



The Revised Link Modules

LCVP is a Senior Cycle Programme designed to give a strong vocational dimension to the Leaving Certificate.

Since its introduction to schools in 1994, the NCCA has conducted a rolling review of the LCVP. The review has comprised a number of strands including the Link Modules, a short course in modern languages, the vocational subject groupings and recognition of the LCVP within the Points System.

On the basis of the review, the Link Modules have been revised along the following lines:

The modules on 'Preparation for Work' and 'Work Experience' have been merged. There are now two Link Modules instead of three. They are titled 'Preparation for the World of Work' and 'Enterprise Education'.

The revised modules allow for greater treatment of career investigation and for increased attention to communication and presentation skills.

The 'Enterprise Education' module is based on a broader definition of enterprise which incorporates personal, community and entrepreneurial enterprise.

ICT skills have been further integrated into the learning outcomes associated with the modules and with the assessment of the modules.

Some adjustments have been made to the range of items for presentation in the Portfolio of Coursework associated with the assessment of the modules.

The changes to the LCVP outlines above will take effect from September 2002 with all incoming LCVP students.

One Day Cluster Events to Introduce the Revised LCVP Link Modules

September 2002

Monday 23rd	Tralee
Wednesday 25th	Cavan
Friday 27th	Mallow
Monday 30th	Dublin North West

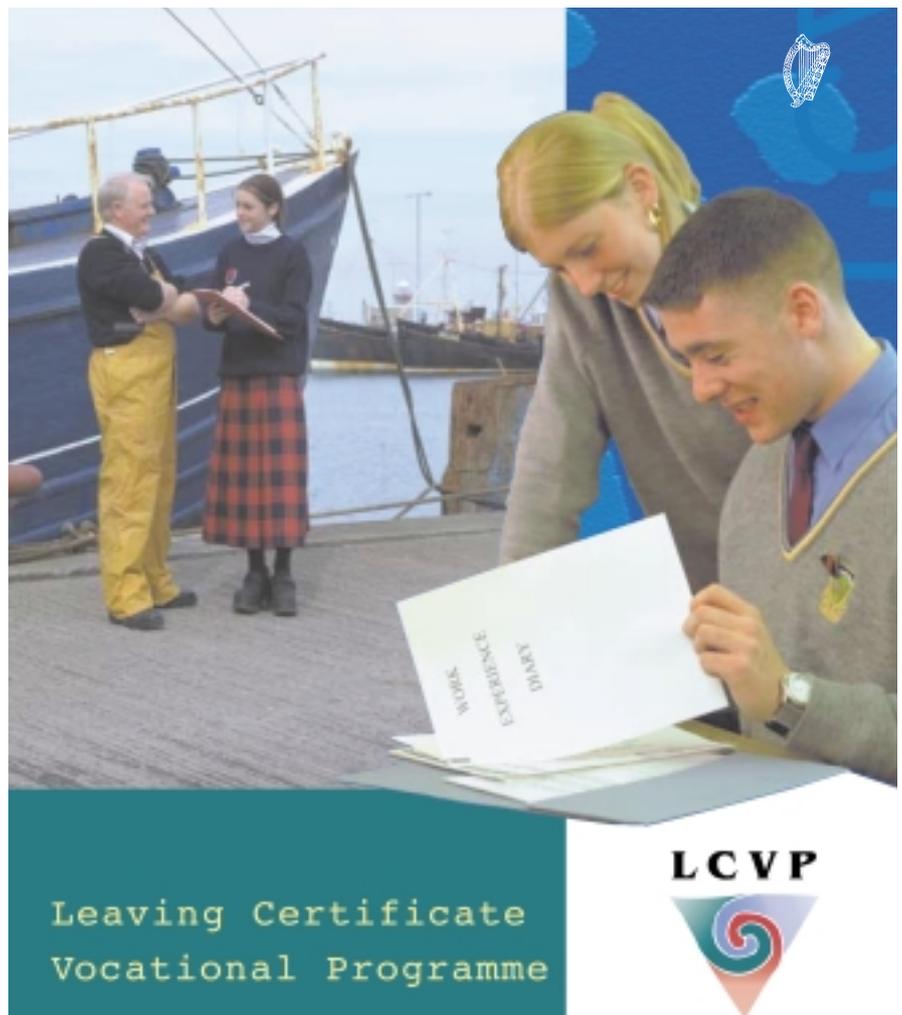
October 2002

Wednesday 2nd	Waterford
Friday 4th	Cork East
Monday 7th	Carrick-on-Shannon
Tuesday 8th	Letterkenny
Friday 11th	Enniscorthy
Monday 14th	Kildare
Wednesday 16th	Limerick
Friday 18th	Cork City

Monday 21st	Ennis
Tuesday 22nd	Dublin South
Thursday 24th	Dublin North

November 2002

Monday 4th	Kilkenny
Tuesday 5th	Athlone
Wednesday 6th	Portlaoise
Friday 8th	Navan
Monday 11th	Cashel
Tuesday 12th	West Cork
Friday 15th	Galway
Monday 18th	Galway
Monday 25th	Castlebar
Tuesday 26th	Sligo
Thursday 28th	Dublin West



The Work of the SLSS

The Second Level Support Service was set up in January 2001 to co-ordinate the work of the Transition Year Curriculum Support Service, the Leaving Certificate Applied Support Service and the Leaving Certificate Vocational Support Service and to identify common areas of concern and interest to both teachers and co-ordinators of these programmes.

