



*Have you visited our website recently?*



*From our menu on the homepage you can access lots of useful and interesting information*

## The LCVP Website

### About LCVP

When you click on "About LCVP" the following submenu appears.

- About LCVP
- Programme Requirements
- Vocational Subject Groupings (VSGs)
- The Link Modules
- Typical LCVP Students
- Information and Communications Technology (ICT)
- Teaching and Learning
- Assessment of the Link Modules
- Certification

### Support Team

When you click on Support Team you can view a listing of the services offered by the LCVP Support Team. You can obtain contact details for the National Co-Ordinator, Secretary and Regional Development Officers. From this page you can e-mail members of the LCVP Support Team. There are links to the Second Level Support Service (SLSS) and Department of Education and Science (DES) sites.

### Resources

The resources section of the LCVP Website is divided into the following areas:

- Support Materials—where you can download many of our resource booklets, the LCVP syllabus and an LCVP promotional leaflet.

- Assessment – where you can download previous LCVP exam papers and case studies.
- Promotion – includes a slideshow for use with students, teachers and parents.
- Link Modules – you can download the aims and learning outcomes of the LCVP.
- Inservice Presentations – copies of presentations used at inservice. This area is currently being developed by the LCVP Support Team and we would hope to have it updated for the new school year. At present there are four presentations which can be downloaded. These relate to

- An Overview of the LCVP
- Groupwork
- Idea Generation
- Work Placement.

### Links

In this section the user can link to many useful websites including the Education Centres, County and City Enterprise Boards, FAS, NCCA, DES, LEADER and a wide range of business, community and personal enterprise sites.

### LCVP Journal

A copy of previous journals may be downloaded directly or alternatively you can e-mail the office and a copy will be sent to you.

### Inservice / Events

A listing of inservice events and their locations

### Contact Us

If you have a query you can e-mail the office directly

### SLSS

A link to the Second Level Support Service (SLSS).

If you would like to let people know about resources and websites that you have found useful please e-mail details to us at office@lcvp.ie



#### See inside for....

- Information on the NCCA Assessment Guidelines
- A report on the Revised Link Modules Inservices
- A report on the Modular Courses
- Details of Enterprise Encounter Phase II
- Action Plans and Business Plans
- Information on the Career Investigation
- News from schools
- Article written by a past pupil of LCVP
- The Irish LEADER Network
- The LCVP Link Modules A/V Case Study as a Classroom Resource
- Latest Developments

“The NCCA Assessment 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. They have been designed to complement the information on assessment on pages 45 – 54 of the LCVF Programme Statement (2001) and should be used in conjunction with this document.”

### The Guidelines include:

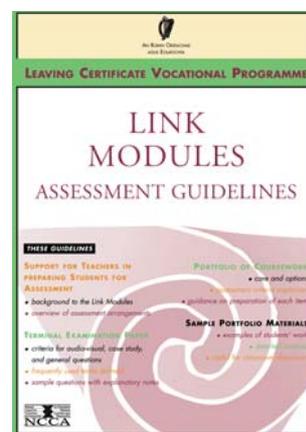
- Background to the Revised Link Modules – this outlines the changes in the Revised Link Modules
- An overview of the assessment arrangements – this outlines sample examination questions including criteria for audio-visual, case study and general questions.
- There is an outline of the portfolio of coursework detailing core and optional items. The assessment criteria are explained and there is guidance on preparation of each portfolio item.

### Core Items

Curriculum Vitae	Pages 24 & 25
Career Investigation	Pages 38 & 39
Summary Report	Pages 47 & 48
Enterprise/Action Plan	Pages 58 & 59

### Optional Items

Diary of Work Experience	Pages 70 & 71
Enterprise Report	Pages 93, 94 & 95
Recorded Interview/Presentation	Pages 119 & 120
Report on “My Own Place”	Pages 121, 122 & 123



- Sample portfolio materials – this involves examples of students’ work including detailed analysis. These samples may be used by teachers to stimulate classroom discussion among students as they prepare and draft their own portfolios.

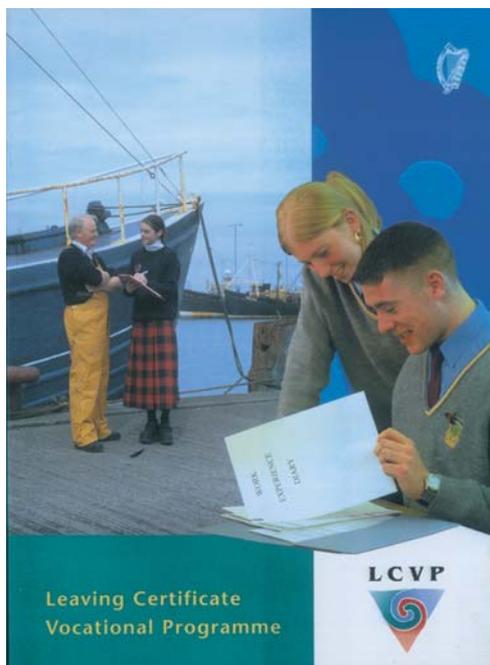
*For guidance on preparation of portfolio items contact your local Regional Development Officer*

## Report on Revised Link Modules Inservice 2002 – 2003

The LCVF Support Team presented and facilitated two rounds of inservice during the school year.

The first round of inservice took place during the first term and over 750 teachers attended. The participants included co-ordinators, teachers of the Revised Link Modules and Guidance Counsellors. The focus of this round of inservice was a review of the Revised Link Modules and considerable time was spent looking at the core and optional areas of the portfolio.

The Support Service was delighted to receive additional funding for a second round of inservice which took place during the second term. Over



560 teachers had the opportunity to share ideas and best practice in planning a two-year programme to meet the requirements of the Revised Link Modules of the LCVF. In response to teachers’ needs as identified in the first round of inservice, time was spent on developing strategies for preparing students for the written examination.

As suggested at inservice it is hoped to present a selection of two-year plans on our website [www.lcvf.ie](http://www.lcvf.ie)

Issues that emerged during inservice have been compiled and presented to the Inspectorate of the Department of Education and Science, National Council for Curriculum and Assessment, In-Career Development Unit and the Director of the Second Level Support Service.

The Second Level Support Service presented a pilot programme of "Modular Courses" in 2002 - 2003. The purpose of the "Modular Courses" is to offer a range of professional development opportunities which engage teacher's creative and reflective capacities. The LCVP Support Team piloted two of these courses.

- The Portfolio and its use in teaching and learning at second level
- Multiple Intelligences: Implications for teaching and learning and classroom practice

### *The Portfolio and its use in teaching and learning at second level.*

The LCVP team was involved in designing and facilitating a modular course in the area of Portfolio development, run during the spring term of this school year.

