



FIRST EXAMINATION OF THE REVISED LINK MODULES SYLLABUS

The revised Link Modules syllabus for the Leaving Certificate Vocational Programme was examined in 2004 for the first time. Teachers, at various venues throughout the country, reviewed the written examination paper, 40% of the overall marks, and it was agreed that, in general, the questions represented the activity-based nature of the programme and were very fair. The Portfolio of coursework, accounting for 60% of the total marks, also involved some changes with the inclusion of the mandatory 'Career Investigation' and 'Enterprise/Action Plan' and the dropping of the 'Formal Letter' and the 'Completed Form' which were part of the earlier portfolio requirements.

Comparison of the results issued in August 2004 with those of the old syllabus from August 2003 showed the following:

Link Modules Examination

Grades achieved by students in the 2004 Link Modules examination show a drop in numbers achieving a distinction or a merit:

	2004	2003
Distinction	11%	14%
Merit	48%	52%
Pass	31%	27%
Ungraded	10%	7%

It is important to note that the revised Link Modules syllabus was examined in 2004 for the first time and so the examination and syllabus content was not similar for both years set out above.

The overall results showed that it was more difficult to achieve a distinction on the new Portfolio format – students did not score as well on the four core items and this contributed to the reduction in distinctions. In addition, results achieved indicated a lack of preparation for the written examination paper, with most candidates performing better in the portfolio components. There may be an issue of lack of time on the timetable in some schools, which can lead to time spent on activities but less on follow up in class feedback, reviewing of portfolio submissions and on preparation for the written examination. These are issues that schools will have to look at in the overall context of timetabling.

Teachers will welcome the issue of the Chief Examiner's report which may give some indication of where marks are

lost by candidates on an examination paper that was well received and quite straightforward.

CHANGES AGREED BY THE STATE EXAMINATIONS COMMISSION

The State Examinations Commission has informed the Support Service that as a result of the recent assessment process and the ongoing review of the operation of the programme a number of changes have been made for the 2005 assessment/programme. Notification of these changes was included in the guidelines issued to all schools. (Document S03\05)

These are set out as follows:

- Acceptance of Digital Versatile Disk (DVD) format for the Recorded Interview/Presentation module combined with more emphasis on secure packaging and reliable transmission and backup of disks and videotapes.
- Review of the prohibition on the direct copying of specific career qualification data from the Web and/or dedicated publications in the Career Investigation module only.
- An easing of the requirements for repeat Leaving Certificate candidates in respect of their eligibility to retake the written examination.

Description of Changes

- DVD Format: Interviews and presentations for the Recorded Interview/Presentation may be burned onto DVD disks which must be 'region free' and playable on ordinary domestic DVD players. The requirements regarding documentation and packaging are the same as for video cassettes.
- Career Investigation: In this component only, candidates may include specific career requirements downloaded from relevant websites or taken directly from appropriate publications. This is now permitted because this information is normally very specific, precise and semi-legal and is not amenable to accurate re-writing.
- Repeat Candidates' Written Examination: Repeat Leaving Certificate candidates will be eligible to take the written examination even if the subjects (established) in their repeat Leaving Certificate programme do not include the required vocational subject groupings (VSGs). They must have been entered in the Post Primary Pupil Database as LCVP students for a period of two years previously – their original portfolio marks will be carried forward and combined with the new marks from the repeat written examination.

Leaving Certificate Vocational Programme

REPORTS AND LCVP NETWORKS

LINK MODULES 2004 - CHIEF EXAMINER'S REPORT

A Chief Examiner's Report in respect of the 2004 assessment process has been prepared in the State Examinations Commission and is being sent to all participating schools and colleges. The customary annual circular and guidelines have also been printed and circulated to schools and appropriate organisations.

It is essential that all teachers involved in the Leaving Certificate Vocational Programme in schools have access to both of these documents as they contain very important information relevant to the Link Modules examination and assessment.

The guidelines also contain any changes in procedure for the 2005 Link Modules examination that all teachers will be expected to follow. Please ensure that you get copies of these documents from your school.

LCVP TEACHERS' NETWORK MEETINGS

The LCVP teachers' local network meetings, which started last year, through the local Education Centres, reconvened in November and December 2004.

One of the main topics for discussion, requested by teachers, was a feedback on the 2004 examination – the first examination of the revised Link Modules syllabus. The Second Level Support Service was happy to support teachers' requests and invited correctors/examiners of the 2004 Link Modules examination to provide this feedback. These sessions proved to be most useful and beneficial and the teachers who attended commented that they provided much clarification for them. Further meetings will be held during this term in the remaining Education Centres, requesting these network meetings.

Last year, the network meetings provided teachers with an opportunity to discuss the 'Case Study'. Teachers found this to be a very worthwhile exercise and requested an opportunity to have a similar discussion this year. It is expected that the 'Case Study' will be available in all schools during the week of 4 April 2005 as teachers return from Easter holidays.

To respond to the demand for a continuation of this support, the following dates have been booked with Education Centres for LCVP network meetings to deal with the 'Case Study':

DATE	TIME	EDUCATION CENTRE
11 April 2005	7.30 – 9.30 pm	Drumcondra Education Centre
11 April 2005	7.30 – 9.30 pm	Kilkenny EC
11 April 2005	7.30 – 9.30 pm	Sligo EC
12 April 2005	4.30 – 6.30 pm	Clare EC, Ennis
12 April 2005	7.30 – 9.30 pm	Cork Education Support Centre
13 April 2005	7.30 – 9.30 pm	Blackrock EC, Dublin
13 April 2005	7.30 – 9.30 pm	Co Wexford EC, Enniscorthy
13 April 2005	7.30 – 9.30 pm	West Cork EC, Dunmanway

13 April 2005	7.30 – 9.30 pm	Limerick EC
14 April 2005	7.30 – 9.30 pm	Waterford EC
14 April 2005	7.30 – 9.30 pm	Athlone EC
14 April 2005	7.30 – 9.30 pm	Carrick-on-Shannon EC
18 April 2005	7.00 – 9.00 pm	Galway EC, Galway
18 April 2005	7.30 – 9.30 pm	Donegal EC, Donegal Town
19 April 2005	7.30 – 9.30 pm	Kildare EC
19 April 2005	7.30 – 9.30 pm	Mayo EC, Castlebar
20 April 2005	7.30 – 9.30 pm	Navan/Monaghan ECs in Nuremore Hotel, Carrickmacross

Teachers who wish to attend any of the above meetings are welcome to attend at the venue most convenient to them. Please confirm your intention to attend by contacting the Education Centre in advance of the meeting. If you are interested in starting a network of LCVP teachers in your area you should contact your local Education Centre. A list of all Education Centres in the country with contact details is available in the 'Support Services For Post Primary Education' brochure September – December 2004 which was sent to all schools at the start of this school year.

