising the Event

Now that the research had been completed and the information analysed we set about organising the event. There were several areas we had to consider namely:

1. Promotion
2. Costs
3. Assistants
4. Distributing Cards
5. Organise a First Aid Kit

- **Promotion**

To promote the event we decided to do the following;

- Speak at the first and second year morning assemblies
- Use the school intercom for keeping people updated
- Display advertisements in the school and the gym where the 1st and 2nd years would see them.

- **Costs**

As we would not be looking for sponsorship money we decided to place €25 each into a fund. We also approached our staff of 40 and asked them to donate €1 each. This gave us a total of €140. From this money we would buy mini prizes, organise a league table and any money remaining would go into the fund.

- **Assistants**

We also needed assistants for the day and together with our sports teachers we organised a team of 8 students who would help organise and oversee activities on the day.

- **Distributing Cards**

Between us we distributed the sponsorship cards among the first and second year students stating that we would collect them the following week. We emphasised the importance of having them in on time, as we needed to get exact numbers before drawing up the fixtures tables.

The Actual Event

On the day we had an hour to get ourselves ready for the event. We divided the gym in two and placed the league charts on the walls of the gym. Then we took a quick look at the things we had to do and organised ourselves in the relevant areas.

At 9.45am it was time to bring the 1st years over. At 10.00am our Sports teacher blew the whistle to start our Sports Marathon. The first years had the morning slot from 10.00 – 12.30 and the second years were in the gym from 1.00 – 3.30. They all had a chance to play Unihoc and soccer.

Overall there was a great buzz on the day and all the students seemed to think it a worthwhile challenge.

My Responsibility on the day

Due to the fact that I had completed a First Aid Course with the local Red Cross I took responsibility for First Aid on the day. This involved:

- Stocking a First Aid kit with the required materials.
- Setting up a first aid station on the day.
- Knowing who to contact in an emergency.
- Recording incidents and treatment given.
- Keeping a record of my expenses.

Although I was only called upon to treat some minor cuts and friction burns the experience drew my attention to the type of items which were needed in a kit. It also opened my eyes to Health & Safety issues such as insurance, accident prevention and the importance of effective supervision.

Conclusions

Overall the event was very successful and the students thoroughly enjoyed the day. A total of €2000 was raised. It was hard work and many things including first aid, safety and supervision had to be considered. It created an awareness of fundraising and the type of fundraising events, which can be organised.

Recommendations

As a team, we saw how easy it was to lose track of time. Maybe in future it would be useful to appoint a few more people who would deal with time management on the day. We hadn't considered the situation where students from a particular team were absent on the day. This caused a few moments panic and the league charts had to be altered. Perhaps future organisers could do roll calls before the event and it would be useful to have spare league charts on hand.

Evaluation

Overall, we felt that we worked well as a team. We were all committed to and enthusiastic about the activity from the start. Being highly motivated and determined were key factors in determining the success of this event.

The experience has shown me the amount of time that must be put into planning and organising a fundraising event. What I have learned can be used in my local community. Because I am a member of many teams there would be many events, which I could organise to raise funds for my local clubs.

I felt the fundraiser also helped me to communicate with my teachers, fellow students and other adults. I also saw the benefit of working on a team with other classmates.

Appendix – Presentation of cheque



SAMPLE ENTERPRISE REPORT 1

FUNDRAISING EVENT

(1470 WORDS)

ENTERPRISE REPORT (1000 – 1500 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Clear headings and sub-headings, bulleted lists, table of contents.
State the terms of reference of the report or aims of the activity.	✓			Both included (<i>can be either/or</i>).
Summarise the main contents.	✓			Summary is concise and deals with essential details of report.
Describe key events.	✓			Planning, research, organising etc. All dealt with adequately.
Analyse personal performance.	✓			Described and analysed First Aid responsibility.
Communicate relevant information in appropriate depth and detail.	✓			Comprehensive
Use charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings.	✓			Student correctly placed illustrative material in appendix as it was not appropriate for body of report.
Organise points into related groups.	✓			Report is exemplary in this respect.
Arrange main sections in a logical sequence.	✓			Clear logical flow.
Describe and evaluate personal contribution to the activity.	✓			Included in 'My Responsibilities' and in 'Evaluation' at end of document.
Draw conclusions and make recommendations appropriate to the body of the report.	✓			Comprehensive

SAMPLE ENTERPRISE REPORT 2

Enterprise Report

**Production of Handmade Truffles
for the
Christmas Market**

by Emer Dalton

Table of Contents

◆ Summary	page x
◆ Aims & Objectives	page x
◆ Planning	page x
◆ Market Research	page x
◆ The Marketing Mix	page x
◆ Finance	page x
◆ Conclusion & Evaluation	page x

Summary

When we got together as a group we brainstormed many ideas for products from fancy notebooks to festive candles. However, in the end we decided to choose a product that would best compliment our skills and abilities. One of the many strengths which we possessed, as a team was cookery skills so we brainstormed food products and settled on the idea of hand made truffles. We had made these within our Home Economics class at an earlier stage and so decided to root out the recipes and get into action.

Aims & Objectives

As a group we set out our aims & objectives. These were as follows:

- To produce a selection of 4 handmade truffles
- To package the product in a nice presentation bag
- Earn enough profit to pay back the money invested by members of the team and also to have a share of the profit

My own personal aims for the project

- To develop my planning, organisational and researching skills
- To learn about the importance of quality in preparing a food product for the market

Planning & Researching for Production

Planning

As a group we set aside five weeks to carry out our mini – enterprise activity. In order to use our time wisely we decided to devise a plan of events for each week. The targets for each week were as follows:

➤ Week 1

To discuss the plan with our LCVP teachers
Decide on what type of truffles to make and determine the difficulties we may encounter
Decide on our financial requirements

My job here was to get the recipes for the truffles from my Home Economics notes and to look through other cookery books and magazines for other ideas

➤ Week 2

Make the samples
Distribute the samples around the school
Note the results of the sampling
Analyse the results of the sampling

I had two jobs to do in Week 2. Firstly, I had to make the orange chocolate truffles for sampling and secondly I had to note the feedback given by our potential customers.

➤ Week 3

Draw up advertising posters for the school
Begin collecting the presentation bags
Finish taking orders

During Week 3 I took responsibility for shopping around for the presentation bags

➤ Week 4

Begin packaging the product and assigning them to the orders
Decorate our presentation stand
Deliver the products to our customers
Finalise the accounts

During Week 4 I packed the products and labelled them for the customers

➤ Week 5

Obtain feedback
Distribute profit

Market Research

We needed to carry out research to determine answers to the following:

1. if there would be a demand for the products in the school
2. the cost of producing the product
3. the range of competitors for handmade chocolates in the market

We sat and discussed the different methods of research that we had learned in business namely:

- Questionnaire
- Personal Interview
- Sampling

We decided against a questionnaire as it would be too time consuming and also because many people do not take surveys seriously and tend not to return them. Instead we opted for sampling combined with personal interview. These would help us to determine the reaction to the product first hand thus giving us a good indication of the demand for the product.

My role here was to note the feedback given by our potential consumers.

