

# PREPARING THE LCVP PORTFOLIO: ENSURING SUCCESS



A SHORT GUIDE FOR TEACHERS

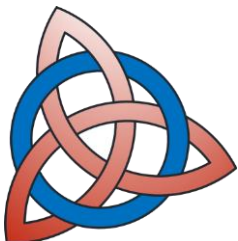
# PREPARING THE PORTFOLIO: ENSURING SUCCESS

The Portfolio seeks to demonstrate the depth and breadth of the student's capabilities and skills through examples of his/her work. The Link Modules' portfolio can be viewed as a purposeful, self-reflective collection of the student's work, generated over a two year period, during the process of teaching and learning.

- Ensure student's Examination Number (compulsory) is on the outside cover of the LCVP Portfolio
- Use a method of binding that does **not have plastic covered pages**, A4 white paper with a spiral or spine bound (ensure to stable if using a spine bound)
- Portfolio items should be **perfect**, ensure consistency with a regular font, **Times New Roman** size 12 is recommended, headings size 14 and margins of 2.5 - 3.75 cms
- Ensure the following are **100% perfect: Font, spelling, layout, grammar, punctuation and spacing**
- Include a **contents page** with the list of **Core items**: 1. Curriculum Vitae, 2. Enterprise/Action Plan, 3. Career Investigation and 4. Summary Report and **Optional items**: 1.Diary of Work Placement, 2. Enterprise Report, 3. My Own Place Report and 4. Recorded Interview/ Presentation. Place the Portfolio items in the order of the **LCVP marking scheme**
- Place an insert page in front of **each** item with its **title** on it e.g. Curriculum Vitae and then the Portfolio item Curriculum Vitae, etc
- If submitting the Recorded Interview/Presentation remember to include this item in your contents page
- Place a copy of the **video sequence sheet** in the Portfolio with the individual student name and Leaving Certificate number highlighted on it

**Tip:** *A good idea is to hand number all pages to ensure that they are presented in the correct order. However the detailed reports will have the page numbers word processed.*

LCVP Portfolio Table of Contents	
Core items:	
1.	Curriculum Vitae
2.	Enterprise/Action Plan.
3.	Career Investigation
4.	Summary Report
Optional items:	
5.	Diary of Work Placement,
6.	Recorded Interview/Presentation



# PREPARING THE PORTFOLIO: ENSURING SUCCESS

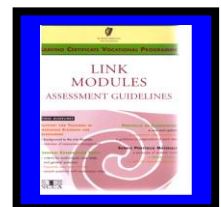
Encourage Students to ensure they have adhered to the Syllabus, NCCA guidelines (introductory pages only) and marking schemes before submitting work for assessment.

- Ensure that the Portfolio is the students own work and represents their individual effort by encouraging a personal objective, research method etc
- Ensure that students present material generated as a result of the **Link Modules ONLY**
- Portfolio items **must** relate to a number of **different activities**.
- Before submitting the Portfolio each student should check his/her work for errors of spelling, grammar and **word count**
- Make two copies of the final LCVP Portfolio; one can be used as a revision tool for the written paper
- Viewing the Link Modules scripts in September with students can be a very worthwhile experience
- Students must have a copy of their draft work
- Plan and evaluate all LCVP activities, which will provide an excellent base for Portfolio items
- Apply the **learning cycle: Plan, Experience, Evaluate and Record (PEER)**
- Submit **only six items** for final assessment
- Remember the LCVP is predominately Enterprise and Preparation for the World of Work and this should be represented in Assessment
- The **2008 Journal** has a Check List for Optional Portfolio items and the **2007 Journal** has a Check List for Core Portfolio Items. These are ideal tools for students to help each other mark and assess Portfolio items before submitting to the Link Modules Teacher. Journals are available on our Website.
- Ensure to produce three copies of DVD ( Recorded Interview) and submit two copies to the SEC and one for the school.

**The specific learning outcomes SLOs provide an excellent writing frame**



Submit only **six items** for final assessment of Portfolio.