Changes / Clarifications Involving LCVP Requirements

The LCVP Support Service has had numerous queries from schools in relation to certain aspects of student requirements for eligibility to take the Leaving Certificate Vocational programme. These have been presented to the Department of Education and Science for decision and the following outcomes have resulted:

Modern Language Requirement in the LCVP

Students must take a minimum of one class per week in a modern language over the two years of the programme, or the equivalent, to meet the language requirement. Where students are not following the LC or JC language programme, they may choose a LCA or FETAC option, or an alternative developed by the school. However, assessment will be at school level for such options and national certification through the LCA and FETAC options will not be available.

Exemption from Modern Language for students who have an exemption from Irish

Where a student has been granted exemption from Irish under Rule 46 c(i), c(ii) or c(iii), an application may be made to the Department for an exemption from the modern language component of LCVP. The application must be accompanied by a report from a qualified psychologist (and medical specialist, where relevant).

Vocational Subject Groupings

The programme requirements must be met in full in a single school/centre for a student to be deemed an eligible LCVP student. Changes of mind as to subject choice may be allowed only where they are formally notified to the Department no later than 31 October of Year 1 of the programme. Students, apart from repeat students, must be fully programme-compliant over the remainder of the two-year cycle in order to be eligible as LCVP students. In order to ensure the cross-curricular components are delivered appropriately, all elements of the programme must be delivered in the school/centre the student is attending on a full-time basis.

Details of the above are included in Circular M6/05 issued by the Department of Education and Science recently.

Leaving Certificate Vocational Programme

PLANNING AN LCVP ACTIVITY

Active Learning in the LCVP - Background

The Link Modules encourage students to apply the knowledge and skills they have acquired through their vocational subjects and in other areas of their Leaving Certificate. Vocational relevance is enhanced by putting in place opportunities for students to plan, organise and engage in active learning experiences inside and outside the classroom.

For active learning to be effective, teachers should encourage students to take ownership of the activities they have selected. It is by taking responsibility for their own learning that young people grow in the qualities and skills of personal enterprise.

Every activity the students engage in should be broken down into five distinct phases: planning, the experience, de-briefing, evaluation and recording.

Two of the typical LCVP Activities include conducting out-of-school visits and inviting visitors to the classroom. The following pages will outline sample plans for both of these activities. You will see that one activity if planned well may achieve many of the Specific Learning Outcomes (SLOs) and indeed generate a variety of material for both the portfolio of coursework and the written exam. References are also made to LCVP and other resources available in schools.

A Visitor to the Classroom from a local voluntary organisation

Step 1 – LCVP Activity

At this stage the LCVP students should carry out the following:

- Decide on a clear and specific title for the activity
- Draw up an enterprise/action plan for the activity outlining aims/objectives, research methods, analysis of research, actions, schedule of time, resources, costs and methods of evaluating the success of the plan (see NCCA Guidelines pgs 58 & 59)
- Decide on the Portfolio Items which will be submitted after the activity. If the students choose to write up a summary report (see NCCA Guidelines pgs 47 & 48) after the visit to the classroom it is important that they are aware of the structure of the report in advance to enable them gather all the relevant information during the presentation

Step 2 – Specific Learning Outcomes (SLOs)

On analysis of the Specific Learning Outcomes in Modules I and II, students should be in a position to generate a list of questions for the speaker. The Specific Learning Outcomes (SLOs) can be found in the Programme Statement pgs 29-44 and a four page insert is also available within this journal.

Examples of relevant SLOs for a visitor to the classroom from a local voluntary organisation could include:

Module I	Unit 1	1.9
Module II	Unit 1	1.2
Module II	Unit 3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
Module II	Unit 4	4.8

Other possibilities for generating questions with students are as follows:

- Brainstorming
- Using Leaving Certificate subjects to generate questions
- Students career aspirations may generate questions for a particular speaker
- Students may wish to determine if it is possible to obtain work experience in this organisation
- World of Work Resource page 22
- Business Community Links Resource pages 28 & 29

Step 3 – Plan Activity

At this stage it is necessary to decide “who does what”. Typical roles may include:

- Organising a room and arranging the room
- Gathering relevant equipment that may be needed e.g. OHP, TV/Video
- Ensuring the intercom is switched off and placing a “Do not disturb” sign on the door
- A student to meet the visitor at reception
- A student to introduce the visitor to the class
- Devising a set of questions for the speaker and deciding who will ask questions
- Appointing a timekeeper and note taker
- Nominating a student to thank the visitor and conclude the activity on time
- A student to bring the visitor back to reception
- Someone to send a “thank you” letter after the visit

The students will plan for the event using the Enterprise/Action Plan headings. At this stage students will also set out their individual objectives for the activity.

Step 4 – Experience Activity

Students concentration span is their age plus one/two minutes. This gives a good idea of how long we should have

Leaving Certificate Vocational Programme

PLANNING AN LCVP ACTIVITY

the speaker in the room. A good practice example is 20 minutes, 5 of which the speaker is presenting and 15 minutes answering questions posed by students. This enables the students to control the activity and to keep it grounded in the context of the LCVP Syllabus.

A sample breakdown of a one hour class could be as follows:

Final Preparations for Visitor	10 minutes
The Visitor	25 minutes
De-briefing/Evaluating	20 minutes
Re-arranging room layout	5 minutes

Step 5 – De-Brief and Evaluate after the activity

In order to ensure a meaningful learning experience it is essential that students reflect, debrief and evaluate directly after the activity (see article on Evaluation page 7). This could be done individually by each student after the activity and then opened up to group discussion. The following questions may be useful when reflecting with the students after the activity.

Encourage each student to write down:

1. One thing they have learned
2. One question they still have
3. An idea for a follow on activity
4. One thing that worked well and why
5. Something they would do differently if they were to repeat this exercise and why
6. Their Leaving Certificate subjects that were useful and an indication as to how these subjects were useful i.e. what aspects were useful



Step 6 – Written Assessment

Students could link the learning in this activity to the following aspects of the written exam.