The sampling was very costly. We had to find out the number of students in the school and we had to make the truffles. However, the sampling also provided good practice in our cooking skills.

As regards the cost of the raw materials we compiled the following list:

Ingredients	€74
Packaging	€64
Sampling	€22
Total	€160

To gauge the cost of competing products we researched and priced other hand made chocolates including Butlers, Leonidas and O' Briens and we came to the conclusion that €3 would be more than reasonable for 4 truffles. Having completed all the above it was possible to draw up a Marketing Mix for our product.

The Marketing Mix

Product

Our product would be a selection of hand made truffles in four varieties: Plain chocolate, Rum, White chocolate and Orange chocolate

Price

When setting the price for a product you must consider the following:

- Cost of the raw materials
- Cost of the competing products
- A small profit margin

Having completed our research carefully and analysing the results we came to the conclusion that € 3 would be more than reasonable for 4 truffles.

Place

The product would be sold within the school.

Promotion

A combination of sampling, advertising and word of mouth would be used to promote our product. As regards advertising we decided to place colour posters around the school. Sampling would also give potential consumers a chance to taste the product and if they liked it word of mouth may contribute to increased sales.

Packaging

The truffles were packed in a small foil presentation bag. We opted for a foil bag to keep the product fresh.

Finance

We invested €50 each to cover costs. We hoped to recover this expenditure from our profit after all the products had been sold. To reduce the occurrence of bad debts we agreed on cash on delivery.

A total of 160 orders were received. This gave us an income of €480.

The following table outlines the profit earned on completion of the enterprise activity.

Details	Euro
Income	€480
160 orders @ €3	
Expenditure	€160
Total costs	€320
Profit	

The Profit was €320. When Capital Invested of €200 was taken out this left a profit of €120 remaining. This would be shared among the four team members.

Conclusion & Evaluation

Conclusion

- This was a very enjoyable project.
- We were lucky to be able to avail of the school facilities at no extra cost.
- There were many threats to our business as regards competing producers.
- Research and planning combined with ongoing review and evaluation ensured a successful venture.
- Our mini company has given us a greater insight into the world of business.

Evaluation

- This project required hard work and long hours. The fact that all team members were committed and enthusiastic ensured the success of the enterprise.
- We had deadlines to meet. This proved to be a challenge to the team as it was important to achieve these deadlines in order to meet the needs of our customers.
- We had produced a food product so extra care was needed and we realised that the actual product had to be identical to the sample as people had made their order based on what they had tasted.
- When producing a food product planning is very important to eliminate waste.
- It is essential to test the product at every stage of the production process. When the samples were being made we had to measure the ingredients carefully and ensure that we produced a product with the required taste.

SAMPLE ENTERPRISE REPORT 2

HANDMADE TRUFFLES

(1 203 WORDS)

ENTERPRISE/ACTION PLAN (300-600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Title, table of contents, main points under headings.
State the terms of reference of the report or aims of the activity.	✓			Comprehensive
Summarise the main contents.		✓		Gave reasons for setting up enterprise rather than summary of contents.
Describe key events.	✓			Comprehensive.
Analyse personal performance.			✓	Described but not analysed.
Communicate relevant information in appropriate depth and detail.	✓			All essential detail present.
Use charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings.	✓			Table showing profit is acceptable. Could have included copy of recipe.
Organise points into related groups.	✓			Report is exemplary in this respect.
Arrange main sections in a logical sequence.	✓			Clear, logical flow.
Describe and evaluate personal contribution to the activity.		✓		Described in italics throughout body of report. No personal evaluation.
Draw conclusions and make recommendations appropriate to the body of the report.		✓		Conclusions present. Some recommendations within 'Evaluation' section, but should have been identified under separate heading.

SAMPLE ENTERPRISE REPORT 3

A Report on a Table Quiz organised by the LCVP Group for First years

Terms of Reference

To write a report on the part I played in organising a Table Quiz for 1st year students in our school.

Aims & Objectives

Our aims as a group were to organise a table quiz that:

- ◆ Would be fun and enjoyable for all in the run up to the Christmas holidays
- ◆ Would have a variety of questions to suit the interests of all 1st years
- ◆ Would have links to their teachers and subjects
- ◆ Break even i.e. income from the quiz would cover costs

My aim was to prepare and test the questions for the quiz.

Planning

When I sat down to think about what I needed to do I came up with 4 different items.

- ◆ To prepare eight rounds of ten questions each
- ◆ To compile answers for the questions
- ◆ To design an answering sheet for each round
- ◆ To design a league table for keeping records of scores

Research

- ◆ Speaking to previous organisers

Type of questions

I spoke to some of the 6th year LCVP students who had organised this event the previous year. I questioned them about the number of rounds, the number of questions in each round, the time needed for the quiz and the type of questions to include. They informed me that a full two hours would be ample time, eight rounds and they said that students liked the teacher rounds.

- ◆ **League Table**

In previous years they had used pieces of paper and joined them together.

- ◆ **Sound**

The previous organiser advised we try and get a microphone for the event as many of them had no voice left at the end of the quiz last year.

- ◆ **Number of students**

Having liaised with the LCVP students dealing with registration I found out that a total of 120 students had registered for the quiz i.e. 30 tables of 4 persons each.

Having completed my research I set out to organise the quiz

Organisation

- ◆ **Questions**

I decided on eight rounds as follows:

1. Music Round
2. TV / Film round
3. Sports round
4. General Round
5. Subjects round
6. Teachers Photo Fit round
7. Geography / History round
8. TV Soaps round

◆ Speaking with teachers

To prepare for the subjects round and the teachers photo fit round I needed to speak with the teachers. I asked the Principal could I make an announcement at breacktime and he didn't see any problem with that. I explained to the teachers what we were planning and that I needed their help. For the Photo fit round I explained that I would need photos of the teachers when they were around 3 or 4years old. If they wanted to participate they should place their photo in an envelope with their name on it and pop it in the box. For the subjects round I asked each department to prepare one question relevant to the work covered by first years to date. I said that I would leave a box in the staffroom for all materials and I would collect it the following week. I stated that all photos would be returned.

◆ League Table

I approached one of the caretakers and asked him if there was any spare noticeboards available. He said there were one or two and he would check it out. A spare notice board was located along with black and white paint and I spent time painting it and lining it out for the quiz.

◆ The questions

Using various quiz books, my own CD's ,general knowledge, newspapers, magazines and TV guides I wrote the remaining questions and drew up the answer sheets. I also collected the material from the staffroom and selected the photos and questions I would use.

◆ Sound System

I contacted one of the other 5th year students who was part of a band outside school and asked him if we could borrow a microphone and an amp. Luckily there was no problem getting this sorted.

◆ Tie Breaker Questions

I also had some questions in reserve in the event of a tie breaker situation

◆ Testing the questions

Having finalised the questions I needed to test them on some students. I picked a group of 2nd years and told them it was confidential and asked them if they could answer the questions. Once again no problems.

◆ Photocopying

The final step was to photocopy the questions, answer sheets, solutions and obtain markers for filling in the league table. I asked the secretary for help with this and she did the copying.

