



NCCA

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Leaving Certificate Vocational Programme Statement

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Evaluation

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established). The programme was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. The LCVP combines the academic strengths of the Leaving Certificate (established) with a new and dynamic focus on self-directed learning, enterprise, work and the community. This two-year programme is part of an expanded provision that aims to cater for the diversity of participants' needs at senior cycle.

The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.

Throughout the programme students are encouraged to

- be innovative and enterprising
- take responsibility for their own learning
- adapt to changing circumstances
- evaluate data and devise solutions to problems
- communicate their thoughts and ideas effectively
- work with others as part of a team
- investigate and plan career options
- use information and communications technologies
- investigate local business and community enterprises
- learn from their experiences.

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 vocational focus of the LCVP is achieved by through the provision of two additional courses of study in work preparation and enterprise, known as the Link Modules.

The use of active teaching and learning methodologies is encouraged in the LCVP. Experiences such as work placements, career investigations, mini-enterprises, business and community visits are an integral part of the programme. This rich activity base requires a considerable time commitment and high degree of flexibility from the LCVP coordinator and teaching team in the school.

Effective implementation of the Leaving Certificate Vocational Programme requires careful planning and the active ongoing support of the principal, senior management and the whole school as an organisation.

Programme Statement

Programme Requirements

Requirements for the two-year Leaving Certificate Vocational Programme from September 2022 are as follows:

LCVP students

- must take a minimum of five Leaving Certificate subjects (at Higher, Ordinary or Foundation Level) including Irish. Students who are exempt from studying Irish, must take additional subject(s) to ensure that they present a minimum of five Leaving Certificate subjects in their Leaving Certificate examination.
- must study the two Link Modules, namely Preparation for the World of Work and Enterprise Education.

The Link Modules

LCVP students are required to take the Link Modules, Preparation for the World of Work and Enterprise Education, over the two years of the programme. These modules, which are almost entirely activity driven, should be delivered as an integrated unit and build on the synergies with the student's other subjects. Link Module activities provide a setting in which connections can be made between a student's chosen subjects and the world outside the school.



Link Module I – Preparation for the World of Work

This module is designed to develop students' general understanding of the world of work, introduce them to career research and provide them with the knowledge and skills to find employment. As part of this module each student is expected to complete a career investigation and engage in a work experience or work shadowing placement.

Link Module II – Enterprise Education

This module aims to develop creativity, resourcefulness, self-confidence and initiative. Students are encouraged to interview enterprising people, investigate local enterprises and to set up their own enterprise projects as vehicles of learning. The content of the module is flexible to allow a school to utilise local resources and enable learning to take place in as wide a variety of settings as possible.

Digital Technology

The ability to use digital technology confidently is a skill that will maximise students' potential both at school and in their future life, work and study. The LCVP provides opportunities for students to develop their digital skills and to apply them in a practical way. Students should also have the opportunity to use audio/visual equipment and relevant software for recording and presentation purposes.

Whilst the degree of competency that can be achieved will depend on the entry level of the students and the quality of facilities available, it is envisaged that students will be able to use digital devices to

- create, edit, save, store, retrieve and print documents
- prepare a range of documents including CVs, letters, reports and illustrated documents
- access and use relevant information from online sources
- send and receive emails.

These skills relate directly to some of the learning outcomes of the Link Modules.

Assessment, Certification and Reporting

Assessment of Leaving Certificate Subjects

LCVP students follow the same subject syllabuses and are assessed in the same way as their peers in the Leaving Certificate (established).

Assessment of the Link Modules

The Link Modules, Preparation for the World of Work and Enterprise Education are treated as a unit for assessment purposes. Assessment, which is at a common level, comprises two elements, a Terminal Examination Paper and a Portfolio of Coursework. Both are assessed by the State Examinations Commission (SEC).

Certification

LCVP students receive the same certificate as students of the Leaving Certificate (established). An additional statement of the grade received for the Link Modules is appended to the certificate. Grades for the Link Modules are awarded as follows:

- Distinction (80 – 100%)
- Merit (65 – 79%)
- Pass (50 – 64%)

LCVP students have the same opportunity to proceed to universities and other third level institutions as students in the Leaving Certificate (established).