Section A 1997 Knockbridge/Louth CES
2001 Trocaire

Section B 1996 Glentree
1997 Ballylea
2000 Rathlee
2004 European Special Games 2004-11-30

Section C Outside Visit/Visit In Questions
Business/Event Planning
Community Enterprise



Step 7 – Portfolio Assessment

Students may use this activity to prepare the following portfolio items:

- Enterprise/Action Plan NCCA Guidelines pages 58 & 59
- Summary Report NCCA Guidelines pages 47 & 48 & 148

Step 8 – Specific Learning Outcomes (SLOs)

In order to bring the activity to a close, students should be encouraged to recap on the learning outcomes which they hoped to achieve from participation in this activity. They should refer back to the questions generated in Step 2 and determine which of these have been covered and also any other specific learning outcomes that were covered but hadn't appeared in the original plan.

Possible follow on activity

In this case the students may decide to do a fundraiser for this voluntary organisation as their enterprise activity. If this is the case the whole process starts again.

Voluntary Organisations - Useful Websites

www.goal.ie

www.iwa.ie

www.irishheart.ie

www.ispcc.ie

www.lifeboats.ie

www.oneinfour.org

www.aware.ie

www.gorta.ie

www.communitygames.ie

www.redcross.ie

www.ispca.ie

www.macra.ie

www.trocaire.org

www.cancer.ie

www.grow.ie

www.civildefence.ie

www.orderofmalta.ie

www.ika.ie

www.nala.ie

www.womensaid.ie

www.rehab.ie

www.concern.ie

www.bothar.com

www.ispca.ie

www.oxfam.ie

www.svp.ie

PLANNING AN LCVP ACTIVITY

A Visit out to a Local Enterprise



Step 1 – LCVP Activity

At this stage the LCVP students should carry out the following:

- Decide on a clear and specific title for the activity
- Draw up an enterprise/action plan for the activity outlining aims/objectives, research methods, analysis of research, actions, schedule of time, resources, costs and methods of evaluating the success of the plan (see NCCA Guidelines pgs 58 & 59)
- Decide on the Portfolio Items which will be submitted after the activity. If the students choose to write up a summary report (see NCCA Guidelines pgs 47 & 48) after the visit to the classroom it is important that they are aware of the structure of the report in advance to enable them gather all the relevant information during the presentation

Step 2 – Specific Learning Outcomes (SLOs)

On analysis of the Specific Learning Outcomes in Modules I and II, students should be in a position to generate a list of questions for the speaker. The Specific Learning Outcomes (SLOs) can be found in the Programme Statement pgs 29-44 and a four page insert is also available within this journal.

Examples of relevant SLOs for a visit out to a local enterprise could include:

Module I	Unit 1	1.1, 1.8, 1.9, 1.10, 1.11, 1.13
Module I	Unit 2	2.1, 2.5
Module I	Unit 3	Students may have questions related to their career investigation
Module II	Unit 1	1.1, 1.2, 1.6
Module II	Unit 2	2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14
Module II	Unit 4	4.6, 4.7, 4.8

Other possibilities for generating questions with students are as follows:

- Brainstorming
- Using Leaving Certificate subjects to generate questions
- Students career aspirations may generate questions for a particular speaker
- Students may wish to determine if it is possible to obtain work experience in this organisation

- World of Work Resource pages 16 & 17
- Business Community Links Resource pages 18-22

Step 3 – Plan Activity

At this stage it is necessary to decide “who does what”. Typical roles may include:

- Seeking permission from the principal
- Booking a bus (if necessary)
- A student to introduce the class when they arrive at the enterprise
- Devising a set of questions for the speaker and deciding who will ask the questions
- Appointing a timekeeper and note taker
- Nominating a student to thank the organisation and conclude the activity on time
- Someone to send a “thank you” letter after the visit

The students will plan for the event using the Enterprise/Action Plan headings. At this stage students will also set out their individual objectives for the activity.

Step 4 – Experience Activity

The duration of the visit exercise will depend on many factors including proximity of the school to the enterprise, the type of enterprise, if a tour of the plant is being provided etc.

Step 5 – De-Brief and Evaluate after the activity

In order to ensure a meaningful learning experience it is essential that students reflect, debrief and evaluate directly after the activity. This could be done individually by each student after the visit and then opened up to group discussion. The following questions may be useful when reflecting with the students after the activity.

Encourage each student to write down:

1. One thing they have learned
2. One question they still have
3. An idea for a follow on activity
4. One thing that worked well and why
5. Something they would do differently if they were to repeat this exercise and why
6. Their Leaving Certificate subjects that were useful and an indication as to how these subjects were useful i.e. what aspects were useful



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Step 6 – Written Assessment

Students could link the learning in this activity to the following aspects of the written exam

Section A 1996 Bendon Fish Exports
1998 Interact Internet Services
1999 Key Personnel
2000 Brian Stack Jewellers
2002 Tic Teo Ltd
2004 Keogh Software

Section B 1998 Changing Times
1999 Decision Times
2001 Futura Systems Ltd
2003 ELECT Ltd

Section C Outside Visit/Visit In Questions
Business/Event Planning
Working Life/Jobsearch
The Entrepreneur



Step 7 – Portfolio Assessment

Students may use this activity to prepare the following portfolio items:

- Enterprise/Action Plan NCCA Guidelines pages 58 & 59
- Summary Report NCCA Guidelines pages 47 & 48

Step 8 – Specific Learning Outcomes (SLOs)

In order to bring the activity to a close, students should be encouraged to recap on the learning outcomes which they hoped to achieve from participation in this activity. They should refer back to the questions generated in Step 2 and determine which of these have been covered and also any other specific learning outcomes that were covered but hadn't appeared in the original plan.

Possible follow on activity

In this case some students may decide to:

- Carry out further research on the business and make a presentation on their findings
- Enquire about the availability of work experience within the business
- Interview/work shadow someone for their career investigation
- Ask someone from this business to visit the classroom to help LCVP students in preparing for their enterprise activity. If this is the case the whole process starts again

Organising Visits to local Enterprises – Some useful Contacts

- City and County Enterprise Boards
- FAS
- Banks
- Past Pupils
- Teacher Contacts
- School Suppliers

News from Schools Ardee Community School, Ardee, Co. Louth

On Friday 5 November 2004, thirty 5th Year LCVP students from Ardee Community School took part in a Management Team Building Day at Tannagh Adventure Centre, Co. Monaghan. Since September 2004, the students had been engaging in various team building exercises as part of their LCVP Induction Programme. The students engaged in a variety of tasks while at the Tannagh Adventure Centre and this enabled them to develop and enhance many skills including teamwork, decision making, communication, leadership, organisational and evaluative skills.

Other activities that have been taking place as part of the LCVP in the school this year include a table quiz for 1st year students, LCVP Mini Company Trade Fair, a Book Sale and a Fashion Show.