- Two pages Max.
- Must be **Word Processed**.
- **Factual Information**

## CURRICULUM VITAE

Core item- two pages

**Marks**  
24/240      10.4%

### Personal Details

Name, address, email (appropriate email), telephone number (area code) and date of birth.

The Curriculum Vitae must be **signed and dated**.

### Skills and Qualities

Students may use a **short statement** summarising personal skills and qualities or a carefully worded bulleted list. (**More than one word e.g. 'good interpersonal skills' and ensure 3 skills and 3 qualities**). Perhaps **use a statement at the beginning of the Curriculum Vitae**

### Education/Qualifications

Names of schools and years attended; **dates** of examinations, subjects, including levels and grades.

In the majority of cases, the examinations will comprise Junior Certificate (results) and the Leaving Certificate subjects with levels (to be taken). Must include the **Link Modules**

### Work Experience

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

Ensure not to be vague and develop.

### Achievements

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

### Interests

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

### Hobbies

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

***Ensure to have achievements, interests and hobbies.***

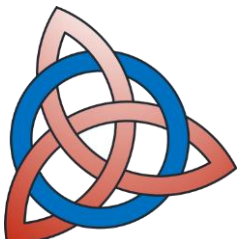
### Additional Information

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

### Referees

Ensure **names(Mr, Mrs, Ms etc)**, **job titles (Exact Position)** e.g. "Owner" not acceptable, **addresses** and **telephone numbers (area code)** of referees.

***Be careful with the tabs.***



- Must be **Word Processed**.
- Must be related to **Link Modules**

## ENTERPRISE/ACTION PLAN

Marks  
35/240 14.58%

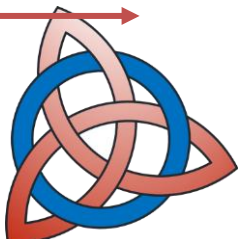
Core Item – (300-600 words)  
Must relate to Link Modules

### A Possible Template for an Enterprise/Action Plan

<b>TITLE</b>	State the document is a <b>Leaving Certificate Vocational Programme Plan</b> and indicate its purpose. Use a preface if required to link with the Specific Learning outcomes.
<b>Objectives Group</b> 1. 2. <b>Personal</b> 3. (Personal a must)	Include <b>3</b> . They should refer to what the student (or group) expects to achieve or what the student (or group) hopes to learn. <b>If it is a group activity the student should include a personal objective. FUTURE</b> <i>a good idea....perhaps a skills objective)</i>
<b>Research Methods Group</b> a. b. <b>Personal</b> c. (Personal a must)	Include <b>3</b> . Three different methods. The student should indicate the research that will be carried out. It need not be complex. <b>If it is a group activity the student should clearly identify the particular piece of research that he/she carried out. FUTURE</b>
<b>GAP IN TIME – STOP AND CONDUCT RESEARCH</b>	
<b>Analysis of Research Group</b> a. b. <b>Personal</b> c.	Summarise the outcome of <b>each research</b> method, in logical sequence e.g. a with a, b with b etc. Record the relevant information obtained and how it will influence the plan. Detail required. Ensure to <b>elaborate</b> and <b>allow for additional research</b> . <b>PAST</b>
<b>Actions</b>	<b>Outline</b> <b>At least five</b> <b>One action the day before the event</b> <b>Detailed on day</b>

Note; one action step should be close to the date and remember to include the **activity** itself with detail.

*Don't forget to evaluate (at end of Plan) each objective in chronological order. Always ensure a logical sequence.*