The work of the CSPE Support Service, the Teaching English Support Service and the Junior Certificate School Programme has, in the last year, also come under the umbrella of the Second Level Support Service.

In addition to co-ordinating the work of these various services, the aim of the Second Level Support Service is to support the continuous professional development of teachers and to respond to the needs of schools in the area of teaching and learning.

Within the Second Level Support Service there is an emerging consensus that professional development is an on-going, reflective process. Furthermore, there is a recognition that the needs of teachers vary, in accordance with experience and circumstance. Moreover, there is an emerging view that the needs of the

individual teacher are linked to the needs of the school and the wider educational system.



SECOND LEVEL
SUPPORT SERVICE

In light of this understanding of continuous professional development, the Second level Support Service intends to offer a programme of support in the year 2002-2003 comprising of the following elements:

- Schools visits and cluster inservice in relation to specific programmes and subjects

- Workshops for whole staffs on issues related to teaching and learning

- A selection of modular courses on a broad range of topics aimed at individual teachers.

The context in which teaching and learning takes place is a complex one, and the Second level Support Service hopes to offer support which is sensitive to this complexity. It is hoped that this new service, in consultation with other agencies and groups involved in supporting teachers, will make a significant contribution to the continuous professional development of teachers in Ireland.

In organisational terms, the Second Level Support Service is organised on a regional basis. The regional dimension is intended to ensure that the service is responsive to local needs.

The LCVP Support Service looks forward to supporting teachers within the context of this new initiative.

Kevin Mc Dermott
English Support Service Co-ordinator



Leaving Certificate Vocational Programme

Modular Courses 2002-2003

The Second Level Support Service is offering a pilot programme of 'Modular Courses' in 2002-2003. The purpose is to offer a range of professional development opportunities which engage teachers' creative and reflective capacities on an ongoing basis.

The pilot programme will have the following features:

- The number of venues and the number of participants per venue will be limited.
- Teachers who apply and are offered places will be expected to commit to attending on three days spread through Terms 1 & 2.
- Except where otherwise indicated the final day of each course will be arranged in teacher's own time. The precise date and venue will be a matter for negotiation between the participants and the Course Leaders.
- Course Leaders will respond dynamically to the emerging needs of participants.
- An emphasis will be placed on the sharing of good practice.
- Strategies for the dissemination of participant learning at school level will be explored.

An application form for these courses is available in the Second Level Support Service brochure or on the website www.slss.ie.

Participation by interested teachers is a matter for agreement between themselves and their school management.

LCVP Modular Courses Available

Course No. SL0211

Course Title: The Portfolio and its use in teaching and learning at second level.

Target Group: Second level teachers interested in the use of portfolios in learning and assessment and in expanding their repertoire of teaching strategies and skills.

Aims:

- Examine the rationale for using portfolios
- Introduce participants to different types of portfolios
- Understand the purpose and process involved in developing a portfolio
- Explore the process of developing a portfolio
- Reflect on the use of portfolio in assessment for learning

Venues & Dates:

Cork Education Centre: 21-1-03, 28-2-03 and final day in 2003
Galway Education Centre: 23-1-03, 25-2-03 and final day in 2003

Closing date for applications: 19-12-2002

Course No. SL0213

Course Title: Multiple Intelligences: Implications for teaching and learning and classroom practice.

Target Group: There is a growing recognition of the complexity and diversity of human learning. This course is targeted at second level teachers who are interested in exploring a multiple intelligences approach to learning in the classroom.

Aims:

- Explore the different intelligences outlined by Howard Gardner
- A fun approach to introducing the concept of multiple intelligences to teachers and students
- Encourage approaches to teaching through the multiple intelligences
- Consider practical activities appropriate across disciplines and subject areas
- Reflect on their own teaching and examine possible strategies in relation to their own classroom practice
- Try out some strategies in their own classrooms and share the experience with the group
- Provide an opportunity for a review of resources available

Venues & Dates:

Laois Education Centre: 21-11-02 and two further days in 2003.

Closing date for applications: 19-12-2002.

External Evaluation of LCVP Pilot Project in Vocational Subject Groupings (VSGs)

A central concept in the evolution of the LCVP has been the role of vocational subjects. In its original form, in 1989, the meaning of the term vocational subjects extended no further than the traditional grouping of male-oriented, technical subjects of engineering, construction studies and technical drawing.