The course took place in two venues, the Cork and Galway Education Centres.

The course 'Portfolio and its use in teaching and learning at second level' was targeted at teachers interested in the use of Portfolios in learning and assessment and in expanding their repertoire of teaching strategies and skills.

The aims of the course were to-

- 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.

Teachers of the LCVP Link Modules along with teachers representing a variety of subjects and programmes participated in this modular course. Over the three days, teachers examined and participated in a range of activities, associated with the development of Portfolio and its potential in student learning and assessment. The interval between

each of the course days allowed the participants the opportunity to 'trial' some elements of the course material and content. This proved to be one of the most significant aspects of the modular course.

Key aspects of Portfolio development, the historical perspective, virtues of Portfolio assessment, reflection as a key feature in the Portfolio process, scaffolding a Portfolio entry, were all featured in the course. We were most appreciative of the expertise and guidance from Marian McCarthy, Education Dept., UCC who acted as a 'Visitor to the Group' in Cork and to Charles Lynch, CEO Galway Enterprise Board, who facilitated the group in Galway.

During the course, participants arrived at definitions of Portfolio representative of the variety of possibilities Portfolio, assessment has at second level e.g. 'A collection of students work over a period of time, showing the progression of that student to a particular point in his/her school life. It allows for reflection on the students participation in the course or subject'

Participants identified subject areas and courses where portfolio would be a useful assessment instrument, and identified a range of pupil learning activities which lend themselves to portfolio development. The area of Portfolio presentation and the opportunities for presenting student work using a variety of modes were explored. The enhanced role of the student in assessment of his work was a feature of the course and the possible strategies students can use to personalise learning were examined and highlighted. The opportunities Portfolio provides as an assessment for learning was a theme throughout the course.

In Cork, Jerry Mc Carthy of the JCSP (Junior Certificate Schools Programme) facilitated an excellent session on engaging the student learner, with particular emphasis on the importance of students developing oracy skills, an important component of Portfolio development, with obvious importance in the LCVP and its emphasis on enhanced communication skills.

Finally participants compiled material for a pamphlet on the 'Use of Portfolio at second level', which will be a welcome resource for teachers interested in Portfolio development in different settings at Second Level.

### *Multiple Intelligences – Implications for teaching and learning and classroom practice*

*"Multiple Intelligences theory encompasses what good teachers have always done in their teaching, reaching beyond the text and the blackboard to awaken students minds"*

*Armstrong 2000*

The Multiple Intelligence Modular Course took place over three sessions. The first session explored the different intelligences outlined by Howard Gardner, looked at a practical and fun approach to introducing the concept of Multiple Intelligence to both staff and students and reflected on an MI approach in the classroom. Participants were invited to undertake the strategies on their return to school. Day one ended with great excitement and the enthusiasm was infectious.

The second session focused on teaching and learning, looking at how to engage the learner in his/her preferred learning styles and how to develop and build on their least preferred style. Participants had an opportunity to share their experiences in the classroom and examine the challenges involved in adapting different teaching strategies. This sharing among participants was a most interesting. Participants engaged in active workshops and reviewed and reflected on their experiences.

The final session looked at activities, language, the curve of forgetting, analysis of teaching strategies, retention rates, concentration span and the importance of review. Participants were encouraged to document their learning and submitted some of their experiences which were presented in a booklet "Celebration of Success". A copy of this booklet will be posted to all participants over the coming weeks.

We would like to take this opportunity to thank all participants for their commitment and positive contributions.

# Enterprise Encounter

## PHASE II



Enterprise Encounter is an initiative which gives small groups of senior students the chance to take the learning experience outside the classroom and to plan, organise, investigate and visit a small local business.

As well as helping students in preparing for the final exam, participation in the Enterprise Encounter initiative generates material for the student's portfolio. This could include an Action Plan, Summary Report or a Presentation/Recorded Interview.

Accompanying Phase Two of Enterprise Encounter is a video pack comprising of a set of five short video modules, delivered over two tapes, produced to support the Enterprise Encounter resource pack.

### *Tape One*

This had been designed to introduce the Enterprise Encounter resource to teachers and students. Students from Gorey Community School visit Ceadagan Rugs owned by an ex-farmer Denis Kenny.

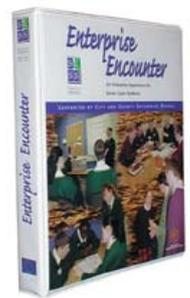
### *Tape Two*

This tape has three short video clips which have been developed as support

materials for use in the classroom by teachers and they particularly complement Steps 1, 2 and 3 of the Enterprise Encounter resource.

The World of Enterprise – Complimenting Step 1 of the Enterprise Encounter resource

In this video clip we meet “Cartoon Saloon” a young Kilkenny based company. We hear how they have integrated with the local business community while also bringing value to it. This clip could be used as a support to a “My Own Place” investigation for the LCVP



The Entrepreneur – Complimenting Step 2 of the Enterprise Encounter resource

In this part we meet Lorca Kelly who set up her own sandwich bar “Milk Bar”. She believes entrepreneurs need many different talents and academic achievement isn't always the key to success. Dr. Marie Flynn gives an input on the Multiple Intelligences. This may be useful when discussing and identifying skills with the LCVP students.

Getting It Right – Complimenting Step 3 of the Enterprise Encounter resource

We meet the Odd Job Company and Blarneystone Enterprises. They look at the challenges and successes and suggest that even established companies don't always get it right. This excerpt could be useful when introducing a SWOT analysis to LCVP students.

We would like to thank Gorey Community School for all their help and co-operation in the making of this video pack and all the other participants who gave of their time and effort. A special thanks to the City and County Enterprise Boards who have undertaken to support this programme on an ongoing basis.

***For further information on Enterprise Encounter contact your local Enterprise Board***



Rosemary Linehan, Gorey Community School with some of her LCVP students filming Enterprise Encounter Phase II



Gerry Mackin, Dublin City Enterprise Board, Caroline Mc Hale, Regional Development Officer, LCVP, Pat Lynch, Chairman Dublin City Enterprise Board and John Fallon, Department of Enterprise, Trade and Employment pictured at the Dublin City Enterprise Board launch of Enterprise Encounter Phase 1 on Wednesday 5 February 2003.



Group of Dublin City Principal's, LCVP Teachers and Co-Ordinators at the Dublin City Enterprise board launch of Enterprise Encounter Phase 1 on Wednesday 5 February 2003.