◆ Conclusion & Recommendations

- Overall the quiz was very enjoyable and there was a great buzz on the day.
- We got through all eight rounds within the time allocated. Funnily the boys scored highly on the sports round but the teachers photo fit round caused most problems for everyone. Nearly all the teams scored full marks in the music round.
- If I was organising a quiz again I would recommend 8 rounds with 10 questions each. You must have a wide variety of questions to suit everyone.
- The quiz gave me a great chance to communicate with other people and to improve my planning and organisational skills. I also realised that I had a deadline to meet and that the other members of the quiz team were depending on me to get my work done on time.
- If I was doing another quiz I would look for sponsorship for spot prizes which could be given out during the quiz. You could give each member of the team a raffle ticket before the quiz.
- I feel that I have learned a lot and I could use this in the future to raise money for my local football club.
- When organising a quiz you must see how much space you have and how many teams can take part.
- It is important to have extra questions ready in case you have a tie breaker situation.

SAMPLE ENTERPRISE REPORT 3

HANDMADE TRUFFLES

(1204 WORDS)

ENTERPRISE/ACTION PLAN (300-600 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.		✓		Title page, author, table of contents absent. Lack of clarity due to variation in text size and style of headings.
State the terms of reference of the report or aims of the activity.	✓			Well presented.
Summarise the main contents.			✓	No summary presented.
Describe key events.		✓		No clear description of the event itself, other than two sentences in ' <i>Conclusion & Recommendations</i> '.
Analyse personal performance.		✓		Some analysis under ' <i>Conclusion & Recommendations</i> '.
Communicate relevant information in appropriate depth and detail.		✓		Details under ' <i>Planning and Research</i> ' are too sketchy.
Use charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings.			✓	None presented.
Organise points into related groups.		✓		A number of bulleted points could have been grouped under a single heading.
Arrange main sections in a logical sequence.		✓		Description of the actual event appears under ' <i>Conclusion & Recommendations</i> '.
Describe and evaluate personal contribution to the activity.	✓			Well described in body of report. Good evaluation in ' <i>Conclusion & Recommendations</i> '.
Draw conclusions and make recommendations appropriate to the body of the report.	✓			Some parts of this section of report would be more appropriate under the heading ' <i>Evaluation</i> '.

RECORDED INTERVIEW/PRESENTATION

This portfolio item is a **video recording** of a student being interviewed or making a presentation on a theme or topics that are related to one or more of the learning outcomes of the Link Modules. This option provides the student with the opportunity to demonstrate his/her verbal communication skills. It can serve as a valuable preparation for future job interviews and give useful practice in making oral presentations at work, and in educational and community settings.

OPTIONS

The recorded interview/presentation may take a variety of forms. Examples include

- a simulated job interview based on Unit 2 of the Preparation for the World of Work Link Module
- a general interview in which the student is asked questions about his/her participation in and insights gained through one or more Link Module activities.
- a short presentation (supported by simple visual aids) given by the student, based on a specific enterprise activity in which he/she has participated, followed by 2/3 questions.

Note: a documentary style video recording in which the student acts as narrator is not recommended, as it is unlikely to satisfy the assessment criteria.

RESTRICTIONS

As stated earlier, the content of a career investigation, summary report or any other optional item submitted as part of the student's portfolio may not be the principal topic of his/her recorded interview or presentation. However, some questions relating to one or more of the above may be included as part of a recorded interview. As a general rule, references to an activity already reported on or diared by a student in his/her portfolio should not occupy more than 25% of the recorded interview (i.e. *two questions out of eight*).

ASSESSMENT CRITERIA

The recorded interview/presentation will assess the student's ability to

- communicate effectively in appropriate depth and detail
- express informed opinion
- support answers to questions with relevant examples
- engage positively with the interviewer/audience
- use appropriate body language.

GUIDELINES FOR PREPARING A RECORDED INTERVIEW/PRESENTATION

Detailed guidance on video photography, sound recording, interview techniques and presentation skills—each of which may contribute to the quality of a recorded interview or presentation—is not included in this publication.

For guidance on administrative issues in relation to this portfolio item (videotape format, running order of interviews, identification of candidates etc.) teachers should refer to guidelines on assessment arrangements issued to schools from time to time by the examining authority.

The following constitutes best practice in preparing a recorded interview/presentation.

The student interviewee/presenter should

- dress neatly and appropriately
- adopt an open, relaxed posture
- make eye contact with interviewer/audience
- listen carefully and affirm questions with appropriate body language
- speak clearly and confidently using normal conversational voice
- express ideas/opinions/points in a logical sequence
- take care not to drop voice at the end of sentences
- avoid reading from notes or from visual aids
- avoid distracting mannerisms, jargon, slang

- explain technical terms which may be unfamiliar to interviewer/audience
- use hand gestures where appropriate
- use action words and phrases when describing events (e.g. *I planned... We evaluated...*)
- make reference to skills gained through Link Module activities.

The interviewer/s should

- be familiar with the aims and expected outcomes of the Link Modules
- plan key questions to provide structure and direction to the interview
- avoid complex or ambiguous questions (e.g. *'What subjects are you studying at school, why did you choose them and which is your favourite?'*)
- articulate questions clearly
- adapt questions to the level of students' abilities
- use open questions (e.g. *'Tell me about..., Why do you think...?'*)
- encourage students to give examples and express their opinions
- give students time to think after they are questioned
- follow up on students' responses
- avoid dominating the interview.

SAMPLE INTERVIEW

Introduction

'Good afternoon. In the next few minutes I'm going to ask you some questions about yourself, about what you are studying at school and what you plan to do in the future. I'm also going to ask you to tell me about the LCVP, the activities you and your class organised as part of the programme and what you feel you learned from them.'

Questions

1. Tell me a little about yourself.
2. What subjects are you taking for your Leaving Certificate?
3. What do you hope to do when you leave school?
4. That's an interesting career, why did you choose it?
5. You mentioned that you were following the LCVP. Why did you decide to take this programme?
6. You and your class organised a number of activities as part of the Link Modules. Tell me about one of them.
7. What part of this activity challenged you most?
8. What advice would you give to someone in your school thinking of taking LCVP?

Conclusion

'Thank you for taking part in this interview.'

REPORT ON 'MY OWN PLACE'

This document is based on the findings of a local investigation carried out by the student. The report is primarily an outcome of Unit 1 of the Link Module, Preparation for the World of Work. Units 2 and 3 of the Link Module, Enterprise Education may also generate useful material for this portfolio item.

The report may be based on a single investigation which the student and his/her class or group has engaged in over a short period of time, or a number of events which have taken place at intervals over the two years of the Link Modules.

A broad definition of 'My Own Place' is envisaged, enabling students from different school settings to interpret their local area in a variety of ways, such as

- our local town or village
- our local parish or townland
- the area around our school
- selected locations in a large urban area.

The report on 'My Own Place' provides students with the opportunity to record what they have learned about their local area, to show that they have developed informed opinions about local issues and to demonstrate that they can communicate clearly and concisely.