With the introduction of a radically restructured LCVP in 1994, the issue of vocational subjects was given a more sophisticated treatment. The new LCVP structure introduced the Link Modules as the defining integrative heart of the programme, linked to designated vocational subjects within either the Specialist or Service subject groupings. The Specialist grouping evolved to bring together subjects such as art and home economics, accounting and business, and physics and construction studies or engineering. The Services group consisted of such designated subjects individually paired with business.

This formulation opened up the LCVP to a much wider range of pupils and schools. In particular it moved the programme away from a perceived male-bias, while addressing more explicitly the cross-curricular and whole-programme dimensions of learning. However, the understanding of the term vocational subjects, as manifested within the new programme remained problematic. For instance, one of the guiding principles of the ongoing NCCA review of senior cycle subjects was the need to identify and describe the vocational dimension of all subjects. Thus, the new syllabus developed for English, a traditionally "academic" subject, incorporated a radical understanding of its vocational capacity. The concept of vocational education as represented in such developments extended well beyond the narrow technical and instrumental conceptions of the past.

In this context, the centrally defined vocational subjects designated for the LCVP was seen as perhaps in conflict with the official curriculum policy. An alternative approach was suggested –

why not devolve to schools the responsibility for identifying the subjects to be the vehicle for the particular vocational orientation of their LCVP? The Department of Education and Science agreed to launch a Pilot Project to examine such a flexible approach to the selection of vocational subjects. Schools participating in LCVP were invited to apply for selection as pilot schools in the new venture in March 2000. Some 29 schools were selected from an extensive pool of applications; 27 of these schools maintained their involvement over the two-year period of the project. The pilot scheme was initiated in selected schools with their LCVP intake in the school year 2000-01, and continued with the subsequent intake in 2001-02.

The distinguishing feature of the LCVP VSG Pilot is the school-defined focus of the programme. Each school submitted to the LCVP Office a proposal for programme structure. This included the specification of two, or sometimes three subjects for vocational designation, together with a description of the underpinning theme of the LCVP in that school. Schools were encouraged in particular to relate their subject selection to local vocational opportunities and to the potential for community engagement. A feature of the VSG Project was the opportunity it provided for teachers of various subjects to incorporate their own personal interests within the framework of the school's LCVP.

Evaluation procedures

The Department of Education and Science through the LCVP Office commissioned an external evaluation of the impact of the VSG Pilot. This evaluation has been carried out by Gary Granville. The report of the evaluation was completed in June 2002.

The chief source of evaluation data was an extensive series of interviews carried out with staff and pupils in participating schools over the two years. The objectives of the interviews were to ascertain pupil and teacher perceptions of the programme and to

identify to what extent these perceptions were maintained over the two-year period. Interviews with staff or pupils or both occurred in 21 of the 27 participating schools. These encounters took the form of semi-structured interviews with teachers and open-forum group discussion with pupils. All interviews were recorded and the extensive data bank thus gathered serves as the primary source for the evaluation report.

Evaluation findings

Anticipated outcomes of the VSG project included the following:

- Exposure of greater range of pupils and teachers to participation in LCVP;
- Greater manifestation of cross-curricular work within participating schools;
- Increased links between participating schools and their local communities.

Perhaps the most striking impact of the VSG pilot experience has been the changed image it has given the LCVP within many participating schools. School selection of subjects has resulted in two positive developments at school level – the involvement of more pupils and perhaps equally as significant, the involvement of a greater cross-section of pupils than heretofore. In particular, many schools noted that the VSG facilitated the involvement of a greater proportion of higher-achieving academic pupils. Related to this outcome was the pattern noted by many LCVP co-ordinators that the VSG model had enabled the LCVP to become the dominant, if not the sole form of Leaving Certificate programme to be offered in many participating schools.

Less positive outcomes were reported by participants in respect of the other anticipated outcomes. Pupils generally did not associate the LCVP experience with any significant cross-curricular impact. The Link Modules

Continued on page 5.

The LCVP / NCTE Hyperstudio Project 2000-2001



An evaluation of the LCVP/NCTE Hyperstudio Project was undertaken by Dr. Conor Galvin of the Education Department in UCD. At a seminar in UCD on March 20th 2002, Dr. Galvin outlined the findings of the research project.

The project's primary purpose was to explore and extend the use of multimedia authoring software within the LCVP: it has done this in a creditable way. The outcomes of the project have confirmed some of the potential of digital portfolio and also raised some interesting possibilities concerning extending its use both within and beyond the LCVP programme. These would include (but are not restricted to) on-line development and delivery of portfolio content, and the attraction of employing more powerful authoring software to produce student portfolios and other work.