The Link Modules are presently recognised in points terms as follows:

- Distinction 66 points
- Merit 46 points
- Pass 28 points

The Link Modules

Purpose

The Link Modules, Preparation for the World of Work and Enterprise Education, are units of study which students must follow over the two years of the Leaving Certificate Vocational Programme. Their purpose is to foster in young people a spirit of enterprise and initiative, to develop their communicative, organisational and digital skills and encourage them toward maturity. The modules are designed to be combined flexibly with each other and should be implemented in close integration with the subjects taken by the student.

General Aims

The Link Modules aim to enable students to

- realise the career potential of their subjects
- become self-confident, innovative and resourceful
- acquire attitudes and skills appropriate to adult life, the world of work and enterprise
- explore career opportunities in areas relevant to their subjects and/or personal aspirations
- interact effectively with and learn from adults in the community
- utilise local business and community enterprises as learning resources
- draw together knowledge, skills and expertise from a variety of sources to accomplish set goals

Methodology

The Link Modules are built on the premise that enterprising skills and attitudes cannot be 'taught' in the traditional classroom-based sense but must be fostered through involvement in activity-based learning. This emphasis on active methodology requires a learner centred approach. The LCVP teacher acts as a facilitator and advisor to the students, encouraging them to take their own ideas, develop them, put them into practice and evaluate the results. Activities such as industry and community visits, interviews with employers, enterprise projects, work experience and career investigations are central to the successful implementation of the Link Modules.

The Link Modules: Preparation for the World of Work

Purpose

The Link Module, Preparation for the World of Work, is designed to provide the student with a general knowledge of the world of work, the skills to find employment and experience in an adult working environment. This module is one of two link modules to be taken by all students pursuing the Leaving Certificate Vocational Programme. The other module is Enterprise Education.

The modules are designed to be combined flexibly with each other and should be integrated with the subjects chosen by the student.

The aims of the module can best be achieved through a combination of classroom teaching and activity-based learning in the form of investigations, visits out, interviews with persons in career areas, invited visitors to the classroom, work simulation and role plays. For each activity, it is important that students become familiar with and adopt the elements of an active learning approach namely: planning, doing, de-briefing, evaluation and recording.

As part of this module, each student should complete a career investigation and participate in a work experience or work shadowing placement. The placement should be related, if possible, to his/her career aspirations. The minimum time a student should be involved in work-related activities outside the school is five days.

General Aims

This module aims to encourage the students to:

- understand the world of work generally
- gain particular insights into specific workplaces
- develop job-seeking skills and improve interview techniques
- acquire factual knowledge about the world of work locally
- become better informed about career opportunities and career paths
- experience working in an adult environment
- establish contact with potential future employers
- develop capabilities to cope with and solve problems in unfamiliar settings
- appreciate the importance of education, training and life-long learning.

Units
1. Introduction to working life
2. Job-seeking skills
3. Career investigation
4. Work placement

Unit 1 – Introduction to Working Life

The aim of this unit is to encourage and facilitate young people to find out for themselves as much as possible about working life and local employment opportunities. The term 'working life' is used here in the broadest sense to include paid employment and unpaid voluntary work. Many of the learning outcomes of this unit may be achieved by students engaging in a local study of 'My Own Place'. This unit should be integrated with Units 2 and 3 of the Enterprise Education Link Module.