ASSESSMENT CRITERIA

The report on 'My Own Place' will assess the student's ability to

- generate a document with a clear and consistent layout
- identify the local area under investigation
- define aims/objectives and scope of the investigation
- outline the methods used to collect information about the local area
- describe an out-of-school group activity undertaken as part of the investigation
- analyse the information gathered and select relevant material

- identify and analyse an important issue relevant to the local area
- use maps, charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings
- link the activity to learning in relevant Leaving Certificate subjects
- describe and evaluate personal contribution to the investigation
- draw conclusions and make recommendations appropriate to the investigation.

GUIDELINES FOR PREPARING A REPORT ON 'MY OWN PLACE'

The report on 'My Own Place' should be presented as a word-processed document 1000 – 1500 words in length. This will, on average, comprise four to six pages of text (not including title page, contents page and any appendices). The document should be the student's unique record of a local investigation in which he or she participated as part of the Link Modules.

LAYOUT

The report on 'My Own Place' should have a clear and consistent layout. In order to achieve this, students should be encouraged to

- use simple language and avoid jargon
- write short sentences and paragraphs
- use a regular font, e.g. Times New Roman, for body text
- keep to a small number of font types (for example, two)
- include a title page and table of contents
- number pages
- use a clear hierarchy of headings and sub-headings
- use numbering and/or bullet points where appropriate.

Headings

There is no set list of headings for this portfolio item but students should be encouraged to present the material in a logical manner, using headings that enable them to fully achieve the assessment criteria.

Title page

This should clearly state that the document is a report on 'My Own Place' and identify the local area being investigated. A sub-title may be added to give greater detail (e.g. '*An investigation of the main sources of employment in my local area*'). Other relevant details on the title page should include the author's name, intended audience (*who the report is for*) and date of completion of the investigation.

Table of contents

This is a list of the main elements/sections of the investigation, giving the page numbers on which they appear. Care should be taken to ensure that the table of contents is laid out accurately.

Introduction

This gives a brief description of the local area and indicates the scope of the investigation (i.e. *what aspects of the local area are being investigated*). The introduction may be accompanied by a sketch map showing the geographical location of the local area.

Aims/objectives

These should record what the student set out to investigate and/or hoped to achieve through the activity. A list of numbered or bulleted aims/objectives is recommended. The student may if he/she wishes, include both group and personal aims. The student is not required to distinguish between aims and objectives.

Research methods

This should be a concise description of the different ways the student or group organised the collection of relevant information about the local area. Once again, short numbered or bulleted sentences are sufficient.

Out-of-school activity

This is a paragraph describing an out-of-school group activity in which the student took part, whose purpose was to obtain information about or investigate an aspect of the local area. The student should record the date of the activity, describe briefly what took place and indicate how the information gained was subsequently used.

Main findings of investigation

This is the main body of the report in which key aspects of the investigation are described and analysed. The student should arrange paragraphs in a logical sequence under clear headings (*and sub-headings, where appropriate*). Small, relevant illustrations, such as maps or statistical tables may be included here. Larger items should be placed as **appendices** (*maximum: two items*) at the end of the document.

Analysis of a local issue

The assessment criteria require the student to identify and analyse an issue relevant to the local area being investigated. Each student should be encouraged to make reference to a specific economic or social issue in his/her aims at the beginning of the report. For example, a student might include the following aim:

- '*To investigate facilities for young children in my local area and to make proposals for improving the services which are available.*'

In the main body of this report the student might locate and describe the facilities which were discovered. In addition, he/she could assess the quality of the facilities, comment on essential services which were missing and give suggestions about how they might be provided.

In some cases, however, a student may identify an issue not referred to in his/her aims, which has only become apparent after the investigation of the local area has taken place. For example, a student may discover, as a result of local investigation, that there are several important historical sites in his/her parish which, if developed might attract tourists. It would be perfectly acceptable to raise this issue and deal with it under a separate heading at the end of the body of the report.

Link to learning

Students should be encouraged to indicate at an appropriate point in their report how they have '*linked the learning*' to relevant subjects which they are taking as part of the Leaving Certificate. At least **two** different subjects should be mentioned along with a brief explanation of their relevance. Students may, for example, refer to subjects which

- provided useful material for their research
- influenced their aims/objectives
- helped them develop the skills necessary for the investigation
- helped them to prepare the report
- were enhanced by the activity.

Personal contribution to investigation

The student should describe how he/she contributed to the investigation. This could be achieved in one of the following ways:

- by including a paragraph entitled '*My Personal Contribution*' in the body of the report
- by highlighting personal contribution (e.g. by *using italics*) at appropriate points in the text
- by including an overview and evaluation of personal contribution at the end of the document.

Conclusions and recommendations

In this part of the report the student should include a list of *conclusions* that he/she has drawn following the investigation. The conclusions should refer back to the original aims/objectives of the investigation. The student should also make appropriate *recommendations*—suggestions for future action, based on the report's conclusions. Conclusions and recommendations may be presented in paragraph form or as numbered/bulleted lists.

Evaluation

This should include an evaluation of the investigation itself (i.e. *to what extent it achieved the stated aims*), an evaluation of the group activity and, if not considered separately, an evaluation of personal performance.

SAMPLE REPORT ON 'MY OWN PLACE' 1

'My Own Place'

Ardee

**Investigation of Local Area
Music and Tourism**

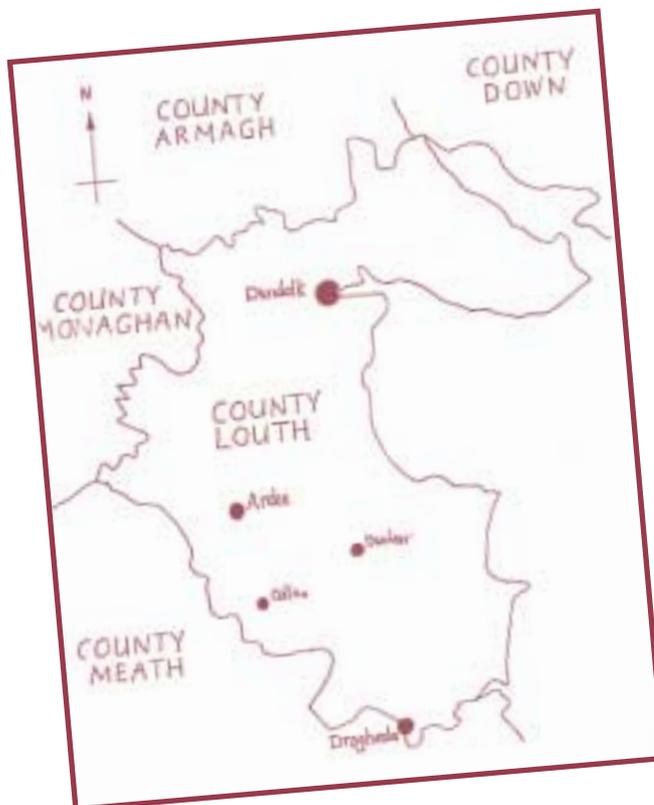
by
Eamonn Duignan, LCVP Student

Contents

1. Introduction	page x
2. Aims and Scope of Investigation	page x
3. Group Activity	page x
4. My Personal Investigation	page x
5. Conclusions	page x
6. Recommendations	page x
7. Personal Evaluation	page x
8. Appendix	page x

'My Own Place'

Ardee



Map showing location of Ardee

1. Introduction

The Gaelic name for the market town of Ardee is Baile Atha Fhirdia, which means the Ford of Ferdia and refers to the famous battle between Ferdia and Cuchullain many centuries ago. The battle took place near the river Dee. The town is situated on the principal road from Dublin to Derry and is the third largest town in County Louth.