# Leaving Certificate Vocational Programme

## ACTION PLANS AND BUSINESS PLANS

*“A plan without action is a dream. Action without a plan is a nightmare.”*

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. LCVP students must be aware of and understand:

- An Enterprise/Action Plan
- Business Plan

While the Enterprise/Action Plan is a core item in the portfolio, it may also be assessed on the written examination. Students however, must also be aware of a Business Plan for the purpose of the written examination

Type of Plan	Enterprise / Action Plan	Business Plan
Why Prepare?	<p><i>A Core Item in the LCVP Portfolio</i></p> <p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Planning an outside visit</li> <li>• Planning for a visitor in</li> <li>• Planning an investigation into “My Own Place</li> <li>• Planning for Work Experience /Work Shadowing</li> <li>• Planning a Career Investigation</li> <li>• Planning an Enterprise Activity</li> <li>• Planning a Business /Community Link</li> <li>• Planning for a new skill</li> <li>• Planning for a meeting</li> </ul>	<p><i>When Starting up a new business or expanding an existing one</i></p> <p><i>Reasons why</i></p> <ul style="list-style-type: none"> <li>• To apply for a bank loan/grant</li> <li>• To help with day-to-day decision making</li> <li>• To anticipate trends or needs of the business</li> <li>• Help identify weaknesses</li> <li>• To evaluate how your business is doing</li> </ul>
What will the plan include?	<ul style="list-style-type: none"> <li>• Title</li> <li>• Objectives</li> <li>• Research Methods</li> <li>• Analysis of Research</li> <li>• Actions</li> <li>• Schedule of time</li> <li>• Resources and costs</li> <li>• Evaluation Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Business Description</li> <li>• Finance</li> <li>• Marketing</li> <li>• Staffing</li> <li>• Production</li> </ul>
Where can I find more information?	<ul style="list-style-type: none"> <li>• NCCA Assessment Guidelines pgs 58 and 59</li> </ul>	<ul style="list-style-type: none"> <li>• LCVP Enterprise Materials Resource pgs 50 and 51</li> </ul>

# Leaving Certificate Vocational Programme

## CAREER INVESTIGATION IN LCVP

### CAREER INVESTIGATION IN THE REVISED LINK MODULES

In September 2002 the Revised Link Modules were introduced and will be examined from May 2004 onwards.

The LCVP was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. It is a combination of the established Leaving Certificate, however focussing also on self-directed learning, enterprise, work and community. It is a two-year programme with the objective of catering for Leaving Certificate students' diverse needs by ensuring that education touches them in the broadest sense, given that they are surrounded by a world of rapid change. Participants in this programme will develop skills and qualities needed to ensure success both academically and vocationally. These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business. The LCVP is assessed both through portfolio submission (60% of total marks) and a two and a half hour terminal examination paper (40% of total marks) at the end of the final year of LCVP.



The Revised Link Modules consists of 2 modules:

1. Link Module 1 – Preparation for the World of Work.
2. Link Module 2 – Enterprise Education

As part of Link Module 1, "Preparation for the World of Work", each student will be expected to complete a Career Investigation and participate in a work experience or work shadowing placement. This placement should be related if possible to his/her vocational aspirations.

The Career Investigation is a short summary of the information gathered and the insights gained by a student during the course of active research into a chosen career. Students are encouraged to investigate careers related to their aptitudes, interests and choice of Leaving Certificate subjects, empowering them to access information about career opportunities and develop greater self-awareness and improve their communicative and decision making skills.

### MODULE 1 UNIT 3-CAREER INVESTIGATION

This unit introduces students to the skills of career research and planning and students should be encouraged and facilitated to actively investigate careers related to their aptitudes, interests and choice of Leaving Certificate subjects, with particular reference to their selected vocational subjects.

**Module 1 Unit 3 Specific Learning Outcomes - the student should be able to**

- 3.1 identify personal aptitudes and interests
- 3.2 investigate a range of careers appropriate to personal aptitudes and interests
- 3.3 identify and analyse the aptitudes and skills required to pursue a specific career

- 3.4 describe relevant qualifications and training required for entry to the selected career
- 3.5 identify available opportunities to pursue a selected career locally, nationally and where possible, at international level
- 3.6 plan and set up an opportunity to interview and/or work shadow a person in a selected career
- 3.7 integrate information from a variety of sources to prepare a final report on a career investigation
- 3.8 reflect on and evaluate the experience of undertaking a career investigation
- 3.9 link the activities in this unit to learning in relevant Leaving Certificate subjects

### PORTFOLIO OF COURSEWORK – ASSESSMENT CRITERIA

As part of their Portfolio of coursework students must present a total of 6 items.

The Career Investigation is part of the mandatory core.



The Career Investigation will assess the student's ability to

- Generate a document with a clear and consistent layout

**OR** Communicate in a clear and confident manner (if presenting on audio cassette)

- 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

# Leaving Certificate Vocational Programme

## CAREER INVESTIGATION IN LCVP

### PORTFOLIO OF COURSE WORK – GUIDELINES

It may be presented as a word-processed document 300-600 words in length or a 3-5 minutes interview on cassette tape. 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 for such an interview is given on page 39 of the Assessment Guidelines.

**N.B.** 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.

Full details of the Revised Link Modules syllabus including the Career Investigation can be found in the Department of Education and Science publication "Leaving Certificate Vocational Programme" 2001. Please also refer to the Link Modules Assessment Guidelines that were written to support teachers in preparing students for assessment in the revised Link Modules.

### A POSSIBLE TEMPLATE

**Title:** Career Investigation of \_\_\_\_\_

**Description of Career:** 2/3 sentences outlining the type of work a person in the chosen career would be doing.

**Skills and Qualities:** relevant to the chosen career- 2 skills (ability to do job) and 2 qualities (type of person)

**Qualifications & Training:** 2 pathways.

Pathway 1	Location	Pathway 2	Location
	Length of course		Length of course
	Entry requirements		Entry requirements
	Qualifications		Qualifications

Option 1 – as above if 2 very different pathways e.g. pharmacy

Option 2 – If pathways are quite similar e.g. Medicine in UCD and Medicine in NUIG, a description of the course content and course structure must be included and maybe the entry requirement and/or outcome may differ.

Option 3 – If only 1 definite route e.g. A garda, then describe an alternative career in the same area or a contingency plan of what the student might do while waiting to train.