Front: Left to Right Rachel Hughes, Grainne Carrie, Orla Manning, Joanne Reilly.
Back: Left to Right Lisa Lynch, Trevor Johnson, Matthew Matthews, Kevin McKenna.

EVALUATION IN THE LCVP

To evaluate something means literally to look and judge its quality or value.

“Students are encouraged to evaluate each LCVP activity they participate in, such as work experience, visits out and interviews with visiting entrepreneurs. In the same way, the teaching team should meet to evaluate significant events such as enterprise activities, career investigations and cross curricular projects.”

Leaving Certificate Vocational Programme – Programme Statement

When you evaluate an LCVP activity, you want to know how far it went in achieving its goals. You also want to know what students found out about themselves during the process. Evaluation involves the collection of information that helps you to make these judgements fairly.

An evaluation is an exploration of four areas:

1. Acknowledging what has been achieved
2. Recognising how outcomes relate to initial objectives
3. Agreeing on what could have been better/different
4. Making plans or suggestions for future action based on the lessons learned

Facilitating Evaluation of LCVP Activities with students

Evaluation usually takes place at the end of an activity and the following are some useful pointers for facilitating evaluation:

- Allow plenty of time for asking and answering questions. Avoid rushing this activity in an attempt to get on with other work. This part of the session requires as much attention as any other
- Let people know from the outset that evaluation is part of the programme.
- The teacher should employ his/her active listening skills to achieve maximum group participation. It can be useful to clarify, reflect and paraphrase as this can help to encourage further contributions
- Do not ask too many questions
- Establish what was achieved and what went well
- Explore whether objectives were reached

- Decide what could have been better and name what didn't work well
- Encourage students to make suggestions for change for similar LCVP activities in the future

Stages of an Evaluation

1. De-briefing

This involves gathering the information in oral, written or graphic form using a variety of exercises/strategies. Some useful questions are as follows:

- What did we learn?
- What went well?
- Did we meet our objectives?
- Were there any unexpected outcomes?

2. Assessing

This involves taking time to examine and discuss the information gathered, referring back to the original aims and objectives. Some useful questions are as follows?

- How useful was the experience?
- What didn't work well?
- How well did we work together?

3. Making recommendations

This involves drawing up a list of ways in which the content and process could be improved and suggesting further areas of work that might be considered in future.

Classroom Strategies for Evaluation

- Teacher or student devised questionnaire (this may include questions, rating scales, ranking exercises or complete the sentence e.g. I learned..., the best part of the activity was..., the highlight for me was..., I would have liked more information on..., what I'll remember from this session is....)
- Teacher led discussion (teacher asks open questions)
- Group discussion with oral or written feedback
- Students may draw a picture, make a collage and explain its significance
- Round the group (the teacher asks a question and each student offers one word or sentence. This exercise should demand everyone's attention and can focus the group on the variety and range of individual experiences to the same question)

Possible Questions for Evaluating LCVP Activities

The following sample questions may be useful at the end of any LCVP activity:

Encourage students to write down individually:

1. One thing they have learned
2. One question they still have
3. One possible follow on activity
4. One thing that worked well and one reason why that worked
5. Something they would do differently and one reason why
6. Leaving Certificate subjects that were useful during this activity and why or what aspects were useful

Having documented their own individual answers to the above questions students may then engage in group discussion.

Evaluation in the LCVP Syllabus

Module I	Unit 3	3.8
Module I	Unit 4	4.10, 4.11
Module II	Unit 1	1.11
Module II	Unit 2	

Linking the Learning in the LCVP Syllabus

Module I	Unit 1	1.16
Module I	Unit 3	3.9
Module I	Unit 4	4.13
Module II	Unit 1	1.10
Module II	Unit 2	2.4, 2.14
Module II	Unit 3	3.7
Module II	Unit 4	4.4, 4.14

LCVP Written Exam Section C Evaluation References

1996	Q4c	Q5c	Q6d
1997	Q2d		
1998	Q3e		
1999	Q1b		
2000	Q2d	Q5d	
2001	Q4c	Q4d	
2002	Q4c	Q4d	Q6d
2003	Q2d		
2004	Q2d	Q5b	Q6d

LCVP Resources

Evaluation Questions
Business & Community
Links Resource Pgs 25-32

Leaving Certificate Vocational Programme

NEWS FROM SCHOOLS

Ramsgrange Community School, Co. Wexford launch "A Taste of Wexford"

On Thursday 2 December 2004, Ramsgrange Community School was delighted to host a visit by well-known Food and Wine critic, Mr Tom Doorley, who launched a cookery book with a difference "A Taste of Wexford" which was compiled by the 5th Year Leaving Cert Vocational Programme (LCVP) students with their teacher Ms Mary Carragher.

In 2001, a group of LCVP students compiled a cookery book of recipes: "Tried & Trusted" which included recipes donated by teachers, friends and the local community. Since 2001, there have been many requests to replicate this, but to be different and enterprising, the class along with their teacher thought that this time around it would be nice to celebrate Wexford's "Culinary Excellence".

This cookery book was one of the many enterprise projects completed by the LCVP class this year. All the recipes in the book were donated by some of Wexford's best known chefs:- Billy Whitty (Aldridge Lodge, Duncannon), Liam Forde (Fordes), Joel Warren (Heavens Above), Roberto Pons (La Dolce Vita), Eugene Callaghan (La Marine, Rosslare), Warren Gillen (La Riva), Richie Trappe (Mange 2), Denise Bradley (Sqigl, Duncannon), Tony Carty (Ferrycarrig Hotel), Keith Scott (Riverbank House Hotel) and Dominique Dayot (Shelburne, Campile).

The group of students involved invited guests to the launch including chefs, sponsors and people involved locally in the community. The Master of Ceremonies, Mr Liam Fardy, Principal, welcomed all the guests and extended a special thanks to Mr Tom Doorley and all the chefs who took time out from their busy schedules to attend the launch. He said that the school has always recognised the great value of the Leaving Cert Vocational Programme and has offered this programme at Leaving Cert level to all students and this year almost all students are taking the Link Modules exam next May.

On behalf of the 5th Year LCVP students, Catherine Banville,



Deirdre Wallace, Michael Tubritt, Tadhg Firman,
Michelle Roche, Catherine Banville

student, outlined the many skills and qualities which the class had acquired and developed while compiling this cookery book. These included vision, motivation, teamwork, patience, a sense of ownership of their project and finally a lot of fun.