The participating schools, without exception, have benefited from their involvement in the HyperStudio project – more obviously in terms of enhanced ICT capability and confidence among LCVP co-ordinators, than among students. Our research finding suggest that it is likely the skill-sets developed by the teachers concerned will be put to good use in the course of teaching the LCVP and other programmes over the coming years. However, there is evidence also to suggest reasonable skill-set gain among the majority of the students involved in pilot portfolio development and clear indication that these students in particular enjoyed greatly the

challenge of using and learning through the multimedia packages available within the project. Interesting however, these skill-sets were found to be primarily of a technical nature. Very little evidence was found for the collateral development of higher order thinking skills or more fluent problem-solving interaction among the student participants, although each of these was expected and was included in the original project rationale. While this may take somewhat from the overall success of the experiment, what has been accomplished remains an impressive achievement.

The time and energy invested in this project by the LCVP co-ordinators at participating schools was considerable. This is confirmed by both interview data and questionnaire returns. And there is no doubt that having to put this much effort into ensuring project success was problematic at times. But this was not usually to the point where the demands of participating in the project were seen to become unreasonable. These teachers' personal commitment to the project allied to the quality of training and support provided by the NCTE and LCVP support services, account more than any other factor for the success of the HyperStudio pilot despite the difficulties encountered over the life of the project.

The LCVP/NCTE HyperStudio project stands as a highly successful pilot intervention into the use of digital portfolios within the LCVP. This it must be acknowledged is due largely to the enthusiasm of the participants and the quality of the training and support offered by the project team. The project has already answered a number of key questions about the productive usage of digital media at second level in this country. It has raised others. There is therefore very considerable scope for extension work which takes forward what has been achieved to date through this project and attempts to illuminate further what happens when students and new technologies meet in the teaching and learning setting.

Continued from page 4.

remain the defining curriculum feature of the LCVP, within the VSG pilot no less than the mainstream LCVP. Similarly, teachers reported a less significant impact in this domain than perhaps was anticipated. Such impact as there was, tended to be felt to a much greater extent in the first year of the VSG than in the second year. In many schools, this decline was ascribed to staff changes.

Local impact and community engagement was sited as a major priority in the original project proposals. In practice, these involvements tended to vary considerably from school to school. The dominant pattern of such relationships can be described as episodic: in other words, they tended to manifest as one-off events, such as workplace visits, community projects and day-trips.

Conclusions

The VSG pilot has confirmed a number of patterns that have emerged around the growth of the LCVP over the past eight years. A high rate of student satisfaction with the LCVP – as understood within the Link Modules frame – has been achieved. The quality of teacher engagement has been similarly high. The VSG Pilot has had a marked effect in improving the status and visibility of LCVP within participating schools. The implications of the school-selection of subjects will be very important for future national policy, in particular the current review of senior cycle being undertaken by the NCCA. A clear policy option is to incorporate the Link Modules syllabus within the general Leaving Certificate for all students. The VSG Pilot provides sound empirical evidence for the viability of such an initiative.

The mythical beast of cross-curricular innovation remains untamed, however.

Gary Granville is Professor of Education at National College of Art and Design, Dublin.

Leaving Certificate Vocational Programme

NEWS from SCHOOLS

LCVP Student is Tipperary's Top Entrepreneur



Patrick Quinlan, 6th Year LCVP Student Scoil Ruain, Killenaule, Co. Tipperary, being presented with his trophy for 1st place in Senior Category by Toss Hayes, C.E.O. Tipperary S.R. County Enterprise Board.

Patrick Quinlan, a 6th Year LCVP student at Scoil Ruain, Killenaule, Co. Tipperary recently won the Senior Category in the Tipperary Final of the Young Entrepreneurs Scheme.

Patrick set up his company "Eurochange" in anticipation of the changeover to the new Euro currency. His company produced Euro-converter cards and keyrings with Euro to Punt conversions on one side and Punt to Euro on the other. Many businesses purchased the keyrings in bulk, incorporating their own company details and found them to be an effective form of advertising as well as useful ready reckoners during the dual currency period.

Patrick also customised his products to suit particular sectors including the farming community, the motoring industry and Irish soccer supporters. For the farming community he produced laminated cards which converted pence-per-imperial unit to cent-per-metric unit. Two major Co-ops and Teagasc were among his customers for these versatile products. For motorists, keyrings were produced converting pence-per-litre to cent-per-litre and these proved

Bunclody Vocational College Entrepreneurs take top Enterprise Award



Liz Ryan and Brid Redmond, fifth year students of Bunclody Vocational College unveiled the world's first, "Welly Washer" at the Wexford Young Entrepreneurs Schemes in the Riverside Hotel, Enniscorthy recently. As part of the Leaving Certificate Vocational Programme, students run a mini-company as well as studying their Leaving Certificate subjects. Liz and Brid, both farmers' daughters were tired of seeing dirty Wellingtons lying

very useful during the early days of the changeover. Finally Irish soccer fans were being catered for by keyrings converting Yen to Euro. This proved useful for fans in green during the World Cup campaign in Japan.