## ENTERPRISE/ACTION PLAN CONTINUED

<p><b>Schedule of Time</b> (Actions and schedule of Time can be combined)</p>	<p>Indicate how much time will be allocated to each part of the activity and the dates of any deadlines that must be met in order to carry out the Plan. More detail nearer the time. <b>A good idea is to Link Schedule of Time with Actions to avoid repeating.</b></p> <p><b>FUTURE</b></p>
<p><b>Resources and Costs</b></p>	<p>May include <b>materials</b> and <b>personnel</b>. Material resources should be itemised and estimated costs recorded. Detail required.</p> <p><b>FUTURE</b></p>
<p><b>Evaluation Methods</b> <b>Group</b> 1. 2. <b>Personal</b> 3. (Link each one to each objective: 1 with 1, 2 with 2 and ensure to elaborate.....)</p>	<p>The methods or indicators the student (or group) plans to use to ascertain whether or not the objectives have been achieved.</p> <p><b>Must refer back to the stated objectives (1,2 and 3),</b> taking care that each objective is evaluated in a logical sequence and allow for <b>detailed analysis.</b></p> <p><b>In the case of a group activity, the student should include a method of evaluating the extent to which his/her personal objective has been achieved.</b></p> <p><b>FUTURE</b></p>

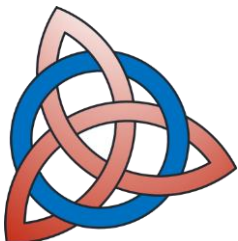
### LCVP Enterprise /Action Plan

The following are some ideas for preparing an Enterprise/ Action Plans:

- Plan a visitor to the Link Modules classroom
- Plan a visit out as part of the Link Modules
- Plan your Enterprise Activity
- Plan 'My Own Place' Investigation
- Plan a Career Investigation, ensuring you are not duplicating your Career Investigation
- Plan a personal skill, **however ensure it is related to Link Modules and your career.**

Perhaps a plan for a safe pass. Remember you have a 600 word **document to write and must relate to Link Modules. A driving theory test is not acceptable. Trips to Knock, Improving physical Physique,** Plans on doing a History essay for a competition are not acceptable.

**Tip:** *Using the Enterprise /Action Plan template encourage students to document Key words for all LCVP activities and for homework students may elaborate on the key words documented. Plan activities and then experience the activities.*





- May be submitted on **Audio Tape**.
- A sequence sheet should be submitted listing the candidates numbers.

## CAREER INVESTIGATION

**Marks**  
40/240 16.67%

### CORE ITEM (300 - 600 WORDS)

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

**Description of Career:** 3 sentences outlining the type of work a person in the chosen career would be doing. *All 3 statements must be different.*

**Skills and Qualities:** relevant to the chosen career - **3 skills** (ability to do job) and **3 qualities** (type of person)

**Qualifications & Training:** 2 pathways. Ensure they are **different**.

**Pathway 1** (ensure one pathway in detail) **and Pathway 2**

- **Entry Points**
- **Course Title ...Diploma**
- **College name/Location .....no abbreviations**
- **Length of course**
- **Details of course: Subjects - summary**
- **End Qualification**

Note: Review SLOs before commencing your Career Investigation.

#### Interaction:

In developing the skills of research, students should refer to interaction with an adult other than teachers in a relevant out of class learning experience e.g. **work shadowing**, visit to an enterprise, **interview with a person in the career area**, college open day, careers exhibition or other event organised as part of the school guidance programme. Students need to be **specific** here. Give date (include year) of interview, name (Mr, Mrs etc) and position of interviewee and **outcomes** of interview

#### What I learned by the Research/activity about career and oneself.

Perhaps discuss pay, prospects - locally, nationally and where possible at an international level.

Ensure to mention the following:

- **Leaving Certificate subjects**
- **Personal aptitudes/Personal Interests**



#### Evaluation of:

(A)The Career:

***Am I still interested in this career? Yes/No and why? elaborate***

(B) The **skills** developed and **insights gained** from the experience **of undertaking the career investigation.** **Ensure to elaborate.**

#### Sources of Information: (websites)

- Must be **word processed**
- Ensure a **logical** sequence
- Apply the **learning cycle: PEER**

**Marks**  
40/240  
16.67%

- Must be **Word Processed**.
- Ensure a **logical** sequence.
- Apply the learning cycle: **PEER**

## SUMMARY REPORT

**Marks**  
40/240 16.67%

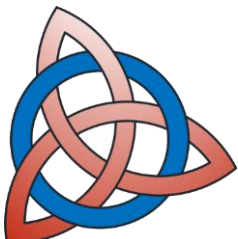
### CORE ITEM (300-600 WORDS)