Specific Learning Outcomes

The student should be able to

- 1.1** identify the main sources of employment in the local area
- 1.2** identify the main social services and job creation agencies in the local area
- 1.3** identify the main agencies that provide transport in the local area
- 1.4** identify the main financial institutions servicing the needs of the local area
- 1.5** identify the main agencies involved in industrial relations in the local area
- 1.6** identify the principal economic activities of the local area
- 1.7** evaluate the potential for tourism in the local area
- 1.8** identify and understand the main differences between school and work
- 1.9** describe the intrinsic value of various forms of work including self-employment and voluntary work
- 1.10** understand current regulations/legislation relating to the employment of young workers
- 1.11** understand current Health and Safety regulations in workplaces
- 1.12** role-play a situation that could give rise to a dispute in the workplace
- 1.13** understand issues related to diversity in the workplace
- 1.14** list the different forms of assistance for unemployed people
- 1.15** arrange a visit to a training scheme in the locality and/or invite an appropriate speaker from such an organisation to visit the group in the school
- 1.16** link the activities in this unit to learning in relevant subjects.

Unit 2 – Job-seeking Skills

The aim of this unit is to equip students with the skills and confidence necessary to gain employment and to develop their organisational and communicative skills. The involvement of adults from business and the local community is recommended in order to help students gain practice in presenting themselves to prospective employers.

Specific Learning Outcomes

The student should be able to

- 2.1** recognise the different ways in which job vacancies are advertised
- 2.2** apply for a job by letter, telephone and email
- 2.3** complete an application form
- 2.4** compile and create a curriculum vitae in word processed format
- 2.5** explain how to prepare for a job interview
- 2.6** engage in a simulated job interview.

Unit 3 – Career Investigation

This unit introduces the skills of career research and planning. 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 chosen subjects.

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 aptitude and interests
- 3.3** identify and analyse the aptitude 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 subjects.

Unit 4 – Work Placement

In this unit, students are encouraged to plan, organise and engage in a work experience/work shadowing placement. If possible, the placement should be consistent with students' career aspirations. This gives practical experience of the adult working environment as well as helping to develop the students' organisational and communicative skills. The unit should conclude with a de-briefing session where students are encouraged and facilitated to reflect on and evaluate their experiences.

Specific Learning Outcomes

The student should be able to

- 4.1 specify particular personal goals in relation to a work placement
- 4.2 plan and organise a work placement
- 4.3 attend punctually for a specific placement
- 4.4 dress appropriately for a specific placement
- 4.5 follow a set of procedures in accordance with specific instructions
- 4.6 communicate effectively with other workers in a particular placement
- 4.7 follow a specific set of instructions relating to Health & Safety
- 4.8 review personal experiences in relation to a work placement
- 4.9 analyse reports by adults of personal performance in a workplace
- 4.10 reflect on and evaluate a specific work placement in the light of career aspirations
- 4.11 describe how what has been learned can be applied to work at home, in school and in the community
- 4.12 present a diary/written/verbal report on a specific work placement
- 4.13 link the activities in this unit to learning in relevant subjects.

The Link Modules: Enterprise Education

Purpose

The Enterprise Education Link Module is designed to give students the opportunity to meet enterprising people and investigate business and community enterprises. As part of the modules, students are encouraged to set up their own enterprise projects as vehicles of learning. This module is one of two link modules to be taken by all students pursuing the Leaving Certificate Vocational Programme. The other module is Preparation for the World of Work. The modules are designed to be combined flexibly with each other and should be implemented in close integration with the subjects chosen by the student.

Enterprise can be demonstrated in a variety of settings. For this module, enterprise activity at home, in school, in the community and in business are all equally valid expressions. The content of the module is flexible to allow schools to utilise local resources and to enable student learning to take place in as wide a variety of settings as possible. The module content should emphasise that enterprise education is a continuous learning process. For each activity, it is important that students become familiar with and adopt the elements of an active learning approach namely: planning, doing, de-briefing, evaluation and recording.

General Aims

This module aims to encourage the students to:

- become more aware of their personal aptitudes and strengths
- gain a greater appreciation of enterprise in action: at home, in school, at work and in the community
- set up and run their own projects as vehicles of learning
- develop organisational, communicative, decision making and social skills through their application in realistic situations
- appreciate the importance of enterprise and its value to the local community
- interact with business and the community in order to acquire the practical knowledge and skills to develop an enterprise

Units
1. Enterprise skills
2. Local business enterprises
3. Local voluntary organisations/ community enterprises
4. An enterprise activity

Unit 1 – Enterprise Skills

The purpose of this unit is to introduce students to the skills of enterprise and entrepreneurship such as idea generation, risk assessment, problem solving, teamwork, leadership and commitment. The learning outcomes can be achieved through a combination of classroom teaching, participation in a variety of skill building exercises and interaction with enterprising adults from business and the community.