Marie Diskin (Deputy Principal), Mary Carragher
(LCVP Co-ordinator), Tom Doorley (Food Critic),
James Rossiter (Sponsor - A.B.S. Pumps)

Mr Tom Doorley in his speech said he was delighted to visit the school and have the opportunity to talk with the students as part of a "Visitor to the Classroom" exercise which took place before the launch of "A Taste of Wexford", celebrating the culinary skills of some of Wexford's chefs. He spoke of the many skills the students would have learned in putting the book together and he hoped that they would "come to realise that food "real food" is not just a fuel for the body, but something much more significant socially, spiritually and economically."

Ms Mary Carragher, teacher, thanked all present for their support in this enterprise activity, in particular she paid tribute to the chefs for their patience when both she and the students pushed them for the recipes when they were trying to meet deadlines. She also thanked Mr. Tom Doorley, who without hesitation agreed to launch the book and in reality gave the project "wings". Finally, she thanked the LCVP students who slaved over the compilation of the book and never gave up.

Afterwards, all the guests were treated to a delicious buffet prepared by Ramsgrange Community School students.

The LCVP students of Ramsgrange Community School would like to take this opportunity to thank those who through their sponsorship helped defray the costs. The enterprise activity was an outstanding success.

A donation from the sale of the book will be made to two local charities: The Fethard Lifeboats and The St Louis Day Care Centre, Ramsgrange.

PROFILE OF A VOLUNTARY ORGANISATION

Alzheimers Society of Ireland

What is Alzheimer's disease?

Alzheimer's disease is a progressive degenerative disease which destroys brain cells. Initially a person with Alzheimer's disease will suffer increasing memory loss, confusion, the tendency to wander and to become unfamiliar with surroundings. This is followed in the later stages by a physical deterioration, incontinence and eventually renders a person completely helpless.

Currently there are over 34,000 people in Ireland living with dementia along with 25,000 carers providing selfless care and support. These numbers are set to rise dramatically as Ireland's population ages over the coming decades. Alzheimer's disease is now the fourth most common cause of death in Ireland. There is no known cure for Alzheimer's disease.

The Alzheimer Society of Ireland

The Alzheimer Society of Ireland is a national voluntary organisation, company limited by guarantee and a registered charity (CHY 7868). It was founded in 1982 in South Dublin by a small group of people who, as carers at the time, found little offered in terms of support, information and services available to them and to people with Alzheimer's disease or related dementias. Three years after the incorporation of the Society, it opened its first Day Care Centre in Blackrock, Co Dublin and has since become the leading organisation in the country providing dementia-specific services.

Today the Society comprises of 29 branches, 23 Day Care Centres, a national network of Home Care/Support Services, Branch Information Offices, Carer Support Groups and one overnight Respite Centre. In addition, the Society also operates the Alzheimer National Helpline which provides information and emotional support to the public at large.

Mission Statement

To work for and with people with Alzheimer's Disease/related dementias and their carers to ensure they have the necessary supports and services to enable them to maximise quality of life, respecting the needs, rights and dignity of the individual.

Aims of The Alzheimer Society of Ireland

- To be person-focused rather than a service-focused organisation.
- To provide information, help, comfort and support for carers and people with dementia.

The Objectives of The Society

- To promote maximum awareness of Alzheimer's disease.
- To supply information and help to affected families.
- To inform the medical profession and statutory bodies of the disease and the problems of the carers.
- To provide assistance to the carers by establishing

support groups and organising respite care and caring facilities.

- To campaign for statutory Day Care, short-term Respite and long-term Residential Care of people with Alzheimer's disease.
- To obtain practical and financial support for carers who are looking after people with Alzheimer's disease.
- To support medical and statistical research into the cause, incident and treatment of Alzheimer's disease.

Fundraising

Fundraising is an extremely important source of funding for services and occurs at both a national level and at a local level. National **Alzheimer Tea Day** takes place in May each year and is a co-ordinated event between National Office and all of the Society's branches. 2005 will see Tea Day celebrate its 11th Anniversary on Thursday, May 5. Money raised by each branch is distributed back to the respective branch to support its own services.

The Society recently added **Alzheimer Hero Day** to its national annual calendar of events. The first annual Alzheimer Hero Day took place this year on Friday, October 15th and was a huge success. The theme of this campaign was to acknowledge the everyday heroes in our lives that often go unrecognised or honoured. Heroes such as the selfless carers of people with Alzheimer's disease; the volunteers who give generously of their time to the Alzheimer Society and the many teachers who guide and inspire their students year after year, for example. Alzheimer Hero Day gave the opportunity to honour these 'unsung' heroes by purchasing a Hero Day badge or fridge magnet to bestow upon the hero in one's life. Transition Year students from across the length and breadth of Ireland joined volunteers and supporters of the Society in selling the Hero Day emblems. Alzheimer Hero Day was preceded by a strong awareness campaign aimed at both primary and transition year students, which included lesson plans and talks to students where possible. Money raised was distributed on a 50/50 basis between the local branches and a capital development fund designed to allow the Society to undertake large capital development projects throughout the country to ensure the continued growth of its service.

On a local level, events are organised by branches all year round and provide vital funding and local awareness. Fundraising is not only important in ensuring the continued provision of existing services, but also essential for the development of future services.

The Alzheimer Society of Ireland	Tel: (01) 2846616
Alzheimer House	Fax: (01) 2846030
43 Northumberland Avenue	E-mail: info@alzheimier.ie
Dun Laoghaire	Website: www.alzheimier.ie
Co Dublin	

Leaving Certificate Vocational Programme

PROFILE OF A VOLUNTARY ORGANISATION

An Bothar

An Bothar is an Irish Third World development agency which provides poverty stricken families with the means to solve their problems permanently. It does this by giving a family a farm animal such as a dairy cow, goat or a flock of chickens, together with the training and support which enables them to look after it properly. Milk, meat or eggs not only provide an entire family with a balanced diet for the first time, but the surplus can be sold, giving the family their first opportunity to earn an income. This income allows them to live more comfortably and also pay for their children's education which is not free in developing countries.

Bothar was established in 1991 and since then has been sending Irish in-calf heifers to poor families in seven countries: Cameroon, Rwanda, Uganda, Lebanon, Kosovo, Albania and Malawi. Bothar works in conjunction with community leaders who select the most needy families in each area. Once the families are chosen they are trained in the correct care of the animal and they must construct appropriate housing for it.

The first born female calf goes on to be donated to another needy family. In time this family will make a similar donation and so the gift goes on. Once the promise of 'Passing the Gift' has been honoured, each family may keep any subsequent offspring and build up their herd.