Based on a Link Modules Activity  
**Possible Template for a Summary Report ,written in the Past.**

<b>Title:</b>	Clearly identifiable title. Link Modules, Summary Report etc
<b>Author:</b>	
<b>Terms of Reference:</b> <b>or</b> <b>Aims:</b> <b>Group:</b> <b>Personal:</b>	Why the report was written or requested  What student/group hope to achieve <b>3 aims</b> , ensuring a <b>personal aim</b>
<b>Body of the Report:</b> <b>(At least three paragraphs)</b>	Paragraphs in a logical sequence. The use of numbered or bold headings and bulleted lists is recommended Elaborate: detail required <b>Logical sequence: apply the Learning cycle.</b> <b>Remember your reporting on the LCVP Activity.</b> <b>This is not an essay.</b>
<b>Conclusions:</b>	Concise list, should refer back to the terms of reference/ <b>aims</b>
<b>Recommendations:</b>	Suggestions for <b>future action</b> , based on the summary report's conclusions, might also include follow-on activities or describe how the student might perform better in a future exercise. Ensure to <b>elaborate</b> .

The following are some ideas for preparing a Summary Report:

- Visitor to the Link Modules classroom
- Visit out as part of the Link modules
- My Own Place, however you may not submit a 'My Own Place' Report in the Options
- Enterprise Activity, however you may not submit an Enterprise Report in the Options
- Work Placement, however you may not submit a Diary of Work Placement in the Options





Optional items submit two out of four

## DIARY OF WORK PLACEMENT

Prior to Work Placement a good idea is to brief students on the following:

- Planning
- Evaluation
- Numerous Skills and how to apply skills to different situations e.g. Home, School and the Community
- Communications
- Legislation (Health and Safety, Employment Equality and the Young Persons Act)
- Teamwork
- Marketing and Advertising
- Industrial relations
- Leadership and management
- Enterprise
- School compared to employment

*The above will ensure lots of content for a Diary of Work Placement*

- May be **Word Processed** or hand written

## DIARY OF WORK EXPERIENCE

OPTIONAL ITEM (1000-1500 WORDS)

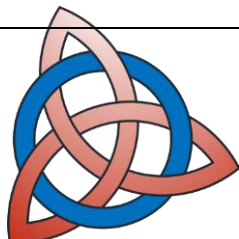
**Marks**

50/240

20.83%

### Suggested layout for Diary of Work Experience

<b>Introductory page</b>	<p><b>Title:</b></p> <p><b>Authors Name:</b></p> <p><b>Dates of Work Placement:</b> (including Year)</p> <p><b>Name of Business/Organisation:</b></p> <p style="padding-left: 40px;"><b>Address of Business/Organisation</b></p> <p style="padding-left: 40px;"><b>Contact Details of Business/Organisation:</b></p> <p style="padding-left: 40px;"><b>Description of Business/Organisation:</b> Type of work etc</p> <p><b>Name of supervisor:</b> (Title)</p> <p><b>Position of Work Placement:</b></p> <p><b>Duties carried out:</b> may use bulleted points.....</p> <p><b>Reasons for selection:</b></p> <ul style="list-style-type: none"><li>■ Consistent with his/her <b>career aspirations / interests</b>. In such a case the student might mention points such as choice of <b>LC subjects, aptitudes or interests</b> as reasons for selecting the placement.</li><li>■ Alternatively, the student might refer to the <b>knowledge, skills and experience</b> he/she hoped to gain through the placement.</li></ul>
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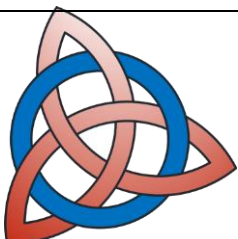