Specific Learning Outcomes

The student should be able to

- 1.1** describe the qualities and skills of enterprising people
- 1.2** recognise examples of personal, community and entrepreneurial enterprise
- 1.3** identify personal strengths and weaknesses
- 1.4** suggest a course of action appropriate to improving personal enterprise skills
- 1.5** work co-operatively with others as part of a team
- 1.6** appreciate the value of teamwork in generating ideas, assessing risks, solving problems and completing tasks
- 1.7** undertake leadership of a group in an appropriate activity
- 1.8** plan and organise a meeting
- 1.9** make a presentation to peers and to adults
- 1.10** link the activities in this unit to learning in relevant subjects
- 1.11** evaluate the successes achieved and problems encountered in this unit.

Unit 2 – Local Business Enterprises

The purpose of this unit is to make students aware of what is involved in setting up and running an enterprise. Students should be encouraged to meet with entrepreneurs and investigate local business enterprises. Many of the learning outcomes of this unit may be achieved by students engaging in a local study of 'My Own Place'. This unit should be integrated with Unit 1 of the Preparation for the World of Work Link Module.

Specific Learning Outcomes

The student should be able to

- 2.1** identify a range of enterprises in the local community
- 2.2** understand how an enterprise starts up and what support/ training is available
- 2.3** describe the steps required to plan and carry out an investigation of a local enterprise
- 2.4** use learning from relevant subjects to formulate questions about aspects of a local enterprise
- 2.5** organise a visit to a local enterprise and invite appropriate speakers to visit the group in school
- 2.6** carry out a SWOT analysis of a business
- 2.7** report accurately on a visit by an entrepreneur to the classroom and on a class visit to a local enterprise
- 2.8** compare and contrast information gathered on a group visit to a local enterprise
- 2.9** describe a local enterprise with particular reference to products, services, markets and workforce
- 2.10** understand and describe the different roles of adults working in a business environment
- 2.11** describe the impact of the Single European Market on a specific enterprise
- 2.12** describe and evaluate the use of information and communication technologies in a business enterprise
- 2.13** understand the importance of education and training in the development of a business enterprise
- 2.14** link the activities in this unit to learning in relevant subjects
- 2.15** evaluate the successes achieved and problems encountered in this unit

Unit 3 – Local Voluntary Organisations/ Community Enterprises

This unit introduces students to enterprises other than commercial businesses. Students are encouraged to find out how these enterprises are organised, how they are funded and how they contribute to local development. The outcomes of this unit can be achieved by a combination of classroom teaching, analysis of case studies, out of school investigations and invited visitors to the classroom. As part of this unit, it is recommended that students engage in a local study of 'My Own Place'. This unit should be integrated with Unit 1 of the Preparation for the World of Work Link Module.

Specific Learning Outcomes

The student should be able to

- 3.1** identify the voluntary bodies that carry out community work in the locality
- 3.2** describe the work carried out by a range of voluntary groups in the locality
- 3.3** understand and describe the different roles of adults working in voluntary community organisations
- 3.4** organise a visit to a local community enterprise and/or invite an appropriate speaker to visit the group in school
- 3.5** use learning from relevant subjects to formulate questions about aspects of a community enterprise
- 3.6** integrate information from a variety of sources to prepare a report, plan or presentation on an aspect of community development
- 3.7** link the activities in this unit to learning in relevant subjects
- 3.8** evaluate the successes achieved and problems encountered in this unit.

Unit 4 – An Enterprise Activity

This unit provides students with the opportunity to put the skills they have gained in the previous units of the Link Modules into practice. It involves facilitating groups of students to plan, set up and run their own enterprise activities. Examples are a community survey, a charity fund-raiser, publishing a newsletter or local tourist guide, organising a school event, setting up a mini- company to sell a product or provide a service. The form of enterprise project selected will depend on the aptitude and interests of the students, as well as the resources available to them in school and in the locality. It is essential, in this unit, that students are encouraged and permitted to take ownership of and responsibility for the enterprise projects they decide to pursue.