**Interaction:** With adults other than teachers in a relevant out-of-class learning experience be specific. Give date of interview, name and position of interviewee and outcomes of interview

**Evaluation of:**

(A) The Career in light of personal aptitude, interests and choice of Leaving Certificate subjects

*And*

(B) The skills developed and insights gained from the experience of undertaking the career investigation

*LCVP RDOs have briefed a number of branches of the Institute of Guidance Counsellors*

# Leaving Certificate Vocational Programme

## NEWS FROM SCHOOLS

*The Enterprise Education Link Module promotes enterprise in the broadest sense. Enterprise Education in the LCVP can be identified as a vehicle for the development of the whole person and help students to become more self confident, improving self esteem, encouraging creativity, entrepreneurial and life skills. We see examples of this in the following articles.*

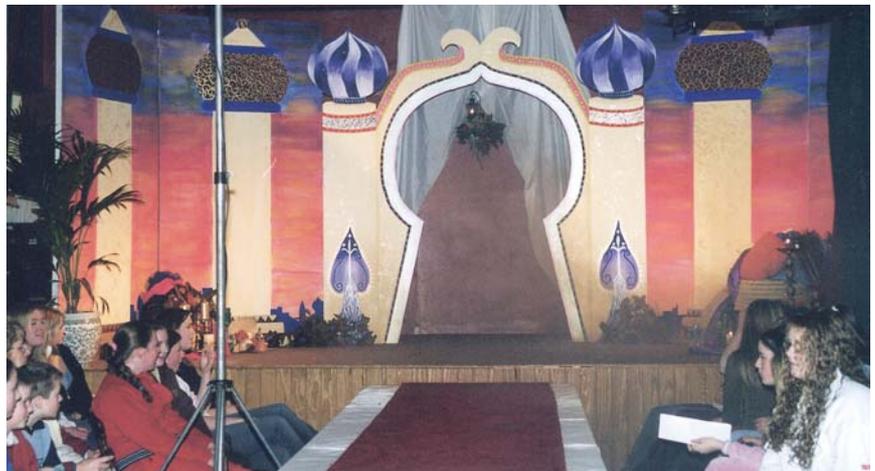
On Wednesday 19 February 2003, LCVP students in Scoil Mhuire Gan Smal, Blarney Co. Cork, held their 6th annual Charity Fashion Show. Deirdre O'Donovan & Sile Kelleher held our 6th annual charity Fashion Show. Due to six weeks of intense preparation the show proved to be a great success.

### TRAINING

We had three main training days which were run by Ed Jordan, founder of the Profile Agency, along with tutors and professional models from the agency. Details of these days are as follows:

- Jan 29 Department class held in the school hall. Class dealt with basic walking and modelling skills.
- Feb 1 Master class held in the Gresham Metropole Hotel, Cork. Class dealt with personal hygiene, make up application, people, communication skills, catwalk routines
- Feb 12 Department class held in the school hall. Class dealt with modelling routines, basic and advanced

We also practised our routines during and after school.



### THE COMMITTEE

The first thing to be done was the election of the committee. The various roles were explained and each student in the LCVP class was asked to vote for a boy and a girl they felt were best suited for each position. The elected committee were as follows:

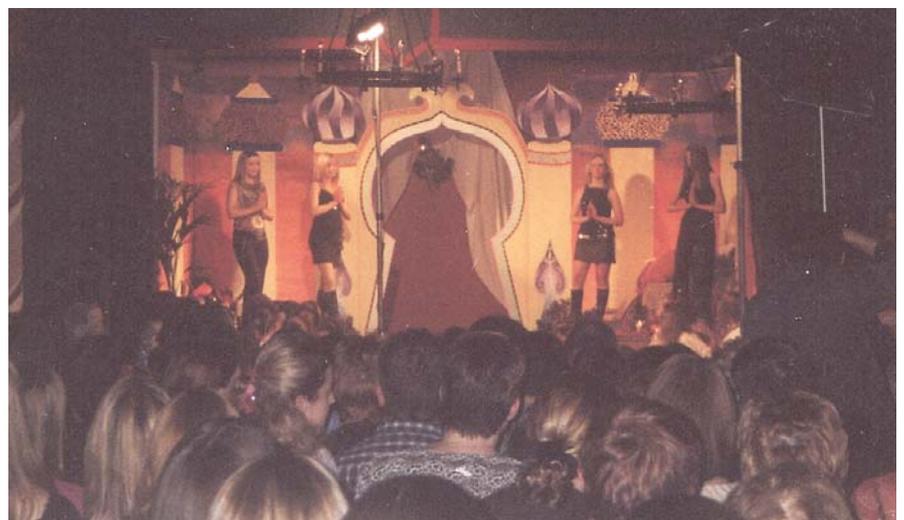
Chairpersons Deirdre O' Donovan  
Padraig O' Callaghan

Secretaries	Sile Kelleher Jerh O' Leary
Treasurers	Aine Herlihy Ian Mc Carthy
Public Relations	Stephanie Constant James Murphy
Artistic Directors	Jane Dwan Mark Mc Carthy
Charity Liaisons	Maura O' Callaghan James Davis

### THEME AND NAME OF SHOW, THE CHARITIES AND THEIR SELECTION

Every member of the class was given the opportunity to put forward his/her ideas for the show. Once a shortlist had been compiled the class was then asked to vote on them. Those chosen were as follows:

Theme	Arabian Nights
Name	Magic on the Catwalk
Charities	Muscular Dystrophy Ireland, The Sisters of Mercy Missionary Work in Kenya



(left to right) Carla Kelly, Sineád O'Mahony, Emily O'Brien and Amanda Morrison

# Leaving Certificate Vocational Programme

## NEWS FROM SCHOOLS

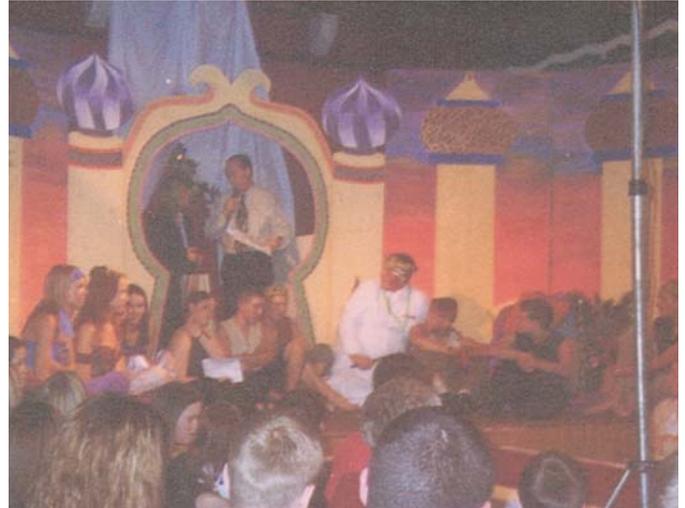
### ORGANISING THE EVENT

Letters were drafted and sent out to a number of clothing stores. On receiving confirmation from most of these, the secretaries organised the number of outfits needed from each shop. Dates and times for fittings, collection and return of the clothes were arranged. Each student in the class was given letters by the committee asking for sponsorship or raffle prizes. These were distributed to the local businesses

and were met by many generous donations. Every Monday, the committee held a meeting with Ed Jordan, following which they briefed the class. The week before the show, the chairpersons and Ed held a meeting with one of the managers of The Blarney Woollen Mills Hotel who had generously donated use of the room for the show to discuss times for setting up the stage, access to changing facilities.