Today, Ardee is a thriving community. The town boasts a highly successful concert band, an 18 hole golf course, numerous Gaelic and soccer pitches with a wide range of activities for both locals and visitors alike. For the Historian there are many archaeological and historical sites. The town is also an ideal base from which to explore the mysteries of The Boyne Valley.

2. Aims & Scope of the Investigation

As an LCVP group we set out to investigate the local area under eight specific categories:

1. Heritage
2. Sources of Employment
3. Financial Institutions
4. The Provision of Social Services
5. Community Development Groups & Agencies
6. Voluntary Groups
7. Sporting Groups
8. Music in the area and the tourism potential arising from this

3. Group Activity

To complete our Preliminary research we decided to take a walk down the main streets in Ardee during a double Link Modules' class. We divided ourselves into 8 groups to cover the areas set out in our objectives. The walk took place on Thursday 10th October 2002.

We noted our findings and discovered that the town of Ardee contains:

- 5 Financial Institutions
- 2 Historic Castles
- 2 Churches
- A variety of sole trader and partnership businesses and several private limited companies
- A highly successful concert band
- 12 Public Houses, many of which serve food
- 3 Restaurants
- 4 Creches
- 2 Hospitals
- A Parish Centre
- The Louth Leader Office
- A Town Council
- A variety of GAA, Football and Soccer clubs
- 2 Primary Schools and a Community School
- Several voluntary groups

Having completed the above analysis of our findings, we divided into smaller groups to carry out an in depth investigation on one of the areas listed above.

4. My Personal Investigation

I decided to investigate the development of music in the area and the tourism potential arising from this. The reasons why I undertook this particular task were as follows:

1. Music is alive in Ardee and the Concert Band is an integral part of the local community
2. Members of the Band Committee work on a voluntary basis to help create good citizens for the local community through its involvement with the musical, educational, sporting, religious and social life of the local area.
3. As I am studying music at school I have a great interest in this area.

4.1 Research Methods

In order to gather information on The Ardee Concert Band I did the following:

- Spoke to several students in the school and asked them for contact names and numbers of the various officers for the band
- Searched through the Ardee Concert Band website
- Obtained local newspaper stories on the successes of the Ardee Concert Band
- Copies of reports from the "Deeside Doins", a local newsletter
- Arranged an interview with Mr. Kevin Reilly, Ardee Concert Band

4.2 Preparation for the Interview with Mr. Kevin Reilly

To prepare for the interview I had to analyse the information I had already obtained to date and then design a series of questions. These questions can be viewed in Appendix 2 of this report.

4.3 Findings - Ardee Concert Band

- The Ardee Concert Band is 140 years old and is the third oldest band in Ireland.
- The band operates from the Bohemian Centre, which is located on Jervis Street.
- There are a total of 100 members between the Junior and Senior Bands and the Band committee. The committee comprises members, their parents and supporters of the band.
- It costs 15000 euro per year to run the band. Sources of finance include membership subscriptions, receipts from Christmas Concert, income from bingo, church gate collections and small grants from the Local County Council. Various local financial institutions also provide spot prizes for table quizzes.

- Ardee Concert Band is defined as a "Community Band". This means it draws its members and all its resources from the local community.
- To become a member of the band you must be at least 9 years old. If you wish to become a band member you must possess a number of skills and characteristics including a certain amount of musical ability, strong self-discipline and most importantly, commitment.
- There is an annual subscription of 25 euro per band member. This covers tuition costs, use of instruments, musical scores, a band uniform and various social outings.
- For junior band members training takes place for 1 hour per week. The senior band practises for 2 hours twice a week. All teaching is carried out by more senior band members on a voluntary basis.
- Teamwork is important and members must realise that the overall success of the band is determined by the personal contribution of each individual member.

There are a number of key events in the band calendar and these include the following:

- An annual Christmas Concert.
- Carol Singing for local charities.
- St. Patrick's Day Celebrations.
- Attendance at religious services.
- Performances at the local Festivals.
- Recitals in the local area.
- Playing at local football matches and local weddings.

Regular reports and reviews on Band activities are included in the Deeside Doins, a local parish newsletter each month.

5. Conclusions

The Ardee Concert Band is a success story of the local area. It is an excellent example of teamwork in that it comprises 100 adults and young people working together to achieve local goals. The band makes a significant contribution to tourism in the local area by bringing variety, colour and music to local festivals and through its many recitals. The Band's website is also an attraction to the modern tourist who usually checks out an area on the internet before deciding on where to go or stay.

6. Recommendations

- When seeking to interview somebody I would advise a face to face interview rather than sending out a questionnaire or answering questions over the phone. When talking to someone directly it is easier to clarify certain points.
- Having spoken to Mr. Reilly, I would suggest that an application for membership might be included on the band's website.
- At present an old castle is being restored in Ardee. It would be interesting to see if the band could work with the local council in order to organise recitals and other musical events at this unique location for tourists.
- I would also advise that the band advertise information about forthcoming concerts among local tourist offices and B & B's in order to attract more tourists.
- Finally, I suggest that my school and the band come up with more ideas for working together in order to ensure that a very high standard of music is present in Ardee for years to come.

7. Personal Evaluation

I have benefitted in many ways from researching My Own Place and particularly the Ardee Concert Band

- I have achieved all my objectives
- I experienced the idea of setting up a meeting, arranging questions, analysing notes and summarising information
- I realise the usefulness of the Internet in carrying out research.
- I have seen that there are many people in my local area giving up their time on a voluntary basis.
- My research has been of benefit to me in several of my Leaving Certificate subjects including History, Geography, English, Business and Music.
- I have learned more about teamwork and the key skills and characteristics that team members must develop.

8. Appendices

Appendix 1 - Ardee Concert Band Website



Appendix 2 – Interview Questions

Interview with Mr. Kevin Reilly, Ardee Concert Band

1. Ardee Concert Band has been referred to as a Community Band. Could you explain what this means?
2. What are the key skills and characteristics that you look for in potential band members?
3. Do you think teamwork is important for any band and why?
4. How do you recruit members for the band?
5. How important is training for the band? How does training take place?
6. What benefits are there for young people joining the band?
7. What key skills and characteristics are these people developing?
8. Could you give a brief listing of events that the band organises or attends in the local area?
9. How can the existence of the band benefit the local community?
10. How do you finance the running of the band in order to keep it at such a high standard?
11. Could the band carry out any activities in the future which would attract more tourists to the area?