# DIARY OF WORK EXPERIENCE

## SUGGESTED LAYOUT FOR DIARY OF WORK EXPERIENCE

<p><b>Daily Entries (Three to Five)</b></p>	<p>The daily entries should be clearly <b>dated</b>. One page per day is recommended.</p> <p><b>Date (include year), starting time and finishing time</b> on each dated entry.</p> <p><b>Analysis of Personal Performance</b></p> <p>In most cases, the bulk of the daily diary entries will consist of <b>factual descriptions</b>( personalised account) of what the student observed and experienced during the placement. Some ideas:</p> <ul style="list-style-type: none"><li>■ Describe the work</li><li>■ Training</li><li>■ Skills used</li><li>■ Learn anything new</li><li>■ Legislation and SLOs (syllabus) for content</li></ul> <p>Evidence of <b>analysis</b> in different situations might include:</p> <ul style="list-style-type: none"><li>■ How the student mastered unfamiliar tasks</li><li>■ How he/she overcame problems or responded to cha</li><li>■ The perception of how others viewed his/her perform</li><li>■ How the student related to customers/staff</li><li>■ What you did well?</li><li>■ Perhaps a daily Evaluation</li></ul> <p>Ensure not to <b>repeat</b> daily entries. A good idea is to use the SLOs to frame your entries.</p>
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Ensure the work experience takes place during the two year Leaving Certificate cycle



# DIARY OF WORK EXPERIENCE

## SUGGESTED LAYOUT FOR DIARY OF WORK EXPERIENCE (1000-1500 WORDS)

<p><b>Student's Evaluation</b></p>	<p><b>Evaluation</b></p> <p>In reflecting on the placement the student should be encouraged to consider areas such as:</p> <ul style="list-style-type: none"> <li>■ His/her <b>suitability</b> to the particular organisation and working environment</li> <li>■ <b>Career possibilities</b> in the area of work experience</li> <li>■ Clarify how the <b>experience</b> can help <b>with future studies</b></li> <li>■ The <b>relevance of skills</b> gained and contacts made to <b>future career goals</b></li> </ul> <p>Ensure to discuss <b>Leaving Certificate subjects, study and Career aspirations</b> and <b>elaborate</b>.</p>
<p><b>Application of the experience</b></p>	<p><b>Application</b></p> <p>The student should include a paragraph describing how he/she has applied, or will apply the following:</p> <ul style="list-style-type: none"> <li>■ <b>Knowledge</b> to home, school and community</li> <li>■ <b>Skills</b> gained to home, school and the community</li> </ul> <p>Ensure to document <b>BOTH</b> and apply to all three areas. <b>Always elaborate.</b></p> <p>A short paragraph or a bulleted list is acceptable</p>
<p><b>Appendices</b></p>	<p>Up to two may be included.</p> <p>Perhaps the Following:</p> <ul style="list-style-type: none"> <li>■ Employers Report</li> <li>■ Letters: Letter of application, Thank you Letter etc</li> <li>■ Copy of insurance</li> <li>■ Photo of workplace</li> <li>■ Brochure from workplace</li> <li>■ Transcript of interview etc.</li> </ul>



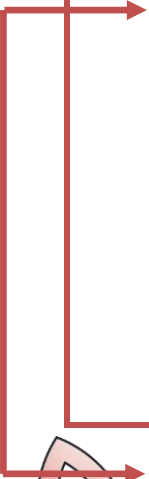
- Must be **Word Processed**.
- Must be on an **LCVP Enterprise activity**: Plan, set up and run.
- Must be a **group activity**.

## ENTERPRISE REPORT

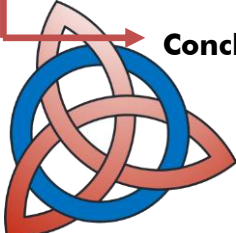
OPTIONAL ITEM (1000-1500 WORDS)