(left to right) Aoife Lenihan and Dawn Cairns



(left to right) Stephanie Constant, Jane Dwan, Áine Herlihy, Deirdre O'Donovan, Pádraig O'Callaghan, Ian McCarthy, James Davis, Mark McCarthy, J O'Leary and James Murphy, (in the middle standing) Deirdre Cahill and Ed Jordan

### ADVERTISING

Our first step was to locate a venue for our Press Release/Press Photo Opportunity. The PR officers contacted the Ruen Thai in Tower, Blarney who agreed to open their restaurant early to allow us to use it for our press release. We then contacted "The Examiner", "Echo", "Inside Cork" and "The Corkman". On February 12 the committee dressed in traditional Arabian Costumes designed and created by Jane Dwan. As the press arrived, they were presented with a

report containing details of the Fashion Show such as date, time, venue and benefiting charities of the show. Though the Fashion Show was a lot of hard work, it was rewarding and an invaluable learning experience. The show raised in excess of €4000 for Muscular Dystrophy along with €1300 for the Sisters of Mercy in Kenya through the raffle. The overall consensus of the class is that the show proved to be a great success and a very enjoyable event.



(left to right) Catherine Green, Jacinta Buckley, Jean O'Rourke, Anne Howell



This article was compiled by Deirdre O'Donovan and Síle Kelleher

# Leaving Certificate Vocational Programme

## NEWS FROM SCHOOLS

### ST. FINIAN'S COLLEGE STUDENTS VISIT LOCAL FACTORIES



(left to right) Lisa McCormack, Human Resources Officer, Iralco, Christopher Collins, Mark Cooney, Justin Collins, Christopher Connor and Brendan Cleary.

During the school year, students at St. Finian's College, Mullingar, Co. Westmeath went on two visits out to local enterprises with their LCVP teachers Ms. Siobhan Doran and Ms. Muirna Walsh.

On 6 February the students visited Trend Technologies which is situated in the Clonmore Industrial Estate in Mullingar. Trend Technologies is a producer of plastics and produces a wide range of components for computers including ink cartridges. It employs over 150 people. The aim of this tour was to gather as much information as possible and then for each student to write a summary report.

On arrival at the plant, Marie O'Toole, Quality Control Manager gave a very informative talk on what Trend actually produces and the resources and methods of production that are used. During the talk, the students were shown several items which are currently in production at the factory. The students also watched a short video which explained the origins and main functions of the plant. Afterwards they had a tour of the factory itself.

The second outing was to IRALCO in Collinstown, Co. Westmeath on 19 February.



(left to right) Colm Rowan, Paul Henry, Ciaran Morrin, Anthony Ennis, Pdraig Harris, Ben Bashford and Sue Lynn, Human Resources Manager, Iralco.

The factory specialises in the production of bright anodized, powder coated and colour matched painted aluminium. The speakers they met told the students about their backgrounds and how they came to work in IRALCO. The speakers told them how IRALCO helps to further the education and training of its employees by providing training and courses. They were given handouts that gave lots of information and made the tour much easier to understand.

The students heard that IRALCO's main consumer base is the European market. It is the second company in Ireland to have achieved the ISO / TS 16949 Automotive Quality Standard. This puts IRALCO into the top supplier lists of automated parts worldwide.

During the tour the students were shown a VW Passat that was fitted with anodized products which were manufactured in the plant. On the factory floor, they observed how the pieces of aluminium went through several different processes before reaching the quality needed to meet customers expectations i.e. dry sanding and other polishing methods. After the tour, students had an opportunity to ask questions.

The students found both these visits very interesting and enjoyable.

### MY OWN PLACE

*As part of the LCVP, students carry out an investigation of their locality. In this article, Annette Harte, a teacher at Patrician Academy in Cork outlines how she approaches this activity.*

We all look for things that make our lives easier. Some would argue that teaching LCVP is not one of them, but I want to share an activity which may make one aspect of the LCVP easier.

The Cork and Kerry Placename Survey is being conducted by Eamon Langford in Cork and is an excellent project to undertake. It can be adapted to many aspects of the LCVP such as an action plan, summary report or a "My Own Place" investigation.

Students write letters to Eamon Langford expressing an interest in participating in a survey. This survey entails getting copies of maps of the students' townland or urban area. Each student has to go out into their community and fill in the official and unofficial names for fields, crossroads and buildings. If there is folklore to go with these places the students also record this.

The beauty of this project is that it runs itself with the students having very specific tasks to do. This may involve students interviewing people living in their local community. This often develops strong curricular links with subjects such as History and Geography.

Eamon has also adapted his project specifically for the LCVP and by participating in the project students develop an awareness of social and economic issues in the area. The teacher fades into the background and only acts as a facilitator. The students also receive a formal recognition of their work in the form of a participation certificate and the inclusion of their work in the 2006 publication of Placename Volumes in which they will be personally acknowledged as contributors.

Being new to the LCVP, easy ways of doing things are always appreciated. I hope this suggestion will be of help to those of us who are new to the course.

# Leaving Certificate Vocational Programme

## NEWS FROM SCHOOLS

### SIGN LANGUAGE ENTERPRISE

On 18 September 2002, a group of fourteen 6th Year LCVP students in the Salesian Secondary School, Limerick commenced a 10 week sign language course with Graham O'Shea, a qualified sign language tutor from Cork.

To receive a place on the course interested students had to first complete an application form outlining their reasons for wanting to do the course, their career options and how this course might enhance their life or career. All the 6th Year students applied initially.

The selected students met with Graham for one hour per week over the 10-week period, where he introduced them to basic sign language skills and issues relating to being deaf. Graham himself has a hearing impairment.

Upon completion of the course the feedback I received from all the students involved was very positive and what they had learned was of benefit. Graham is a very good tutor who interacted very well with the students. Each student was awarded with a certificate to accredit her achievement.



Class that took part in the sign language course

The course provided the students with the opportunity to work with a visitor to the classroom and to acquire basic sign-language communication skills. These skills will enhance their opportunities in their chosen careers and are a welcome life-skill. It also helped to make the students more aware of the need for further training and life long learning.

It is my intention to repeat this course at a time suitable to the tutor. There is a shortage of tutors to provide this type of training. I would like to take this opportunity to thank Graham O'Shea, the tutor, Mr. Shane Buckley and Ms. Aideen O'Rahilly for all their assistance in organising this course.