Patrick himself feels that his company's success was due to several factors not least timing. "Getting in early with one's products is of great importance, particularly when those products are linked a definite time span, i.e. The Euro changeover. Running a business is very demanding and time-consuming but seeing the fruits of my labour at the end made it all worthwhile".

Eurochange finished in the top mini-companies out of 41 in the Senior Category of this year's competition. Patrick has since secured his place in Architecture in University College Dublin. We wish him every success in the future.

around and decided to design a project that would not only store the boots, but allow them to be washed, without getting them wet inside. This innovative and very well-designed product caused a stir at the finals and won the girls first prize in the LCVP section and the Kent Stainless Steel Innovation Award.

Talking afterwards the girls said that with their product it is now possible to store and wash Wellington boots, riding boots and hiking boots without getting them wet and the boots can be left outside all the time, which saves space and mess inside. They are looking to the future viability of their product by patenting their design.

Both girls found entering the competition a valuable and exciting experience, giving them a chance to research the viability of their product, price and market it. They also owe a lot to the expert advice and guidance of their LCVP teacher at Bunclody Vocational College, Jane Ryan, who has over the years guided all the LCVP students in their mini-enterprises.

The Wexford final of the Young Entrepreneurs Scheme was unusual in that it was the launching pad for a new Wexford/Welsh venture called Celtic Enterprises. "Creating an enterprise culture in secondary schools has become an important part of the work of Enterprises Boards" said Sean Mythen, Chief Executive of Wexford County Enterprise Board. "We hope to reap the benefits in the business world of the future."

Liam Griffin, who was business patron of the event, gave a message to everyone involved, "Most of us never fulfill our human potential" he said. "In fact the majority don't even get up to half-speed. Develop a positive attitude, though, mix it with non-stop enthusiasm and watch yourself take-off." Let's hope we are all around to see Liz's and Brid's "Welly Washer" take off. Well done girls.

Leaving Certificate Vocational Programme

CASE METHOD

Evolution of the Case Method

The written case evolved when Harvard Business School realised the pedagogic benefits of using recorded 'real-life situation'. In 1921 the first book of case studies was written at Harvard and has become an important pedagogical tool.

Cases create 'near to reality' situations and students can experience a Business through the Case Method. Case Studies are an integral part of the LCVP and are an excellent Teaching and Learning strategy. We achieve more by getting more people involved students, other teachers, enterprise boards.

There are two case studies with regards to assessment in the LCVP.

- Audio-Visual
- Text based Case (received in advance)

Case studies have proved effective in developing the following skills;

- Analysis and critical thinking
- Decision Making
- Relating theory to Practice
- Handling assumptions and interferences
- Presentating a point of view
- Listening to and understanding others

All of the above are key LCVP skills

Resources

- Past examination papers
- World of Work
- Enterprise Encounter
- Business 2000
- Student's Case Studies
- Local Newspapers

A suggested methodology for the LCVP Case Study

1. READ

- Students read the Case Study to get an overview.
- Read a second time, underline difficult, business & LCVP related words.

2. ANALYSIS

- Prepare a SWOT analysis. Strengths/Weaknesses (Internal)
- Opportunities/Threats (External)

3. PROBLEMS AND DECISION MAKING

- List problems and different course of actions. What would I do?
- Prioritise (judgment calls)

4. PREPARE A PROFILE ON KEY PEOPLE/ ORGANISATION & PLACE (POP)

5. PREPARE A SUMMARY

- Report/ Presentation
- Consult A.O.T.'s

Past Case Studies

- Present students with actual questions.
- Students attempt questions.
- Present students with recommended solutions (compare).



The Audio Visual video sequences from past LCVP exams can also be used as resource by the teacher to introduce some of the Specific Learning Outcomes in the Revised Link Modules Syllabus. Below is a listing of the AV topics since 1996 and possible links to the Revised Syllabus.