### SUGGESTED LAYOUT FOR AN ENTERPRISE REPORT

<b>Title page</b>	<ul style="list-style-type: none"> <li>■ <b>Title:</b></li> <li>■ <b>Subtitle:</b> to give greater detail</li> <li>■ <b>Author's name:</b></li> <li>■ <b>Intended audience:</b> (For the attention of the Link Modules Teacher and Examiner)</li> <li>■ <b>Date of completion:</b></li> </ul>
<b>Table of Contents</b>	This is a list of the main elements/sections of the report giving the page numbers on which they appear. <b>All pages must be numbered.</b>
<b>Summary</b>	This paragraph should include appropriate information such as: <ul style="list-style-type: none"> <li>■ Subject of the Report</li> <li>■ Main items dealt with in the text</li> <li>■ Main conclusions/recommendations.</li> </ul>
<b>Terms of Reference or Aims</b>	Why the report was written or requested What student/group hoped to learn or achieve from the activity
<b>Body of the Report</b>	<p>Key details of the activity are described. Paragraphs in a <b>logical sequence</b> under clear headings (and sub-headings as appropriate). Relevant information such as research undertaken, plans made, actions agreed, tasks carried out, should be recorded accurately and concisely. Apply the Learning cycle.</p> <ul style="list-style-type: none"> <li>■ Ensure a <b>financial</b> element.</li> </ul> <p>Students should include at least <b>one relevant illustration</b> to support the main findings of the report e.g. small table, diagram, chart</p> <p><b>Evidence of Personal Contribution</b></p> <ul style="list-style-type: none"> <li>■ By including a <b>paragraph</b> entitled "My Personal Contribution" in the body of the report</li> <li>■ By highlighting personal contribution (e.g. using italics) at appropriate points in the text</li> <li>■ By including an overview and evaluation of personal contribution at the end of the document</li> </ul>



**Conclusions must link to Body of Report, which must have a logical sequence**



## ENTERPRISE REPORT - continued

<b>Conclusions</b>	Should relate to the <b>body</b> of the Report and <b>elaborate</b>
<b>Recommendations</b>	Ensure recommendations are based on the report's conclusions (e.g. suggestions for future action). Ensure to <b>elaborate</b> .
<b>Evaluation</b>	Should include an evaluation of the Following: <ul style="list-style-type: none"> <li>■ <b>Enterprise activity</b> itself, whilst linking to the objectives</li> <li>■ <b>Group performance</b> and, if not dealt with separately, an evaluation of</li> <li>■ Personal performance.</li> </ul>
<b>Appendices</b>	Maximum <b>two</b> items to support the main findings of the Enterprise Report: Ensure to cross reference in main Report: 1.1 etc <ul style="list-style-type: none"> <li>■ Photographs,</li> <li>■ Charts</li> <li>■ Diagrams</li> <li>■ Detailed accounts</li> </ul>

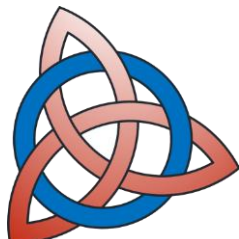
**Prior to Writing the Enterprise Report a good idea is to brief students on the following:**

- Planning
- Skills
- Evaluation
- Specific Learning Outcomes SLOs relating to Enterprise Education in the Link modules.

**Encourage students to document a detailed Enterprise Report which will help them prepare for the written paper.**

**They may decide to submit their Enterprise activity report as a Summary Report instead of a detailed Enterprise Report.**

Link to SLOs on pages 17 -19  
1.1 to 1.7 , 2.1 and 3.1 are My Own Place



- Must be **Word Processed**.
- Must be a **group activity**.

## “MY OWN PLACE” REPORT

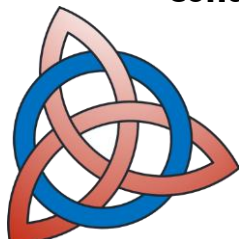
**Marks**  
50/240 20.83%

OPTIONAL ITEM (1000-1500 WORDS)