Des Cusack teaches in the Salesian Secondary School, Limerick.

### FASHION SHOW A BIG SUCCESS

There was a very successful fashion show held in Our Lady's Secondary School, Castleblaney, Co. Monaghan recently. The show was organised by the LCVP students and it was very well supported by the public and the local business community.

The students spent much time planning and preparing for the event. They transformed the school hall to a cat walk venue and also put in place a special lighting and sound system to give the hall a real fashion show flavour. Students also acted as models for the event. The shops participating were really impressed with all the hard work which the students had put into the event.

The money raised from the event went to two local charities. The first charity was the Philip Brady Meningitis Fund. Philip was a Transition Year student at Our Lady's when he contracted meningitis and died from the disease. The charity which bears his name was set up locally to raise funds for meningitis research. This is a charity that is very dear to the hearts of the students at the school. The other charity that benefited from the event was the local Cancer Society. It too carries out great work in the local community and this work is greatly appreciated by those living in the area.

### Enterprise at work at Ramsgrange Community School

During the year LCVP students from the school invited a local chef to give a cookery demonstration to students. Students could clearly see the relevance of Home Economics and Business to this activity and went on to publish a cookery book as part of their own enterprise activity.

The following illustrate some of the other enterprise activities embarked on by the LCVP students during the year



Slate Mirrors



Cookery Demonstration



A student works on her product



Students wearing School Fleeces designed by the LCVP students

*As part of the Module "Preparation for the World of Work", pupils participate in work placement. This may take the form of Work Experience or Work Shadowing. Some schools opt to send students for short periods of Work Shadowing. You will see in these articles that in Work Shadowing the student learns about a particular job by observing.*

### Jim Nolan

LCVP Co-Ordinator, LSU Banagher

La Sante Union Secondary School is located in the South West Offaly town of Banagher. Banagher is a relatively small town of 1500 inhabitants. As a result we felt that there were only limited opportunities for work experience for our LCVP students. As a result we decided as a staff that the option of work shadowing would suit our students better. It has served us well. Most students organise their placement themselves. The Principal of the school is pleased to offer this option as students do not miss too much class contact time. The school's insurance policy covers students while they are work shadowing.

Students enjoy doing work shadowing and have found a wide variety of placements including: TV3, solicitors, teachers, accountants, politicians, nurses, vets, mechanics, builders, barmen. The students have used the work shadowing as part of their career investigation for a long report in their portfolio. The following are some accounts from this years Leaving Certificate students who have undertaken work shadowing.

### Accountancy: Orlaith Dunican

I spent my day work shadowing in Niall Ryan's Accountants in Banagher. I work shadowed Martina Flynn, the junior accountant there. I arrived at 9.30am to be shown around the office which I found very interesting as I was never in an office environment before. I study accountancy for my Leaving Certificate and I was curious to see if there were similarities between the subject and the job.

### Work Placement

I soon discovered that an accountant's job is more detailed and laborious than I had thought. Part of Martina's job was to transcribe figures from a client's chequebook to a ledger. Her work also involved compiling a bank reconciliation statement. Overall I found the days work shadowing very beneficial because it completely changed my opinion on what career I would like to pursue. I had intended to study accountancy before the days work shadowing but I must say I found these aspects of the job rather boring and really laborious. I think the day really benefited me and I would highly recommend it.

### Garda Siochana: Eilis Leddy

I arranged with Sergeant Michael O'Riordan to work shadow in The Garda Training College in Templemore on 1 February 2002. The day began at 8am and continued until 4pm. On entering the college I went to reception where Sergeant O'Riordan greeted me. He introduced me to a Phase 1 student "Karen Dunne" to whom I was assigned for the day. We attended an Irish class which ended at 10.30am. We had a half-hour break and then I was shown around the college facilities. I then sat in on a domestic violence lecture which went on until 1pm. At lunchtime everyone gathered in the college canteen where they are provided with free meals. After lunch Karen showed me the female dormitories where all students stay until they complete their academic course.

The weekly parade began at 2pm. All the students had to kit out in full Garda uniform and were inspected by the college officials. After the inspection they marched around the square for an hour. After the parade the students changed back into their college tracksuits and relaxed until curfew at 11.30pm.

I found the work shadowing useful as I found out what the Garda subject requirements were and what I could do in the meantime to brush up on these subjects. I also got to see the



(left to right) Lorraine McDonagh, Orlaith Duncan and Eilis Leddy

harsher side of things such as Irish and how hard and important it is. However, nothing has deterred me from pursuing my dream of joining the Garda Siochana.

*As part of the Career Investigation, students will interact with adults others than teachers. Here we have Lorraine Mc Donagh telling us about this interaction.*

As part of the Career Investigation I wrote to Mr. Thomas Enright of Enright Solicitors, Birr, Co. Offaly. I requested an appointment with him explaining that I was doing a career investigation and that I would like to ask him or a member of his staff a few questions about their profession. I also asked if I could work shadow a staff member for a day. Mr. Enright agreed and I went to meet him in his office.

I went to the building office where the law firm is situated and I was met by the founder of the firm Mr. Enright. During the interview I learned that people in the law profession can work up to and above 35 hours during an average week. Their working day starts at 8am and sometimes does not finish until five or six in the evening.

My work experience included basic day to day office chores like filing, answering the phone and in the cases where clients had no objections I sat in on a few meetings. In doing the work experience I learned that law was not a profession which suited me so I came away from the day with a better understanding of what being a solicitor involves.

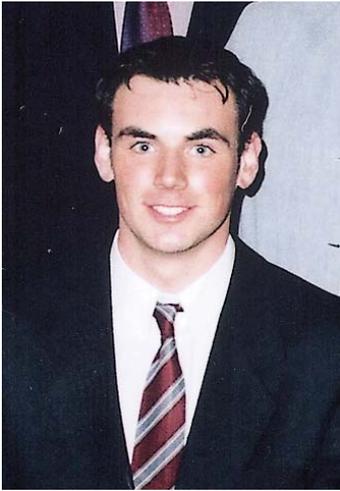
For any clarification on Work Placement or Career Investigation contact your RDO

# Leaving Certificate Vocational Programme

## LCVP EXPERIENCE

### Reflections on my experience of the Leaving Certificate Vocational Programme – advice for students thinking about participating in the LCVP

Donal Walsh



If I had a euro for every time I was asked “how many points did you get” on the day of the Leaving Certificate exam results, I would certainly not be the struggling student I am today. Every friend, family member and casual acquaintance I met that day seemed to have the same burning question on his or her lips. I, too, was guilty of uttering those very words on numerous occasions on that day and on many days thereafter. And why do we seek the answer to this question from every former student we meet? Quite simply, because points are all that matter at the end of the day, right? Wrong!