Many heifers (a female cow not yet calved) are donated free by Irish farmers. Some community groups either buy or are

given calves by farmers who are then paid by the group to rear the animals until ready to travel. Others are purchased by individuals and so on.

The 1800 euro to sponsor a heifer is an average figure that is made up of purchasing and transportation costs to the project country and also covers the cost of training the recipient family.

The manure from the animals is also utilized to produce biogas to power both a gas cooker and domestic light. It is fed into a biomass converter, left to decompose and will produce significant amounts of methane as biogas which is piped into the house.

In African countries most project families would have no electricity for light, cooking or heat. Huge environmental damage can be caused by cutting down trees for firewood or charcoal to provide fuel for cooking. Thus by producing methane as biogas, deforestation (cutting down of trees) is avoided and the soil is also protected from erosion in the arid climates.

Donations towards the work of Bothar are always welcome.

Contact Details: bothar@eircom.net
Bothar, Old Clare St., FREEPOST, Limerick
061 414142

Animal	Total Cost inc training in Euro	Project Countries
Dairy Cow	1,800	Cameroon, Malawi, Rwanda, Uganda, Zambia, Lebanon, Albania, Kosovo
Yak	380	Tibet
Dairy Goat	300	Kenya, Burkino Faso, Uganda, Gambia
Pigs	250	Burkino Faso, Cameroon
Dairy Camel	200	Kenya
Chicks (flock of 50)	190	Burkino Faso, Cameroon
Bees	125	Cameroon, Ghana, Tanzania
Fish	100	Romania
Rabbits	60	China

PROFILE OF A VOLUNTARY ORGANISATION

Society of St. Vincent de Paul

The Society of St. Vincent de Paul is a voluntary organisation committed to eliminating income poverty and offering support and friendship where needed. SVP is Ireland's largest volunteer organisation, with a proud tradition of supporting and championing the rights of the poorest members of our society.

The Society was first established in Ireland in 1844 and in 2004 SVP celebrated 160 years of service to those in need. The Society has grown rapidly and today there are 9,000 volunteers in 1,000 Conferences (branches) across the country.

The **SVP Mission** is threefold:-

1. Support and Friendship

Through person to person contact, we are committed to respecting the dignity of those they assist and thus to foster their self respect. SVP endeavours at all times to establish relationships based on trust, friendship and respect.

2. Promoting Self Sufficiency

SVP believe that it is not enough to provide short term material support. Those they serve must also be helped to achieve self-sufficiency in the longer term and the sense of self worth this provides.

3. Working for Social Justice

SVP are committed to identifying the root causes of poverty and social injustice in Ireland, and, in solidarity with poor and disadvantaged people, to advocate and work for changes required to create a more just and caring society.

Family Visitation is the core work of the Society. They also run 18 hostels, 600 sheltered housing programmes, 8 holiday centres, youth

clubs, day care centres and "Good as New" shops.

Since its foundation members of the Society have been involved in education. They recognise that each individual is God's work of art and deserves to be supported and encouraged to reach his/her full potential.

SVP are involved in Breakfast Clubs, Homework Clubs, Creche facilities and also support adults who wish to return to education.

SVP believe that reaching out to help those in need offers a powerful way of giving expression to our Christian values. The dream of its founder, Blessed Frederic Ozanam was: "that he could embrace the whole world in a network of love" and members of the Society strive daily to live out this dream.

How to get involved with the Society

There may be ways of helping others, other than by donating money or goods, or joining the organisation. For example, many people with skills can be of great help to local Conferences, by liaising with them to help local families. Such people could become involved in projects such as painting and decorating the homes of older people who can't do the job themselves, transporting furniture, giving tutorials to young people, fundraising or other work identified by the local Conference. Members give of their spare time, varying from 3 hours upwards per week. Regular training courses are offered as well as an induction programme when one joins the Society initially.

The SVP has offices throughout Ireland to support the work of the voluntary members. To find out where your local office is log on to www.svp.ie

North Louth Hospice and Homecare Foundation

What is Hospice Homecare?

Hospice Care responds to the physical, psychological, emotional and spiritual needs of the patient. It provides quality medical and nursing skills. Caring staff provide relief from distressing symptoms thereby enhancing each patient's overall quality of life and gives support to the whole family whether the patient is at home or is in the hospice. It is given according to each patient's needs regardless of religious conviction or financial means.

The Hospice makes no charge to its patients. This care is available to all patients suffering from cancer. Emotional and spiritual support is also provided in accordance with the needs and wishes of each religious denomination. Bereavement care helps families cope with rebuilding their own lives again. The services do not replace existing health care services but are an additional service and act as a specialist resource and support service to the primary care team.

For the provision of Homecare Services, the Foundation works in close liaison with the Public Health Nurses who can identify particular requirements of patients being treated at home. Assistance can take many forms from the provision of equipment to night nursing. To date the foundation has invested €100,000 in specialised equipment which is available to Public Health Nurses as required. This equipment can considerably ease distress on patients being treated at home. The Foundation also funds Night Nursing, Twilight Nursing and Home Helps.

History of the North Louth Hospice Foundation

In 1991, through their contact with cancer patients the committee of the local Cancer Support Group became aware of the lack of services that were available for terminally ill cancer patients. They set themselves the task of doing something to improve this situation and they spent many months lobbying politicians, including journeys to Leinster House to meet the then Minister for Health.

They were single minded in their determination to reach their goal which was to provide a proper hospice and homecare service for terminally ill patients and also provide support for their families. The group identified that if donations collected locally were kept and spent locally the financial basis for such a service would be available. Thus the Cancer Support Group organised what is now known as The North Hospice Foundation.

A Service for Local People by Local People

The North Louth Hospice and Homecare Foundation is a voluntary organisation run by a team of dedicated people to provide a much needed service. The service has cost the Foundation €1.5m since it was launched, a service which through their generosity is funded by local people for local people.

Fundraising

All monies raised locally stay locally. The funding of the North Louth Hospice and Homecare Foundation depends entirely on donations. Their **main fundraising events** include: Sunflower Day in June, Ireland's biggest Coffee Morning in September and the Christmas Bells collection in December. Charity events run by local people are also a major source of donations. These have included Fashion Shows, Quiz Nights, Golf Classics, Cake Sales, Bridge Nights, Talent Contests etc.

Associated Membership

Another source of income is Associated Membership. This asks the public to pledge a donation of €20 per year to the Foundation. This donation can be made by standing order or sent directly to the Foundation itself.