Specific Learning Outcomes

The student should be able to

- 4.1 work co-operatively with others to generate a range of ideas
- 4.2 prepare a plan for the selected enterprise activity
- 4.3 identify available resources to support an enterprise activity
- 4.4 integrate information from a variety of sources including relevant subjects
- 4.5 assess personal and group skills and identify possible training needs
- 4.6 identify and recruit consultants willing to advise on a selected enterprise activity
- 4.7 understand the practical importance of market research and the marketing mix
- 4.8 be aware of the concepts of publicity and promotion
- 4.9 actively participate in group work in a variety of roles – owner, worker, team leader
- 4.10 take responsibility to ensure that targets are reached
- 4.11 participate in a review of group performance
- 4.12 review personal performance in an enterprise activity
- 4.13 prepare and present a written or verbal report on an enterprise activity
- 4.14 link the activities in this unit to learning in relevant subjects
- 4.15 evaluate the successes achieved and problems encountered in this unit.

The Link Modules: Assessment Arrangements and Criteria

Modules are treated as a unit for assessment purposes. Assessment is at a common level. On completion of the programme, students must present evidence in relation to the specific learning outcomes.

The evidence will be provided in the form of a terminal examination and a portfolio.

Terminal Examination Paper: 40% of total marks	
Date	End of final year of the LCVP
Duration	Two and a half hours
Content	<p>Section A: Audio visual presentation</p> <p>Section B: Case Study (received in advance by students)</p> <p>Section C: General Questions (four out of six)</p>

Portfolio: 60% of total marks	
Date	Assessed at the end of the final year of the LCVP
Duration	Assembled over two years of the programme
Content	<p>Section 1:</p> <ul style="list-style-type: none"> Core Items Curriculum vitae Career investigation Summary report Enterprise/Action plan <p>Section 2:</p> <ul style="list-style-type: none"> Optional Items (two out of four) Diary of work experience Enterprise report Recorded interview/presentation Report on 'My Own Place'

Grades

Grades awarded are Distinction (80 – 100%), Merit (65 – 79%), Pass (50 – 64%).

Assessment Criteria – Terminal Examination Paper

The subject matter of the **Audio-Visual** and **Case Study** sections will be consistent with the learning outcomes of the Link Modules. They will, in their respective formats, assess the student's ability to

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

The **General Questions** will assess the student's ability to

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

Assessment Criteria – Portfolio of Coursework

Core Items (four items in total to be presented)

The **Curriculum Vitae** will assess the student's ability to

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

The **Career Investigation** will assess the student's ability to

- generate a document with a clear and consistent layout
- describe a specific career concisely and accurately
- identify and categorise skills, qualities, qualifications and training relevant to the selected career
- describe two pathways to the selected career
- evaluate the selected career in the light of personal aptitude, interests and choice of 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.

The **Summary Report** will assess the student's ability to

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

The **Enterprise/Action Plan** will assess the student's ability to

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

Optional Items (two items in total to be presented)

The **Diary of Work Experience** will assess the student's ability to

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

The **Enterprise Report** will be a report on an enterprise activity in which the student has participated. The report will assess the student's ability to

- generate a document with a clear and consistent layout
- state the terms of reference of the report or aims of the activity
- summarise the main contents
- describe key events
- communicate relevant information in appropriate depth and detail
- use charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings
- organise points into related groups
- arrange main sections in a logical sequence
- describe and evaluate personal contribution to the activity
- draw conclusions and make recommendations appropriate to the body of the report.