SAMPLE REPORT ON MY OWN PLACE 1

ARDEE
(1490 WORDS)

REPORT ON MY OWN PLACE (1000 - 1500 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Title page and contents included. Consistent use of headings, sub-headings, numbered points and bulleted lists.
Identify the local area under investigation.	✓			Named in title and developed in introduction.
Define aims/objectives and scope of the investigation.	✓			Student has indicated group aims and personal aims.
Outline the methods used to collect information about the local area.	✓			Clarified under ' <i>Research Methods</i> '.
Describe an out-of-school group activity undertaken as part of the investigation.	✓			Preliminary investigation carried out by class group is described.
Analyse the information gathered and select relevant material.	✓			Findings concisely presented. No padding.
Identify and analyse an important issue relevant to the local area.	✓			Good analysis of contribution made by band to local tourism.
Use maps, charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings.	✓			Map included in body of text. Questionnaire and web page screen shot in ' <i>Appendix</i> '.
Link the activity to learning in relevant Leaving Certificate subjects.	✓			Student has named relevant subjects in ' <i>Personal Evaluation</i> '.
Describe and evaluate personal contribution to the investigation.	✓			Personal investigation of concert band evaluated.
Draw conclusions and make recommendations appropriate to the investigation.	✓			Comprehensive.

SAMPLE REPORT ON 'MY OWN PLACE' 2

**A REPORT ON WOODFORD
MY OWN PLACE**

by Anne Devlin

	Page
Contents	
Introduction	x
Aims and Scope of the Investigation	x
Methods of Research	x
Visit to IRD Offices	x
Main Findings of the Investigation	
Location	
History	
Industry/Employment	
Shops	
Library	
The Heritage Centre	
Education	
Reserves	
Activities	
Accommodation	x
Conclusions	x
Recommendations	x
Appendix	



Figure 1. Map showing location of Woodford

Introduction

Our Link Modules' class carried out an investigation of our local area, Woodford, as part of the LCVP. In our investigation, we were asked to research an important issue relevant to community development. From my studies in Geography and Business for Leaving Certificate, I was aware of the economic problems facing rural communities. I proposed looking at the tourist potential of my area and how tourism and rural resettlement could help solve the problem of population and income decline. Three other students offered to work with me.

Aims and Scope of the Investigation

- To research the origins of Woodford, its significant features and how they can contribute to its development.
- To evaluate the potential of rural resettlement and tourism as solutions to population decline in the area.
- To practice doing research and analyse the findings.
- To experience working as part of a team and in dealing with adults.

Methods of Research

We carried out the following research as a team:

- We visited the library to research the history of Woodford.
- We consulted with a local tour guide who provided us with a local map indicating the location of historical sites. We went on a cycling trip to visit several of them and in some cases we spoke to the landowners.
- We called to the IRD offices in Portumna for information on tourism.

I conducted the following personal research:

- I spoke to two families who have come to live in Woodford, one from Dublin and one from Germany.
- I invited Mrs Hilty, a local guest house owner, to speak to our class.

Visit to IRD Offices

We visited the IRD offices at 4.00pm on Tuesday 5th March. IRD stands for Integrated Regional Development. I found out about community development and were given data on tourist preferences (see Figure 2). The data was helpful to me for comparing features of the Woodford area with tourist requirements.



Figure 2 - Features of an Attractive Tourist Destination

Main Findings of the Investigation

1. Location

My parish is called Woodford/Looscaun. It is located in south-east Galway near the border with Co. Clare. Woodford village is 14 miles from Loughrea and 10 miles from Portumna. It is in a very scenic location at the foot of Ben Hill between the Slieve Aughty mountains and the river Shannon. It is less than one hour by road from Woodford to Galway and to Shannon Airport.

2. History

Woodford village was formed by Welsh settlers who set up an iron industry in the village in the 17th century. There are many historic sites round the village (see Appendix). There is an ancient stone circle just outside the village. The area has many Wedge Tombs and Standing Stones. Tower Houses which were used for protection against an invasion can be found along the banks of the Shannon. There is a Mass Rock in Lake Atorick which goes back to the penal times.

3. Industry/Employment

From my studies in Geography, I know that farming is very important in the Woodford area. In recent years, as farmers incomes have declined, some have turned to agri-tourism to improve their incomes. From speaking to local landowners, I discovered that some farmers were forced to sell their farms to people from Germany and Holland who were attracted by the unspoiled environment of Woodford. Some farmers have sold their farms to Coillte for forestry. Coillte has provided a lot of employment in the area recently. Many people from Woodford travel to Portumna, Gort, Loughrea and Galway City every day for work.

4. Shops

Woodford has a nice range of shops which cater for all local needs. A lot of the social life of the area revolves around the many pubs which offer traditional music at the weekends. Every Christmas there is a Mummers Festival in the town which attracts people from a wide area.

5. Library

The library is in the middle of the village, it is not very big but it does cater for people's needs including an Internet service. It has some excellent books on local history.

6. The Heritage Centre

The Heritage Centre offers a service for people whose ancestors came from east Galway to trace their roots. People can call in to the centre or make enquiries on the Internet.

7. Education

There is a primary and a secondary school in Woodford. Both schools have a good reputation and have good academic results.

8. Reserves

Woodford has 3 Nature Reserves. They are mostly forestry and have interesting walks and picnic areas which attract local families and tourists. Woodford is surrounded by bogland which is still harvested for turf and which has some rare plants and birds.

9. Activities

Hurling is played in the schools and there is a parish team. Regular training takes place in the local pitch. I discovered that there is also a hurling camp for 10 to 16 year olds every summer. There are 8 Golf Courses within easy driving distance from the village, the nearest is at Curra.

Woodford has a new Community Centre with a Youth Club where you can play basketball, uni-hoc, volleyball, table tennis and darts. The area also offers many other activities e.g. fishing, horse riding, boating, golf, carting, guided historical tours etc.

10. Accommodation

There are many different types of accommodation in and around Woodford. They include cottages which can be rented, B&B's, self-catering chalets, horse drawn caravans, farm house, hostel or hotel accommodation.

Conclusions

- Woodford, being very scenic and pollution free, is a great place to live. For a small village Woodford has a lot of facilities and social amenities. In my opinion, it is an ideal place to rear children, having kind neighbours, safe and healthy environment. It has good educational and employment opportunities, training courses for adults and lots of craic at the weekend. It has a lot to offer rural resettlers or short-term visitors.
- When I compared features of the Woodford area with data on tourist preferences (see Figure 2) I found that Woodford meets all the needs. Newcomers to a rural area, as resettlers or tourists, often bring vibrancy and energy to the place. Their coming can also offset the decline in rural population and incomes.