From my admittedly brief experience of college life and work so far, it is already plain to

see that, despite the value of those points within their own system, (i.e. me getting into college), their usefulness to me now that I am here is miniscule. The “spoon fed”, “read – remember – repeat” basis of secondary school learning is of very little use to you if and when you do finally arrive at college.

However, it very quickly became apparent to me that the skills that would be of benefit to me and that would hopefully get me through the rigours of my college coursework would be those skills that I picked up as a result of completing the LCVP Link Modules. Some of the skills that I am referring to here are skills of self-motivation, the ability to research topics, report writing, and above all the confidence to

formulate your own ideas and to express them through any media.

As a secondary school student, I can remember thinking how daunting the

two thousand word formal report sounded and I can recall spending long periods of time practising my report writing skills. The hours that I spent looking for information and ideas seemed slow and tedious, but all the time I was unconsciously refining my research skills. Every time I re-typed or re-printed my reports or letters I was improving

my computer skills, and every time I pleaded with my coordinator for a deadline extension I appreciated more the value of time management.

Another aspect of the LCVP that I found greatly beneficial was the chance it gave me to shadow a professional of my choice. The reason why I think so highly of the work shadowing element of the programme is because it afforded me the opportunity to investigate possible career choices before the pressures of the Leaving Certificate were really felt. It is this practicality and its “hands on” learning style that made LCVP a unique and integral part of my secondary school experience.

Recently, I was invited back to my “old” school to give a short talk on the LCVP to the new class. At first I thought it was a bad idea: I wouldn’t know what advice to give them. But as I thought about it, I remembered the satisfaction of sealing that plastic envelope on the final day and the relaxed friendly atmosphere in the class each day and I knew that the best piece of advice that I could give them was to enjoy the course because as they would soon realise, LCVP would be the most enjoyable and practical course they would ever participate in during the two years of the Leaving Certificate.

*“LCVP would be the most enjoyable and practical course they would ever participate in during the two years of the Leaving Certificate.”*

Donal Walsh is a past pupil of St. Peter’s College Wexford. He is currently a student in University College Cork

# Leaving Certificate Vocational Programme

## THE IRISH LEADER NETWORK

LEADER is the EU Initiative for Rural Development, which aims to create jobs, income and wealth in 928 rural areas across the fifteen Member States. Under the current round of funding, the 38 Irish LEADER groups disburse funding from the National Rural Development Programme, as well as the European LEADER+ budget. Including the private matching funding invested by project promoters, the total budget is approximately €250m over the five-year period of the programme.

LEADER has various measures under which projects may access financial assistance, including: tourism; enterprise, food and agriculture; and environment. Investments can be made across a range of items, such as capital equipment or collective marketing expenditure. Sustainable development is also concerned with enhancing the knowledge base of the local area. Training provided locally by LEADER groups can be extremely diverse, in that it varies from fields such as customer service training in the tourism sector, to enterprise start-up skills for first-time entrepreneurs.

LEADER groups tend to define 'enterprise' in its broader sense. Rather than narrowly confining it to solely profit-seeking activity, LEADER groups tend to take a slightly wider perspective, whereby social enterprise is valued at least as highly. Some LEADER groups have long been involved in rural enterprise stimulation programmes with local primary and secondary schools, and a priority for the future is to engage more deeply in this activity at national level.

Another defining characteristic of the LEADER approach is that each local programme is operated by a board of directors that are drawn from the civic life of the area in question. Typically, a LEADER board will include community activists as well as people from business life, the statutory agencies (including local government), the social partners and other sectoral interests.

In each local area, the LEADER board sets the strategy that will be

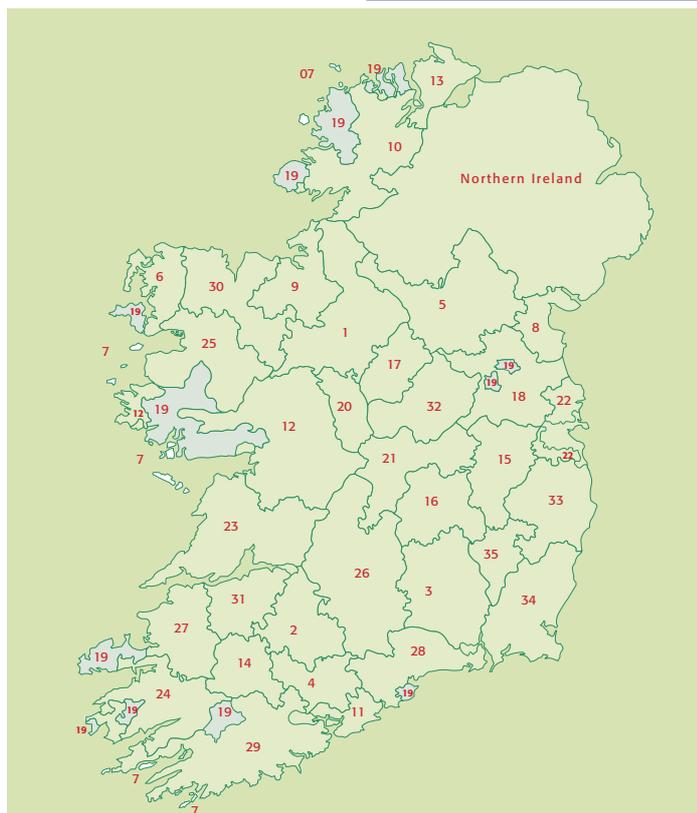
implemented by the team of professional rural development staff it employs. As one might expect, the various LEADER groups place significantly differing emphases on local development priorities. As expressed by the European Commission, this is largely because LEADER is an area-based, bottom-up approach that aims to capitalise to best effect on latent resources within each local area.

A shared characteristic of all LEADER groups is that they seek to stimulate local people to exploit the opportunities and address the needs of their area in an integrated manner. Typically, this means that LEADER groups have two main customer groups. One is 'project promoters' who seek to establish or enhance businesses within the rural area, whether as sole traders, partnerships, limited companies or co-operatives. The other is local development groups which seek to improve the broader quality of life in the rural area, rather than being motivated purely by conventional profit-seeking motives.

Voluntary activity is thus a major priority for LEADER groups, and projects funded include heritage trails, community owned and operated IT facilities, documented local histories and village enhancement programmes. LEADER operates in a manner complementary to the state-controlled agencies. The unique partnership structure of the individual groups, allied with the ethos of the programme at EU level, means that LEADER groups can often move to 'fill gaps' at local level in an innovative and useful manner.