Year 1996

Title Bendon Fish Exports

Possible Links to SLO's

Module 1, Unit 1 1.1, 1.6, 1.16

Module 2, Unit 1 1.5

Module 2, Unit 2 2.1, 2.6, 2.9, 2.11

Module 2, Unit 4 4.7, 4.10

Year 1997

Title Knockbridge / Louth Village CES

Possible Links to SLO's

Module 1, Unit 1 1.1, 1.2, 1.7, 1.9, 1.14, 1.16

Module 2, Unit 1 1.1, 1.2, 1.4, 1.5, 1.6, 1.7

Module 2, Unit 3 3.1, 3.2, 3.3, 3.5, 3.7

Year 1998

Title Interact Internet Services

Possible Links to SLO's

Module 1, Unit 1 1.1

Module 1, Unit 3 3.3, 3.4, 3.5

Module 2, Unit 1 1.4, 1.5, 1.6

Module 2, Unit 2 2.6, 2.9, 2.10, 2.11, 2.12, 2.13

Module 2, Unit 4 4.8

Year 1999

Title Key Personnel

Possible Links to SLO's

Module 1, Unit 2 2.1, 2.5

Module 1, Unit 3 3.2, 3.4

Module 2, Unit 1 1.2

Module 2, Unit 2 2.1, 2.12, 2.13

Year 2000

Title Brian Stack Jewellers

Possible Links to SLO's

Module 1, Unit 1 1.1, 1.9

Module 2, Unit 1 1.2

Module 2, Unit 2 2.1, 2.12, 2.13

Module 2, Unit 4 4.8

Year 2001

Title Trocaire

Possible Links to SLO's

Module 1, Unit 1 1.9

Module 2, Unit 1 1.5, 1.6

Module 2, Unit 3 3.1, 3.2, 3.3

Module 2, Unit 4 4.8

Year 2002

Title TIC Teo

Possible Links to SLO's

Module 1, Unit 1 1.1

Module 1, Unit 3 3.3, 3.4

Module 1, Unit 4 4.2, 4.8, 4.9, 4.10, 4.11

Module 2, Unit 1 1.1, 1.2

Module 2, Unit 2 2.1, 2.9, 2.10, 2.12, 2.13, 2.14

Module 2, Unit 4 4.7

Leaving Certificate Vocational Programme

NEWS

Cúrsa Inseirbhíse – Oideachas Fiontraíochta

Ar an 17 agus 18 Eanáir 2002 d'éagraigh an tSeirbhís Tacaíochta Dara Leibhéal (STDL) cúrsa inseirbhíse do mhúinteoirí dara leibhéal Ghaeltachta, i gcomhar le hÚdarás na Gaeltachta in Óstán na Páirce, An Spidéal, Co. na Gaillimhe.

Bhí múinteoirí i láthair ós na Gaeltachtaí éagsúla a bhí bainteach le

ceachtar dos na cláracha ag an leibhéal sinsearach – an Idirbhliain, An Ardteist Fheidhmeach nó Chlár Gairme don Ardeistiméireachta.

Le linn an dá lá úsáideadh aoi-chainteoirí agus ceardlanna chun téama na fiontraíochta a chíoradh agus a phlé agus ár ndóigh bhí deis ag

na múinteoirí iad féin tuairimí a bhabhtáil lena chéile.

Ní fhaigheann múinteoirí na Gaeltachta mórán deis buaileadh lena chéile ar bhonn proifisiúnta agus táthar ag súil go reachtálfar cúrsa inseirbhíse den chinéal seo go bliantúil feasta.

SOME THOUGHTS FROM AN L.C.V.P. TEACHER

Each year as another LCVP group leaves their secondary education behind I realise the many benefits the programme has given them as they enter the next phase in their lives. For some this is a place in a third level institution, for others a position in the workplace, but for whatever path these students follow I know the benefits of their L.C.V.P. experiences will follow them in the coming years.

Were it not for participation in L.C.V.P. many would not have been

given the opportunity to take time out from the classroom to experience life in the working world through investigation of their own place, work experience and running their own mini-enterprises. Their job preparation skills were enhanced by guidelines on C.V. preparation, letter writing, form filling, formulating plans and report writing. The career investigation may have reinforced or redirected their choice of career and the simulated job interview might be the only opportunity they will ever

have to participate in an interview situation before they actually go for their real first interview.

As a teacher I am proud to be involved in such a worthwhile programme and I hope the skills developed through the LCVP will prove invaluable to the adults of the future in the years to come.

*Margaret O' Neill
LCVP Co-ordinator
Scoil Ruain, Killenaule, Co. Tipperary.*

Schools Enterprise Awards Scheme

The launch date of the 2002/03 Schools Enterprise Awards Scheme in Co. Wexford was Tuesday 17th September at the Riverside Park Hotel, Enniscorthy. This is the 9th year of the scheme in Co. Wexford.

The Scheme in Wexford participates in the National Young Entrepreneur Scheme each year and successful students at county level look forward to participating in the National Finals of this competition. However, what makes the Wexford Scheme unique is that it has introduced a special category exclusively for students of the L.C.V.P/L.C.A. To date Wexford has been the only county in Ireland involved with the Y.E.S to add a category specifically for L.C.V.P/L.C.A students to their Schools Enterprise Award Scheme and it has proven to be a huge success. Numbers of students getting involved with the scheme in general and the standards being achieved has increased significantly in the past 5 years and this is thanks in no small part to the inclusion of the special L.C.V.P/L.C.A Competition. One of the most innovative and original ideas that I have seen in the past few years at any level of the Scheme in Wexford

came from Liz Ryan and Brid Redmond, L.C.V.P student at Bunclody Vocational College. The "Welly Washer" idea won the overall L.C.V.P / L.C.A title in the 2001/02 Awards and also claimed the prize for "Most Innovative Idea" for the entire scheme during that year. I feel that Liz's and Brid's success will help to further develop this category in their school and beyond and will act as an inspiration for others who wish to participate in the L.C.V.P / L.C.A. category.