The **Recorded Interview/Presentation** will assess the student's ability to

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

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

- generate a document with a clear and consistent layout
- identify the local area under investigation
- define aims/objectives and scope of the investigation
- outline the methods used to collect information about the local area
- describe an out-of-school group activity undertaken as part of the investigation
- analyse the information gathered and select relevant material
- identify and analyse an important issue relevant to the local area
- use maps, charts, tables, diagrams, pictures, as appropriate to support and illustrate main findings
- link the activity to learning in relevant subjects
- describe and evaluate personal contribution to the investigation
- draw conclusions and make recommendations appropriate to the investigation.

Portfolio of Coursework: Summary of Items

Core Items	Optional Items
All items to be presented Curriculum vitae Career investigation Summary report Enterprise/Action plan	Two items to be presented Diary of work experience Enterprise report Recorded interview/presentation Report on 'My Own Place'

Implementation Guidelines

Successful implementation of the LCVP and its effective delivery in the school will require commitment and active support from the board of management, principal and the whole staff. The following guidelines represent good practice in relation to teaching methodologies, programme organisation and support:

- each school should develop a programme statement outlining its reasons for participation in the LCVP and the aims, objectives and expected outcomes of the programme
- a co-ordinator should be appointed and allowed the time necessary for co-ordination duties
- a team approach should be encouraged, to maximise the coherence of the programme across all modules and subjects
- students and their parents/guardians should be adequately briefed so that informed choices can be made in relation to the programme
- equipment, premises and funding should be provided appropriate to the needs of the programme
- adequate timetabled time should be provided to ensure effective delivery of the Link Modules
- teachers in the programme should engage in active teaching and learning methodologies
- inservice needs relating to the programme should be identified and the appropriate staff released for training
- cross-curricular links should be established between subjects and the Link Modules
- all LCVP students should be given appropriate access to digital technologies as a core element of the programme
- students should be organised into discrete class groups for the Link Modules
- each student should engage in a period of work experience/work shadowing with adequate preparation, monitoring and de-briefing
- every effort should be made to provide equally for all students who take the programme, with particular reference to those with special educational needs
- schools should endeavour to avoid sex stereotyping in subject choice and to encourage non-traditional options
- links should be developed with outside agencies, local businesses and community enterprises
- the school should have a quality assurance system in place through which it can evaluate the programme

Role of Management

Management and principal have primary responsibility for the implementation of the LCVP in the school.

Key responsibilities include allocation of funding and resources

- timetabling of programme elements
- appointment and support of Co-ordinator and Team
- release of staff for inservice
- provision of co-ordination and planning time
- annual audit and evaluation.

Timetabling

Provision in the timetable for the LCVP Link Modules is an issue each school must consider in the light of its own particular circumstances.

It is essential that the LCVP cohort meet as a discrete group for the timetabled Link Modules periods. Timetabling the Link Modules in doubles or blocks of three periods is a very important resource, as it allows the activities essential to the teaching of the programme to be undertaken with minimum disruption.

It is strongly recommended that the co-ordinator is timetabled to have class contact with the LCVP students. In most schools, the co-ordinator takes at least one of the Link Module periods.

Recommended Timetabling Provision in the LCVP

The Link Modules	Recommended provision is three periods per week in Year 1 of the programme and two periods in Year 2, timetabled as double periods or as a block of three periods.
Access to Digital Technology	Within the Link Modules timetable.
Co-ordination time	Recommended time for effective co-ordination is two hours per week for a co-ordinator with responsibility for a single LCVP class group. Further consideration should be given to co-ordinators with additional LCVP groups.
Team planning	A provision should be put in place to enable the co-ordinator to hold regular planning meetings with the LCVP team.

The Co-Ordinator

The co-ordinator is a key person in the implementation of the LCVP within a school. Ideally, the co-ordinator should be motivated by the challenge, have an interest in curriculum innovation and a commitment to the aims and objectives of the programme. Good communication and interpersonal skills are a clear advantage in this role. The co-ordinator will have responsibility for the day to day planning and implementation of the LCVP in the school.