Volunteer Driver Service

The North Louth Hospice Foundation provides a Volunteer Driver Service which takes patients to Drogheda and Dublin for hospital appointments and for specialist treatment. This much needed and appreciated service avoids patients having the added discomfort of lengthy bus/train journeys. The numbers availing of this service have risen steadily from seventy-five patients in 1995 to 750 patients in 2004. As many as twenty-five drivers have been active in one week. **Volunteer drivers are always welcome to assist in this service.**

Information Centre

Cancer Support Meetings are held in the centre each Wednesday morning from 10.30am. Cancer Support lends a listening ear and offers support to cancer patients and their families. The Information Centre is opened daily from 11am to 12 noon and is manned by volunteer nurses who inform people of the services available to them.

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MARKET RESEARCH

What is Market Research?

Market Research is collecting the information needed, to produce the right goods, at the right time, for the right market, and at the right price.

Why is Market Research important?

- Market Research is carried out to determine if there is a “gap” or a “niche” in the market for the product/service and if there is a potential demand for your product/service in the “gap”
- Market Research aims to provide management with information which they need to make important marketing and production decisions
- Market Research helps to establish customers’ needs and helps produce products/services that satisfies that need.

It therefore reduces the risk of products/services failing and loss of money

- Market Research helps to identify the kind of people likely to buy the product e.g. age, gender, income, location
- Market Research may test customers’ reactions to a new product and reveal what it is about a product that appeals to customers. Having analysed this information a business will be in a position to design promotional appeals accordingly
- Market Research is used to find out what your competitors strengths and weaknesses are e.g. what prices they are charging and what kind of service they offer

What are the different types of Market Research?

No	Types of Research	Features
1	Desk Research 	<ul style="list-style-type: none">• This is research information which is already published• It is sometimes called “secondary data” or “off the peg” research because of its immediate availability• Desk Research can be carried out very quickly• It is low cost• There are large amounts of useful information available• In many cases the information may be out of date• It should always be carried out before Field Research• Methods of carrying out desk research include reports from Central Statistics Office, State Agencies, Government Departments, Chambers of Commerce, City and County Enterprise Boards, the internet, trade journals, business magazines, golden pages, newspapers
2	Field Research 	<ul style="list-style-type: none">• This is research which involves going out and talking to people in the marketplace i.e. potential customers to find out their views• It is sometimes referred to as “primary data”• It is an expensive form of research• Field research is time consuming• The objectives of field research should be to present a more complete and up-to-date picture of the market• Methods of field research include questionnaires, personal interviews, observation, consumer panels, retail audits

Questionnaires

What is a questionnaire?

A questionnaire is a document containing a series of well thought out structured questions.

Designing a Questionnaire

When designing a questionnaire you should decide on the information you require and design your questions accordingly. The following are some tips for drawing up questionnaires:

- Select only the most relevant questions for your questionnaire
- The questionnaires must be worded carefully so you can get accurate data. The people answering the questionnaire should clearly understand the questions being asked
- The language should be clear and simple
- Take the length of the questionnaire into consideration – if it is too long, people will not want to answer it
- Be careful to make questions as easy as possible to complete – questions which can simply be ticked are the easiest
- Use a mix of different types of questions including at least one open ended question
- Limit the number of questions in the questionnaire to between ten and fifteen
- Test the questionnaire with a small group of people to make sure that it is clear and user-friendly. If you get a poor response here, you should redesign your questionnaire and test it again
- Decide who will organise the administration of the questionnaire and ensure it runs smoothly
- Ensure that information is collated quickly and correctly
- When all the information has been gathered ensure that this information is analysed correctly
- Use the information to make further decisions regarding your product/service

Type of questions

- **Closed Questions/Direct Response Questions**
This requires a simple answer e.g. Yes/No. This type of question is very useful when you are looking for specific information and the answers to closed questions are easy to collate. However, the overuse of closed questions can make people feel they are being interrogated
Example:
Would you buy this product (please tick) Yes No
- **Multiple Choice**
This requires selecting a, b or c for the answer
Example: How much would you be prepared to pay for this product? (please tick)
(a) €4.00 (b) €4.50 (c) €5.00
- **Open Ended Questions**
An open question provides an opportunity for the person who is filling in the questionnaire to give their own opinion or to explain something. You should include at least one open question in your questionnaire as there is always someone who gives an answer that no one else has given. However, the answers to this type of question are difficult to collate

Example: Have you any other suggestions on how we can make our product better than the competition?

Now you are ready to go into the market place and do your research

Where can I get more information on Market Research?

- LCVP Enterprise Materials Resource pgs 52 – 56
- Leaving Certificate Business Books
- Junior Certificate Business Studies Books
- Enterprise Encounter Resource Folder
- www.business2000.ie

The Marketing Mix

The Marketing Mix is getting the 4ps i.e. product, price, place and promotion correct in order to successfully sell the product or service. The Marketing Mix is a blend of different ingredients. Each ingredient in the mix does not remain separate, but blends with the others

What are the elements of the Marketing Mix?

- **Product** – the product refers to the good/service that the business hopes to sell to consumers. When developing products we must identify the needs of the consumers and try and produce a product/service that meets those needs. We can find out this information by carrying out market research. Other considerations include the design

of the product, whether we will use a brand name and how we will package the product. Packaging is very important as it protects the product in transit, in storage and on the shelf. An eye-catching design should ensure that the product stands out on the shelf.

- **Price** – the selling price of a product/service is important as it can influence the demand for products and services. Before deciding on a price, a number of things need to be considered. These include: production costs, the competition, desired profit, type of customers, state of the economy, legal issues, image you want to convey and what the consumers think to name but a few.

Leaving Certificate Vocational Programme

MARKET RESEARCH

The Marketing Mix

- Place – this refers to how the product is transferred from the producer to the consumer. In some cases the product may be bought directly from the manufacturer (e.g. Dell computer) while certain basic foodstuffs such as bread and milk are normally purchased from supermarkets or local shops.
- Promotion – this is the combination of techniques used to promote products or services. It includes advertising (newspapers, magazines, journals, cinema, TV, radio etc), sales promotions (free trials, money off packs, coupons, in-store demonstrations, 25% extra free etc), public relations (press conferences, attending exhibitions and trade fairs, sponsorship etc) and personal selling (sales representatives etc).

Where can I get more information on the Marketing Mix?