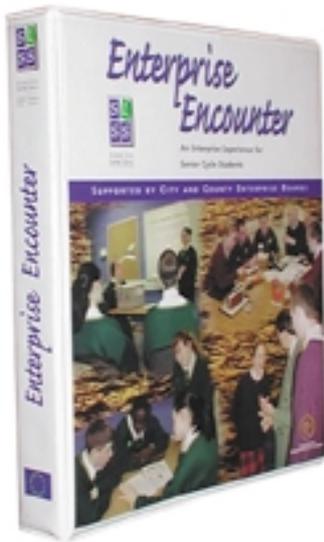
Unlike the main Y.E.S competition where the maximum number of students allowed per team is 5, the L.C.V.P/L.C.A category does not restrict team size and can include anything from an individual student to a whole class. This has proven to be an important factor as it allows entire classes to work together on projects in a practical "hands on" fashion. In addition to this, teams competing in the L.C.V.P/L.C.A category are not required to make a profit with their projects. This allows students to get involved in environmental, research, charity or community, based projects where the achievements of teams would not be

judged on monetary results alone but on other key areas such as environmental awareness, positive contributions made to their local community or the organising of social activities in their own schools or locality.

I feel that the L.C.V.P/L.C.A Category in the Wexford Schools Enterprise Awards Scheme has been a real success story to date, with many students greatly benefiting from the experiences and skills learned while participating in the scheme. I would urge other counties to look at the possibility of adding this special category to their Enterprise Awards Schemes in future. The increased participation and competition that this would generate between other counties would greatly benefit all involved as much as it has benefited Wexford Students over the past 5 years.

*Article by Alan Maher of Maher Consulting,
Co-Ordinator of Schools Enterprise Awards
Scheme in Co. Wexford.*

Enterprise Encounter



Overview of the Enterprise Encounter Programme

The principal target groups for this initiative are students of the **Leaving Certificate Vocational Programme (LCVP)** and the **Leaving Certificate Applied (LCA)**. Students in both of

these programmes follow modules of enterprise and can, if they wish, submit part of the work they complete in Enterprise Encounter for national assessment.

The programme is focused around the Enterprise Encounter folder. This 120 page resource was originally written by Joseph Keating and published by the Dun Laoghaire-Rathdown County Enterprise Board in association with Blackrock Education Centre. The materials have been revised by members of the SLSS to reflect the aims and objectives of the LCVP and the LCA.

The materials introduce students to business concepts and provide a framework for them to form small working groups, make contact with and visit a local small business and interview the entrepreneur. The students' questions will focus on the entrepreneur's story, the history of the business, how it operates, the

motivating factors in setting it up, future plans and the benefits and drawbacks of self-employment. When the students return to school they are expected to prepare and deliver a short presentation to their classmates on the business they have visited. They will also write a report which may be submitted as part of their assessment for Leaving Certificate.

The resource also provides guidelines for 'Enterprise Workshops' where local participating schools can, if they wish, bring students together to share what they have learned from the Enterprise Encounter experience.

The **City and County Enterprise Boards** have undertaken to support the programme on an on-going basis by providing participating schools with the contacts they require with local small businesses. The CEB's have also provided sample case studies for the Enterprise Encounter folder.

This project has now entered Phase 2 which involves the production of a video resource and the development of a website which will promote and support the use of the resource pack in schools. The SLSS will shortly be seeking schools and students to participate in the making of the video. If your school is currently employing the Enterprise Encounter materials and you would like to participate in the creation of the video please make contact with the Second Level Support Service office.



NATIONAL LAUNCH, 26th November 2001, Garbally College, Ballinasloe, Co. Galway. From left to right: Ger Enright, CEO Waterford County Enterprise Board, Tom Blanch, Principal, Garbally College, Michael Tunney, CEO Donegal County Enterprise Board, Noel Treacy, T.D., Minister for Science, Technology & Commerce, Peter Johnson, Development Officer, LCVP, Michael Garvey, Director, Secondary Level Support Service

LCVP Resources



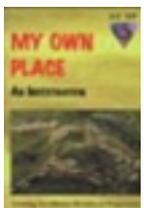
IMPLEMENTING THE LCVP — GUIDELINES FOR SCHOOLS

This book is a reference guide for the Management and Staff of schools participating in the Leaving Certificate Vocational Programme. Its purpose is to provide guidance and support on the introduction and implementation of the LCVP in schools. It is also a response to a recommendation by the Inspectorate of the Department of Education and Science in a recent evaluation.



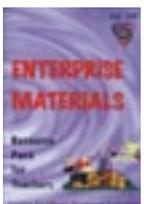
INTRODUCING THE LCVP — RESOURCE PACK FOR TEACHERS

This book, comprising information, lesson plans, OHP masters and student worksheets, is designed as an Induction Pack to enable teachers to introduce students to the aims, methodology, assessment and outcomes of the LCVP. It will be mainly used over the first few weeks of Year 1 of LCVP and referred to as students assemble their Portfolio of Coursework.