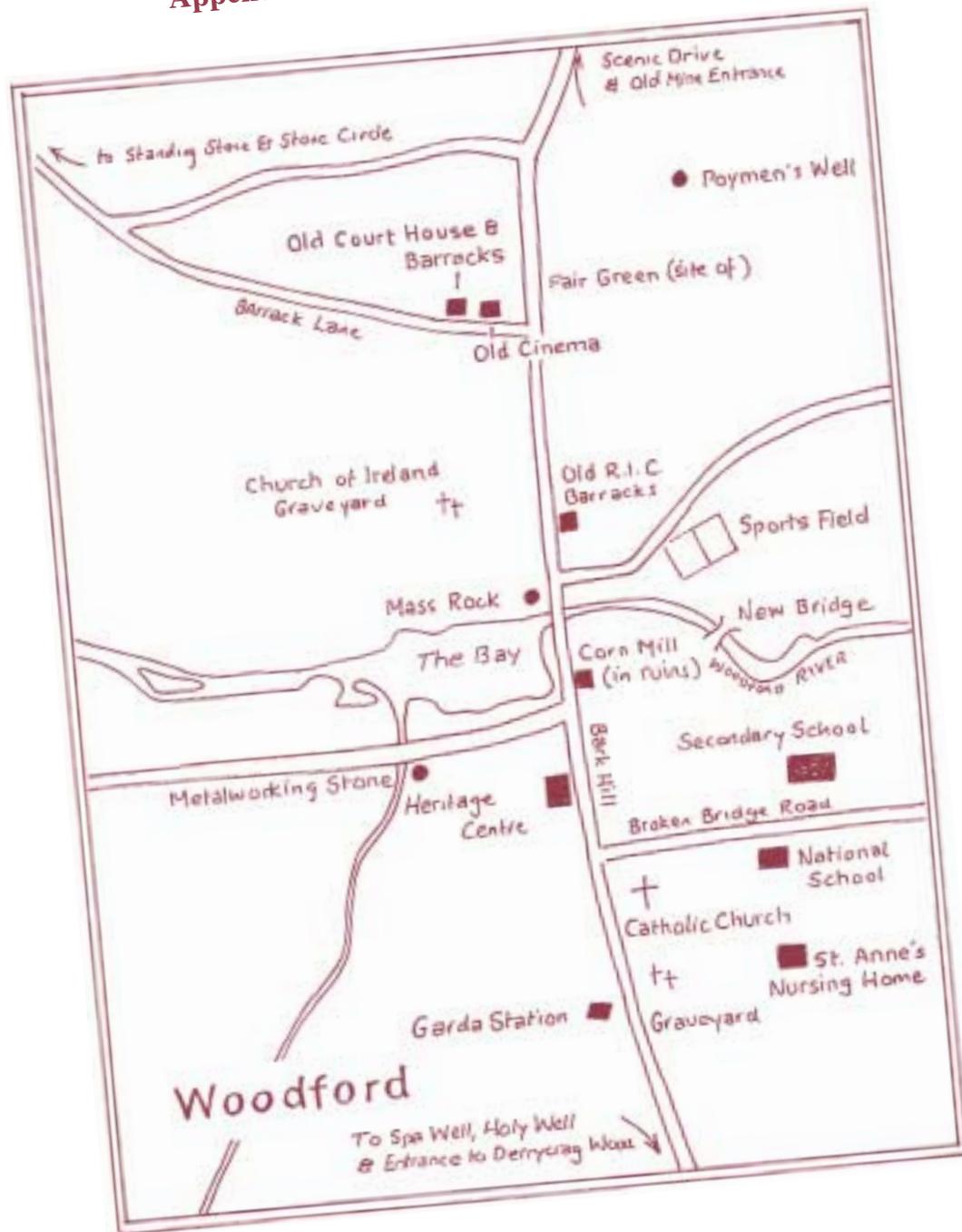
Recommendations

- Greater promotion of South East Galway – it needs to have an identity comparable to Connemara or Killarney.
- Pressure needs to be kept on the Co. Council to signpost the area and to continue to improve the roads.
- Local people need to be more caring of their environment and more litter conscious.
- Heritage sites must be protected, made more accessible and signposted.
- Local organisations e.g. IFA should highlight the potential to improve farm incomes by developing tourist products – crafts, pottery, organic foods.
- Students should be made aware of possible careers in the areas of Heritage and Tourism.

Personal Evaluation

I have benefitted in many ways from researching this project. I now better understand aspects of Geography and Business. I appreciate teamwork and have gained confidence and improved research, presentation and IT skills. I have learned to appreciate my local environment.

Appendix - Woodford - Places of Interest



SAMPLE REPORT ON MY OWN PLACE 2

WOODFORD
(1 259 WORDS)

REPORT ON MY OWN PLACE (1000 — 1500 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.	✓			Title page and contents included. Clear headings, logical flow.
Identify the local area under investigation.	✓			Named in title of report.
Define aims/objectives and scope of the investigation.	✓			Comprehensive.
Outline the methods used to collect information about the local area.	✓			Fully dealt with under 'Methods of Research'.
Describe an out-of-school group activity undertaken as part of the investigation.	✓			Visit to IRD offices recorded, dated and outlined.
Analyse the information gathered and select relevant material.		✓		Main findings identified and described. Some areas (e.g. 'Education') require greater detail.
Identify and analyse an important issue relevant to the local area.		✓		Issue of population decline mentioned but not clearly identified. Some analysis.
Use maps, charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings.	✓			Larger map appears in 'Appendix'.
Link the activity to learning in relevant Leaving Certificate subjects.	✓			Student has named relevant subjects, (<i>Business and Geography</i>).
Describe and evaluate personal contribution to the investigation.		✓		Described under 'Personal Research', evaluated under 'Personal Evaluation'. Student could have evaluated what she learned from arranging for Mrs. Hilty to visit the LCVP class.
Draw conclusions and make recommendations appropriate to the investigation.	✓			Comprehensive and appropriate to stated aims.

SAMPLE REPORT ON 'MY OWN PLACE' 3

AN LCVP REPORT ON PORTUMNA MY OWN PLACE

To: Other students who are choosing careers and would like to work in Portumna.

Written by: Tim Porter, LCVP student.

Terms of Reference

To research a sample of the agencies/organisations in the town and to assess how they impact on the lives of the local people.

Objectives

1. To write a report for my LCVP portfolio.
2. To learn about social services in my area.
3. To look at different jobs in my area so I can decide on a career.
4. To learn about research and about business.

At the beginning of fifth year we were told about the LCVP and that we would be doing a study of our own area. The teacher said that we should work in teams and that we should learn about things going on in our area that would help us with our Leaving Cert. and with choosing a career. I am doing Business and Home Economics and am presently thinking of becoming a nurse. If I do not get into nursing I may do some thing in business so I decided I would find out about jobs in nursing and in business in my town.

With our teacher we made a list of the places in Portumna that we could visit. We were then divided into small groups according to our subjects and interests. We drew up a timetable for a day out and telephoned the different workplaces to see if we could come. It was arranged that my group would visit three areas involving nurses and one involving business.

The Day Centre

We left school just before ten o'clock and walked to the Day Centre, which took just a few minutes. When we arrived we met the lady in charge who welcomed us and told us what goes on.

Each day elderly people from the town and some from different country villages come to The Centre. They are collected by bus. They can relax together chatting, playing cards, reading the paper, knitting or watching TV whichever they prefer.

After we arrived they had their morning tea and we were invited to join them. They were delighted to meet us and to tell us about life when they were young. Most of them were very happy though some were very quiet. They love coming to The Centre and meeting their friends. They get a good hot dinner each day and there are doctors and nurses to look after them if they have any complaint. A hairdresser comes in if needed and also a physiotherapist and a chiropodist. If people are unable to travel and if they live locally they can have meals on wheels i.e. dinner delivered to their homes each day.