- Leaving Certificate Business Books
- Junior Certificate Business Studies Books
- Enterprise Encounter Resource Folder
- www.business2000.ie
- www.skool.ie

The Marketing Mix in the LCVP Syllabus

Module II Unit 4 4.7

LCVP Written Exam Section C Marketing Mix References

1998 Q2(b)
2003 Q2(b)

The Marketing Mix

PRODUCT: CD please tick the relevant box

- | | | | |
|---|--------------------------|---|--------------------------|
| 1. Are you aged between:
(Please tick one) | | 4. How often do you buy a CD?
(Please tick one) | |
| 12 – 14 years | <input type="checkbox"/> | Once a week | <input type="checkbox"/> |
| 14 – 16 years | <input type="checkbox"/> | Once a month | <input type="checkbox"/> |
| 16- 18 years | <input type="checkbox"/> | Less than once a month | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | Four to six times a year | <input type="checkbox"/> |
| 2. Do you buy CDs?
(Please tick one) | | 5. What price do you usually pay for a CD?
(Please tick one) | |
| Yes | <input type="checkbox"/> | Less than €15 | <input type="checkbox"/> |
| No | <input type="checkbox"/> | Between €15 and €20 | <input type="checkbox"/> |
| 3. What is your favourite type of music?
(Please tick one) | | More than €20 | <input type="checkbox"/> |
| Rock | <input type="checkbox"/> | | |
| Pop | <input type="checkbox"/> | | |
| Heavy Metal | <input type="checkbox"/> | | |
| Other | <input type="checkbox"/> | | |

Thank you for taking the time to complete this questionnaire

Sample Questionnaire is taken from TY minicompany programme 'Get Up and Go' 2004

Leaving Certificate Vocational Programme

PROFILING AN ENTREPRENEUR

OSD Ltd. (OmniScience Design Ltd.) is a Sligo-based IT Company who can provide you with everything you will need to advertise online, including your web address, hosting (email, website and statistics), e-business strategy, consultancy, mentoring, marketing, training and software solutions.

OSD design software for a clients particular requirements and can be tailored to fit in exactly with the way that they wish to operate. We also offer training in a wide range of areas and strive to customise our training to meet with our customer's specific needs. We are also FÁS registered trainers and have been approved for inclusion on the panel of consultants for eBIT, the eBusiness and IT Advice Initiative.

Origins of Idea

Set up in 2000 to facilitate a growing need, for a web design company, in the North West of Ireland. OSD caters for small to medium sized businesses, non-profit making organisations and community organisations. The company is owned and run by Catriona Walsh (Managing Director), Marie Harkin (Design Director) and Victor Leonard (Technical Director).

Skills and qualities of entrepreneurs

Starting your own business requires a broad array of entrepreneurial skills to succeed in today's competitive market. You must possess basic skills necessary to enable you to start, develop, finance, and market your own business.

Importance of education and training

We believe that education is vital to the competitiveness of our company, in a constantly changing national and international environment, such as IT knowledge/technology, design work and programming, to name but a few.

Importance of teamwork and planning

At OSD we believe that teamwork and planning are important elements in the smooth running of our business. Team skills are one of the critical abilities that we look for when recruiting. How well a team works together greatly influences the

quality of our services and the ability to plan ahead is one of the main reasons we are still here today.

How you advertise job vacancies and recruit workers

Job vacancies are advertised online and in written media. Applications are accepted by CV, application form, etc. Placement students are engaged for specific project work with a view to further work after graduation.

Advertising your business

At OSD we utilize our online presence to advertise OSD and we have also found that becoming involved in our local community is a great way of meeting local businesses and getting your name out there.

Use of ICT in the business

High-speed Internet access is vital for our business – researching, developing and testing clients' projects. Our Intranet provides a review of the status of project work, monies owed, etc, giving better co-ordination, customer handling and more cost effective ways of working, while our extranet allows us to access client information when outside the office.

Health and Safety in the workplace

It is good practice to identify meetings areas/rooms, exits, fire drills etc.

Different roles of adults working in the business

It is important to get a good mixture of skills required to develop your business. Catriona Walsh is the Managing Director and mainly deals with business development, sales and marketing. Marie Harkin is the Designer Director and Victor Leonard is the Technical Director.

If you would like to find out more about us please contact us at:

OmniScience Design Ltd. Business Innovation Centre, Ballinode, Sligo, Ireland.

Office: 071-9149819 **Email:** info@osd.ie **Web:** www.osd.ie

Leaving Certificate Vocational Programme

UPDATES

LCVP RECOGNITION

The decision last year by the Universities and DIT to increase the points awarded for Link Modules in the Leaving Certificate examination was welcomed. All third level colleges now award 70 points for distinction, 50 points for merit and 30 points for pass in the Link Modules examination.

Statistics issued by the Central Applications Office (CAO) recently show the numbers of Leaving Certificate candidates who used the subject Link Modules for points purposes for entry to 3rd level colleges.

LCVP Statistics 2004 - Central Applications Office

Nett acceptors	Combined	File	Sector	Nett acceptors presenting LCVP as one of best six subjects	Combined	% of Nett acceptors for whom LCVP was one of best six subjects
2855		LCVP.NOS;1	DEG ITS	533		
11490	14345	LCVP.NOS;2	DIP ITS	3811	4344	30.3%
2588		LCVP.NOS;3	DEG DIT	221		
510	3098	LCVP.NOS;4	DIP DIT	61	282	9.1%
18876		LCVP.NOS;5	DEG UNIS	799		
60	18936	LCVP.NOS;6	DIP UNIS	4	803	4.2%

LCVP SUPPORT

We are working with Education Centres in providing support to LCVP teachers in schools

YOUR NEEDS ARE IMPORTANT TO US

TELL US WHAT THEY ARE

Are you interested in joining a Network Support Group in your area?

Let us know your views/ideas/suggestions

We are setting up a database of LCVP teachers in each region containing the following information:

Teacher's Name:

School Address:

Teacher's Email Address:

Nearest Education Centre:

If you wish to be included in this, please send the above information to office@lcvp.ie

This information will be available to Education Centres for notification purposes.

Contact Details

LCVP Co-ordinator
Frances Holohan
E-mail: francesholohan@slss.ie
Mobile No: 087 289 9282

LCVP Administrative Officer
Esther Herlihy
Navan Education Centre
Athlumney
Navan
Co. Meath

Email: office@lcvp.ie
Website: www.slss.ie

Please be advised that access to the LCVP website is now through the Second Level Support Service Website www.slss.ie

Coming Soon to the LCVP Website

Case Study Methodology,
Information booklets on
each portfolio items,
Examination questions
topic by topic 1996-2004

Contributions

Any articles or suggestions for the next Journal should be sent to: LCVP Office, Navan Education Centre, Athlumney, Navan, Co. Meath or email to office@lcvp.ie