MY OWN PLACE – AN INVESTIGATION

Many students are encouraged to carry out an investigation of the locality early on in LCVP. This gives them an insight into the resources, enterprise and employment opportunities of their Own Place and often stimulates ideas for their own enterprise projects. My Own Place provides structure and methodology for this activity. The book contains student worksheets for a simple investigation, guidelines for questionnaire preparation, site visits, interviewing classroom visitors and report writing as well as ideas for further enterprise activities.



ENTERPRISE MATERIALS – RESOURCE PACK FOR TEACHERS

This book introduces enterprise, enterprising qualities and enterprising people. Students are encouraged to assess their personal skills of enterprise and are given guidelines on how to get going in planning and setting up their own enterprises. Many of the ideas generated through an investigation of My Own Place can be developed using the Enterprise Materials.



LCVP Programme Statement –

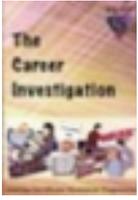
This book, comprises information on the revised link modules syllabus, gives details on programme requirements, assessment, certification and recognition. It also contains purpose and general aims for the two link modules, Preparation for the World of Work and Enterprise Education.



LCVP Leaflet

This leaflet gives a brief outline of the Leaving Certificate Vocational Programme. It gives details on programme requirements and it is normally used as a promotional leaflet for students and parents.

LCVP Resources



THE CAREER INVESTIGATION

This resource offers guidelines for self-directed research into a chosen career. Students are encouraged to interview, work shadow and profile a person in a career area that interests them. The activity may culminate in the presentation of a report which can be submitted as part of the Portfolio of Coursework for LCVP. The activity achieves learning outcomes for both the Preparation for Work and Work Experience Link Modules.



WORK EXPERIENCE AT SENIOR CYCLE

This book helps the LCVP school set up a structured work experience programme for students. It contains practical advice on what to do before, during and after work experience placements and contains a comprehensive appendix of photocopiable worksheets. Work shadowing for the Career Investigation is also covered.



ESTABLISHING CROSS-CURRICULAR LINKS

This publication helps Co-ordinators and teachers work together to implement one of the most challenging aspects of the LCVP – planning, implementing and evaluating cross-curricular projects. It shows how the LCVP can be used as a vehicle to help students make connections between the different aspects of their educational experience.



BUSINESS & COMMUNITY LINKS

This book is designed to provide support for LCVP co-ordinators and teachers in planning, implementing and evaluating links between the school and business and community organisations. It contains teacher's notes, photocopiable worksheets for students and a separate colour brochure which can be customised and used when requesting a link.



WORLD OF WORK

This book covers all the learning objectives of the Preparation for Work Link Module. The resource contains teachers' notes, student task sheets, case studies with discussion questions and a wealth of complementary stimulus material. Each chapter contains a list of relevant websites and, where available, details of suitable printed resources. References are made to other LCVP texts so that resources can be used in an integrated way.

Leaving Certificate Vocational Programme

Journal

LCVP Move to Navan Education Centre

Esther Herlihy, Administrator, LCVP Support Service

Since the LCVP Office was established in Marino Institute of Education in 1996, Esther Herlihy has acted as administrator of the service. In that time she has seen the LCVP grow from a base of 68 schools to the current 513 schools who offer the programme. John Hammond, Deputy Chief Executive of the NCCA, the then LCVP Support Service co-ordinator, set up the Marino Office with three regional development officers. His successor, Michael Garvey, Director of the Second level Support Service, saw the LCVP Support Service to its current complement of 5 Regional Development officers.

In November 2000 the LCVP office moved to Navan Education Centre. From the bright, spacious office in the centre, Esther continues to administer the programme and provide continuity of service to schools and teachers alike.

Esther Herlihy has been complimented from many sources for the effective, efficient and courteous manner in which she administers the various facets of the LCVP programme. Always available with advice and assistance she is contactable at the main LCVP Office number 046 78382 from 9.00a.m. to 5.00p.m. on Mondays to Fridays or email office@lcvp.ie.

Contributions

Any articles or suggestions for the next newsletter should be sent to: Fiona Kindlon, 23 Wallaces Cove, Blackrock, Dundalk, Co. Louth or Kieran Golden, St. Enda's, Bishopstown Avenue West, Model Farm Road, Cork.

LCVP Support Service News

The LCVP is part of the Second Level Support Service and is in place to assist you with all aspects of the Leaving Certificate Vocational Programme. There are 6 full time Regional Development Officers employed to support schools and teachers of the programme.

Kevin McDermott has taken up a position with the Teaching English Support

Service. Marian Fitzmaurice has taken up a position with DIT Learning & Teaching Centre as a Learning Development Officer and Peter Johnson has taken up a position as Director, Curriculum & Assessment at NCCA. We wish them success in their new positions.

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SLSS Regional Structure