Psychological Services

At another building nearby we were welcomed by Tony, who was in charge. He showed us around the house where we met some of the patients who were going about their daily tasks. We then went to a meeting room where we were told what they do. Tony is a qualified nurse. This is essential as many patients need special medication as well as general nursing care. The Centre aims to provide a better quality of life for all in its care.

He said that Portumna is the hub of the Psychological Services for the local area of ten to twelve thousand people and covering the districts of Portumna, Kiltormer, Tynagh and Eyrecourt. The house is available to the patients Mon-Frid. but each Wednesday an out-patients clinic is held. A team including doctors, psychologists, psychotherapists and chiropidists come to look after their needs. The service is also available to outpatients who attend on the day.

The Centre caters for 18 -25 patients. They are people from the area, most of whom have been in long term care and are not capable of living on their own. Four have collectively spent 108 years in care, one - 32 years. Some live with their families. Most live in rented accommodation in care of a house parent. Some go to families at weekends. For many, parents are dead, siblings are married with families and patients no longer fit in at home. At the centre siblings can visit them or patients can go to visit them if the arrangement suits.

The patients day is organised, each doing tasks that suit them such as cleaning, shopping, cooking, gardening or just relaxing. Coming here gives a purpose to their day. They return to their hostel/homes each evening.

St.Dympnas

This was our next stop. When we arrived we introduced ourselves and were welcomed by the staff who were expecting us. They introduced us to some of the children and we then went to a quiet room for the talk.

This centre is in two sections, one for children and one for adults. We visited the children's unit only. They are brought in by bus each morning, giving parents a break and the children the opportunity to learn and to socialise. All the children have a handicap - physical, mental, incontinence. Many totally lack independence. Brighter ones may attend local schools. At the centre the day is organised and there are weekly activities like swimming and horse riding. Again I was impressed with the work and different roles of nurses.

At the end of the talk I thanked the staff for allowing us to visit. We then set out on the last stage of our trip, to visit the largest employer in Portumna.

Green Isle (Poldys Fresh Foods)

Here, we were welcomed by Michael, the plant manager. He brought us to the Board Room where he told us about the company and answered our questions.

The food manufacturing plant opened on a green field site in 1987, at a cost of £12m. Since then £25m more has been invested. At present there are 261 employed. There are many kinds of jobs, unskilled workers doing production or cleaning. Science graduates work in research and development and also in quality control. There are managerial jobs in production, sales, purchasing, and finance.

Michael told us about the qualities they want in employees:

- Capable and hard working
- Sense of humour
- Flexible and co-operative
- Committed and determined
- Aptitude to work in a high volume environment
- Team player
- Good physical shape
- Patient
- Must have transport

He talked about the working environment and the importance of delivery under pressure and working together as a team. He spoke of adherence to rules and regulations, being on time, washing hands and general hygiene. Manufacturing food requires attention to detail at all times.

Michael also talked about the impact on stakeholders:

- Good wages and working conditions
- Excellent canteen
- Subsidised food
- Promotion
- Over-time
- GMO free
- No artificial colouring
- Reasonable prices

After the talk we went on a tour of the factory and we saw the products being made, pancakes, sausage rolls, quiches and hot flans etc. All too soon it was time to return to school and we thanked Michael and left on our walk back to school.

Conclusions

There are many different kinds of jobs available at the Day Centre — nurses, drivers, cooks and cleaners. Wages are paid by the Western Health Board. I would enjoy working there. At the Psychological Services I saw a different side to Nursing and I am still interested. I learned a lot about the different types of work related to nursing and am still sure that it would be a good career for me. I also saw other opportunities for drivers and houseparents.

There are many jobs in business in my area. At Green Isle I thought the jobs in sales were the most interesting, as you would get a chance to travel to different parts of the country selling the products. Working in production would only be good as a summer job.

Recommendations

I would recommend this activity to anyone from our school who is interested in caring professions. The visits were well organised but we had too much walking to do. We should have allowed more time to see the town and the school should provide transport.

SAMPLE REPORT ON MY OWN PLACE 3

PORTUMNA
(1365 WORDS)

REPORT ON MY OWN PLACE (1000 — 1500 WORDS)

Assessment criteria	Evidence presented			Additional comments
	Full	Partial	Absent	
Generate a document with a clear and consistent layout.		✓		No title page or table of contents. Clear headings and paragraphs, bullet points used.
Identify the local area under investigation.	✓			Area named in title of document.
Define aims/objectives and scope of the investigation.	✓			Student has clear aims and has indicated scope, i.e. <i>'to investigate social services and jobs'</i> .
Outline the methods used to collect information about the local area.		✓		Not clear. Described more in terms of teacher's instructions.
Describe an out-of-school group activity undertaken as part of the investigation.		✓		Activity could have been dated. Locations visited could have been identified more clearly.
Analyse the information gathered and select relevant material.		✓		Detailed description of each site visited but little analysis.
Identify and analyse an important issue relevant to the local area.			✓	No evidence presented.
Use maps, charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings.			✓	Could have included map of itinerary.
Link the activity to learning in relevant Leaving Certificate subjects.		✓		Student has named relevant subjects, <i>Business and Home Economics</i> . Little linkage of learning.
Describe and evaluate personal contribution to the investigation.		✓		Student mentions thanking staff at end of visit to <i>St. Dymphnas</i> . Otherwise little evidence of personal contribution.
Draw conclusions and make recommendations appropriate to the investigation.	✓			Some linkage to stated aims, (i.e. <i>'deciding on a career'</i>). Otherwise weakly developed.

COMPARISON OF REPORTS IN PORTFOLIO OF COURSEWORK

SUMMARY REPORT	ENTERPRISE REPORT	REPORT ON 'MY OWN PLACE'
Title Author	Title page <i>title</i> <i>author</i> <i>intended audience</i> <i>date of completion</i>	Title page <i>title</i> <i>author</i> <i>intended audience</i> <i>date of completion</i>
	Table of contents	Table of contents
	Summary	Introduction
Terms of reference or aims	Terms of reference or aims	Aims/objectives and scope
Body short sentences short paragraphs headings, sub-headings bullet points	Body key details of enterprise headings, sub-headings bullet points relevant illustrations evidence of personal contribution	Body main findings of investigation headings, sub-headings bullet points relevant illustrations evidence of personal contribution out-of-school activity described local issue analysed link to learning
Conclusions Recommendations	Conclusions Recommendations	Conclusions Recommendations
	Evaluation	Evaluation
	Appendices <i>maximum: two items</i>	Appendices <i>maximum: two items</i>



Published by The Stationery Office

To be purchased directly from:

Government Publications Sales Office,

Sun Alliance House,

Molesworth Street, Dublin 2.

Or by mail order from:

Government Publications, Postal Trade Section,

51 St. Stephen's Green, Dublin 2.

Tel: 01-647 6000 Fax: 01-647 6843

Or through any bookseller.

Price: €3.81

Designed by: Langley Freeman Design Group Limited
© 2002 Government of Ireland