If you require further information on your local LEADER group, please feel free to visit our inter-active map-based website at [www.irishleadernetwork.org](http://www.irishleadernetwork.org). Alternatively, you may telephone the Irish LEADER Network at 046 9280796 for details of your local contacts.

*Article by Christine O'Shea,  
National Director of the Irish  
LEADER Network.*



# Leaving Certificate Vocational Programme

## THE LCVP LINKS MODULES AUDIO VISUAL CASE STUDY AS A CLASSROOM RESOURCE

The Audio Visual Case Study is a unique aspect of assessment in the Leaving Certificate experience of a student participating in the LCVP.

Students view an AV Case Study which involves some aspects of Business or Community Enterprise with viewing the skills of a modern workplace.

They are then asked a series of questions which examine: -

- (a) Skills of observation, listening and viewing skills.
- (b) Critical thinking and skills of analysis, where they are expected to apply what they hear and see on the AV case study to what they have learnt about Enterprise and The World of Work in the LCVP and particularly through such activities as running an enterprise and planning and participating in work experience/work shadow.

The past exam AV material makes an excellent classroom resource and can be used when preparing for some link module activity or as part of a debriefing or evaluation exercise aspect of an activity.

The following list outlines the topic of each AV case study and an indication where it might be useful as an LCVP resource:-

- 1996 Bendon Fish Exports - A fish processing plant in West Cork, excellent AV study illustrates what it takes to set up and run an enterprise, links very well to the unit 'Local Business Enterprise' of the enterprise education module.
- 1997 Knockbridge/Louth Village CES - A community employment scheme in Co. Louth links the development of skills of entrepreneurship as required as part of the unit enterprise skills of the Education Module. It is an excellent example of a voluntary/community enterprise and should be viewed when preparing students for this aspect of the link module, also highlights community based training schemes.
- 1998 Interact Internet Services a web design company based in Connemara should be used as a classroom resource when covering the local business enterprises unit – excellent on the development of indigenous IT skills based enterprises.
- 1999 Key Personnel – could be used when preparing for a simulated job interview for work shadow/work experiences. Links to the job search skills unit of the Preparation for the World of Work module.
- 2000 Brian Stack Jewellers - Another good AV case study to view in conjunction with teaching the enterprise skills module.
- 2001 Trocaire – A community/voluntary organisation model familiar to all students, particularly good on aspects of the importance of publicity and promotion to an organisation
- 2002 Tic Teo Ltd – A Turbot Fish farm in Co. Galway relates the experience of the entrepreneur with the development of the business and his future aspirations. A good example of an indigenous enterprise.
- 2003 Peats – A Dublin based company providing electrical goods and the national coaching centre in Limerick are featured. Team work and training are the key features of this AV case study. Much of the clip examines the transfer of good team skills development in sport and their transfer to the world of business. Self-directed team work is featured through a study of an industrial facility which has had to make changes to work practices to cope with changing requirements.

# Leaving Certificate Vocational Programme

## LATEST DEVELOPMENTS

### Developing Senior Cycle Education

Copies of the consultative paper and its executive summary have been distributed to post-primary schools and partner organisations by the NCCA. The documents may also be downloaded from the NCCA website, [www.ncca.ie](http://www.ncca.ie). The NCCA invites you to take part in the debate about the future of Senior Cycle Education by completing a questionnaire survey. Copies of the survey can be downloaded from the NCCA website or obtained from NCCA, 24 Merrion Square, Dublin 2. All responses should be submitted by June 30 2003.

### LCVP Programme Statement – As Gaelige

Ta coipeanna de raiteas an chlair a naistriú faoi lathair. Is ceart go mbeadh na coipeanna ar fail i scoileanna i mí Meán Fómhair.

Copies of the LCVP Programme Statement are currently being translated into Irish and should be available in all schools in September.

### Hyperstudio/SIP Project

The LCVP Support Service recently undertook a survey of the schools involved in the NCTE Hyperstudio/SIP project. Twenty of the thirty-one schools involved in this pilot project responded and the comments and suggestions received will be taken on board in the design of subsequent Multimedia projects.

From the responses received, only three schools are currently using Hyperstudio with their LCVP students although eighteen schools indicated their interest in re-engaging in the project.

The main reasons given for the decision not to continue using Hyperstudio as part of the LCVP were:

- Too time consuming
- Not enough access to the Computer Room
- No credit given for the extra work involved
- The trained people are no longer in the school
- More user-friendly software is now available
- Need for high spec computer facilities
- Lack of technical support

On the other hand the advantages cited were:

- Significant increase in the skills level of teachers and students
- Impressive presentation tool
- Students enjoyed presenting their portfolios in this format

- Encouraged team work and enhanced problem-solving skills
- Multiple uses throughout the school
- Excellent training provided for teachers
- Programme has enormous potential

Most of the schools surveyed expressed disappointment that there was no incentive for the students involved in the project and would have liked to see some certification or credit for the additional work involved.

Presently all of the SIP projects are being evaluated and reviewed by NCTE. You can contact [office@lcvp.ie](mailto:office@lcvp.ie) for any further information.

### NCCA CD ROM

NCCA are at present developing a CD Rom to support the NCCA Guidelines. It is hoped to have this in schools for the next academic year. The CD Rom will contain the NCCA Guidelines, past exam papers, other support materials for the LCVP and sample video interview/presentations and sample career investigations on audio cassette.

### Vocational Subject Groupings (VSGs)

The Vocational Subject Groupings are reviewed annually and new combinations introduced in response to changing needs. However, there are no new additions for the academic year 2003 – 2004. At present there are 16 Vocational Subject Groupings. These are listed on Circular M68/02 which was sent to all schools by DES in January 2003.

### Pilot VSG Schools

The same conditions apply to the pilot schools for the academic year 2003 – 2004.

### LCVP Support Service Contact Details

#### LCVP National Co-ordinator

Frances Holohan

#### Mobile No

087 2899282

#### E-Mail Address

[frances@lcvp.ie](mailto:frances@lcvp.ie)

#### LCVP Secretary

Esther Herlihy

046 78 382

[office@lcvp.ie](mailto:office@lcvp.ie)

#### Regional Development Officers

Margaret Kent

087 221 5051

[margaret@lcvp.ie](mailto:margaret@lcvp.ie)

Fiona Kindlon

086 8120246

[fiona@lcvp.ie](mailto:fiona@lcvp.ie)

Kieran Golden

087 2227739

[kieran@lcvp.ie](mailto:kieran@lcvp.ie)

Mary Madden

087 2499361

[mary@lcvp.ie](mailto:mary@lcvp.ie)

Caroline Mc Hale

087 9598538

[caroline@lcvp.ie](mailto:caroline@lcvp.ie)