### Suggested layout for a report on “My Own Place”

<b>Title page</b>	<p><b>Title:</b> This should clearly state that the document is a report on “My Own Place” and identify the local area being investigated.</p> <p><b>Subtitle:</b> may be added to give greater detail.</p> <p><b>Author’s name:</b></p> <p><b>The intended audience:</b> (For the attention of the Link Modules Teacher and Examiner)</p> <p><b>Date of completion:</b> of the investigation ( include year)</p>
<b>Table of Contents</b>	<p>This is a list of the main elements/sections of the report giving the <b>page numbers</b> on which they appear.</p> <p><b>All pages must be numbered.</b></p>
<b>Introduction</b>	<p>Brief description of the local area and indicates <b>The scope</b> of the investigation (i.e. what aspects of the local area are being investigated).</p> <ul style="list-style-type: none"> <li>■ Perhaps a <b>sketch map</b> showing the geographical location of the local area</li> </ul>
<b>Aims/Objectives</b>	<p>What the student set out to investigate and/or hoped to achieve through the activity. Numbered or bulleted list. The student may if he/she wishes, include both group and personal aims.</p> <ul style="list-style-type: none"> <li>■ <b>Five objectives</b> to ensure content and conclusions A <b>personal objective</b> ensures the Report is personalised.</li> </ul>
<b>Research Methods</b>	<p>A concise <b>description</b> of the different ways the student or group organised the collection of relevant information about the local area. Short numbered or bulleted sentences are sufficient.</p> <ul style="list-style-type: none"> <li>■ <b>Three Research methods</b> Ensure one personalised Research method</li> </ul>

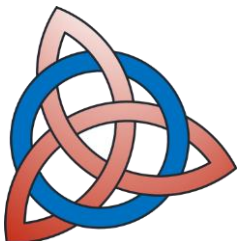
**Conclusions must link to aims**





## “MY OWN PLACE” REPORT CONTINUED

<b>Out-of School activity</b>	The student should record the <b>date ( include year)</b> of the activity, describe briefly what took place and indicate how the information gained was subsequently used. <b>This must be a Group activity.</b>
<b>Body of the Report</b>	<p><b>Main findings of investigation</b>                  Perhaps some headings and elaborate.                  Key aspects of the investigation are described and analysed.                  Paragraphs in a <b>logical sequence under clear headings (and sub-headings as appropriate)</b>.                  Small, relevant illustrations, such as maps or statistical tables may be included here.</p> <p><b>Analysis of a local issue</b>                  Identify and analyse an issue relevant to the local area being investigated and propose recommendations</p> <p><b>Link to learning</b>                  At least <b>two different subjects</b> along with an <b>explanation</b> of their relevance.</p> <p><b>Evidence of Personal Contribution</b></p> <ul style="list-style-type: none"> <li>■ A paragraph entitled “My Personal Contribution” in the body of the report</li> <li>■ By highlighting personal contribution (e.g. using italics) at appropriate points</li> <li>■ By including an overview and evaluation of personal contribution at the end</li> </ul>
<b>Conclusions</b>	Relate to the <b>aims/objectives</b> of the investigation and <b>elaborate</b> .
<b>Recommendations</b>	Based on the report’s <b>conclusions</b> (e.g. suggestions for future action). Perhaps three recommendations and ensure to <b>elaborate</b> .
<b>Evaluation</b>	Should include an evaluation of the Following <ul style="list-style-type: none"> <li>■ <b>Investigation itself</b></li> <li>■ <b>The group activity</b></li> <li>■ <b>Personal performance</b> (if not dealt with separately)</li> </ul>
<b>Appendices</b>	Maximum two items Ensure to cross reference in main Report: 1.1 etc <ul style="list-style-type: none"> <li>■ Photographs,</li> <li>■ Charts</li> <li>■ Diagrams</li> </ul>



# RECORDED INTERVIEW/ PRESENTATION

## Sample Interview – NCCA Guidelines

*DVD, 3 – 5 minutes maximum*

Marks  
50/240 20.83%

### Sample questions from the NCCA guidelines:

#### Introduction

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

#### Questions

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

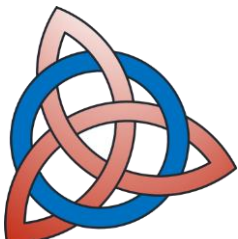
#### Conclusion

'Thank you for.....'