This will include:

- leading the team in planning and implementing the programme
- making recommendations to management in relation to timetabling and the allocation of resources
- identifying inservice needs and liaising with the support services
- attending in-service and ensuring team members share in this opportunity
- keeping staff informed of developments in the programme
- assisting the principal in the briefing of students and parents
- promoting the cross-curricular and interdisciplinary dimensions of the programme
- developing links with local businesses and community organisations
- assisting the principal in evaluation of the programme.

The Team

A team approach is crucial to developing a good programme. Schools with distinctive programmes generally have in place a small team of key personnel who hold regular team meetings.

In addition to the co-ordinator, the LCVP team is generally drawn from teachers of the Link Modules, teachers of the senior cycle cohort, the Guidance Counsellor and teacher(s) involved in digital technologies. The team's role is to assist the co-ordinator in the design, implementation and evaluation of the programme.

The team's role will include:

- organising and participating in LCVP activities in the school
- planning cross-curricular and interdisciplinary links between subjects
- encouraging and facilitating effective inter-staff cooperation
- promoting the programme among students and staff.

Management should recognise the importance of ongoing planning by making provision for team meetings to take place on a regular basis. Such provision promotes team empowerment and leads ultimately to a successful and dynamic programme.

Active Learning

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

Typical LCVP activities include:

Conducting out of school visits	investigating businesses, community enterprises and other organisations
Inviting visitors to the classroom	adults other than teachers as resource visitors
Working in teams	on projects and investigations
Organising enterprise activities	setting up projects as vehicles of learning
Actively preparing for work	career investigation, job-search, interview preparation
Experiencing the world of work	work experience, work simulation, work shadowing
Making presentations	to adults and to peers
Using digital technology	to access, store, communicate and present information

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.



Cross-curricular and Interdisciplinary Links

There exists a wide range of opportunities within the LCVP for developing cross-curricular and interdisciplinary links. These are an important element of the programme as they help students to recognise and utilise the connections they find between different parts of their learning. The following linkages should be encouraged:

- between the subjects studied by the student and the Link Modules. For example, a link could be established between the Link Modules, Physical Education and Business by means of a social enterprise activity focusing on promoting engagement in sport for first year students
- between the school and the wider community. For example, career investigations, work experience placements, visits to local enterprises.

In order to maximise cross-curricular learning, programme co-ordinators and Link Module teachers should endeavour to

- involve teachers of senior cycle in the planning of Link Module activities –for example, the input of teachers of Biology and Home Economics would enhance the planning of a visit to a food processing plant
- select themes of study which offer potential for cross-curricular applications – for example, a school health and safety survey could involve the Technological subjects, the Sciences, Home Economics, Physical Education and Art
- encourage students to recognise and utilise links as they engage in Link Module activities.

The importance of access to digital technology has already been stressed. For effective use of digital technology in the LCVP, schools should ensure that:

- students have timetabled access to digital technology within the school
- a teacher with digital skills is part of the LCVP teaching team
- students have access to the Internet
- LCVP teachers are encouraged and facilitated to avail of appropriate inservice training in digital technologies

Links with Business and the Local Community

The establishment of business and community links is a key element of a successful programme and a priority for the LCVP co-ordinator and school. Every community, both rural and urban will have people who have a wealth of knowledge and experience to share with the students. Examples include organisations such as SOLAS, Enterprise Ireland, Local Area Partnerships, Local Enterprise Offices, Ibec, community workers, members of voluntary organisations, employers in small and medium enterprises, employees in large companies, parents and past pupils.

Evaluation

Schools with distinctive programmes will have structured evaluation taking place at different levels and at different times during the school year. In the evaluation process school management should try to take into account the perspective of different stakeholders such as students, co-ordinator, teachers of the Link Modules, Leaving Certificate teachers, parents, work experience providers and link partners.

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.

An evaluation of LCVP provision in the school will have greater meaning if it is measured against an existing Programme Statement of aims, objectives and expected outcomes. Effective evaluation enables successes to be celebrated, areas of difficulty pinpointed, and plans put in place to eliminate known weaknesses.

A SCOT Analysis (evaluation of strengths, challenges, opportunities and threats) might be a useful tool for such an evaluation. Templates for programme evaluation are available from the support services.



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