#### Presenting the Recorded Interview/ Presentation for Assessment

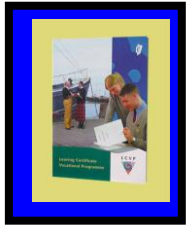
1. The Video/DVD and Audio Sequence sheet must be completed and returned with the Tape/disk.
2. Record school roll number and ensure the sequence sheet with Candidates name and exam number are in the same sequence as the recording on the tape/disk. If a student is now not participating in LCVP indicate on sequence sheet.
3. State/display exam number at the beginning of interview.
4. Video tapes must be in VHS format only or may be burned on to DVD.
5. Camcorder tapes are not accepted.
6. Use new tapes/disks and ensure to record as many candidates as possible on each tape/disk and submit two copies for assessment.
7. Each tape/disk should be numbered and labelled with school roll number and school name, along with relevant sequence sheet.
8. Ensure to return **two** tape/disks in protective sleeves/cases and that they are properly secured.
9. Before submitting the tape/disk check that each interview/presentation has been clearly recorded and that documentation is complete and accurate.
10. Each school is requested to retain a backup tape/disk and ensure it is readily obtainable during the month of June.



# LCVP SPECIFIC LEARNING OUTCOMES SLOS: 2 LINK MODULES

## APPLY THE LEARNING CYCLE: PLAN, EXPERIENCE, EVALUATE AND RECORD

### *LINK MODULE 1: PREPARATION FOR THE WORLD OF WORK*



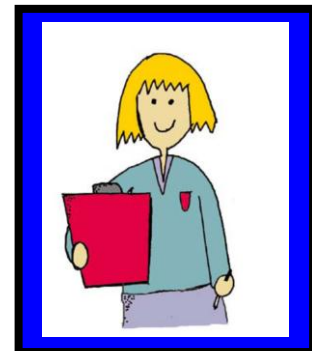
#### UNIT 1-Introduction to working life

- 1.1 – 1.5 identify the main sources of **employment**, the main agencies for **social services** and **job creation**, **transport**, **financial institutions** and **industrial relations** in the local area
- 1.6 identify the principal **economic activities** in 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 Leaving Certificate subjects

1.2 to 1.7. 2.1 and 3.1 are related to My Own Place

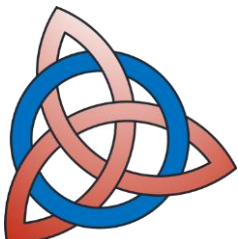
#### UNIT 2-Job seeking skills

- 2.1 recognise the different ways in which **job vacancies are advertised**
- 2.2 **apply for a job** by letter, telephone and e-mail
- 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

- 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 Leaving Certificate subjects



# PREPARATION FOR THE WORLD OF WORK - CONTINUED

## UNIT 4- Work Placement



- 4.1 specify **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 Leaving Certificate subjects

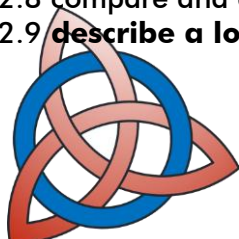
### **LINK MODULE 11: Enterprise Education**

#### **UNIT 1-Enterprise skills**

- 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 Leaving Certificate subjects
- 1.11 evaluate the successes achieved and problems encountered in this unit

#### **UNIT 2-Local Business Enterprises**

- 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 Leaving Certificate 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



## ***Enterprise Education - continued***

- 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 Leaving Certificate subjects
- 2.15 evaluate the successes achieved and problems encountered in this unit

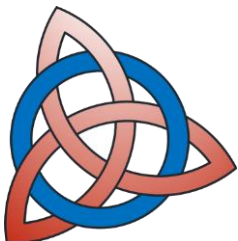
## **UNIT 3-Local Voluntary Organisations /Community Enterprises**

- 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 Leaving Certificate subjects to formulate questions on 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 Leaving Certificate subjects
- 3.8 evaluate the successes achieved and problems encountered in this unit

## **UNIT 4-An Enterprise Activity**

- 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 Leaving Certificate 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 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 report
- 4.14 link the activities in this unit to learning in relevant Leaving Certificate subjects
- 4.15 evaluate the successes achieved and problems encountered in this unit

*Ensure to discuss the following: Planning, Skills, Evaluation and Cross curricular.*



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