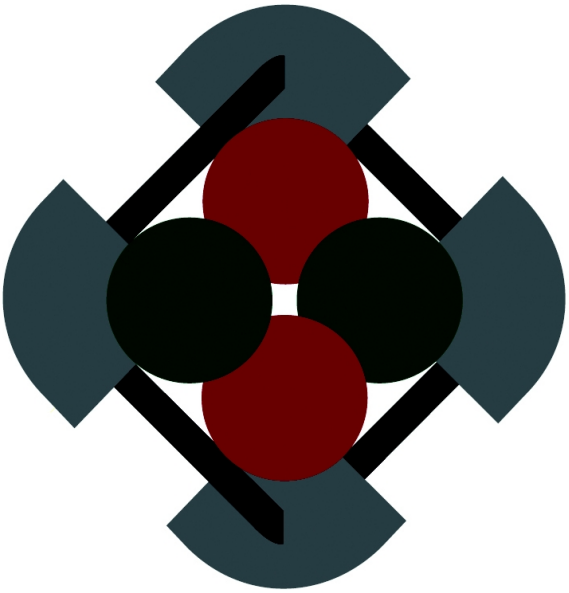
LCVP



About the LCVP in St. Ciaran's

"The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established).

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
- Word process CVs, letters, reports and create illustrated documents
- Send and receive e–mail messages
- Access and use relevant information from the Internet and enter, edit, store, retrieve and print information
- Work with others as part of a team
- Investigate and plan career options
- Use information and communications technologies
- Investigate local businesses 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 strong vocational focus of the LCVP is achieved by arranging Leaving Certificate subjects into Vocational Subject Groupings (VSGs) and through the provision of additional courses of study in work preparation and enterprise known as the Link Modules.

Programme Requirements:

- At least five Leaving Certificate subjects, one of which must be Irish
- Two of the below subjects must be selected from one of the designated Vocational Subject Groupings
- Two Link Modules: Preparation for the World of Work and Enterprise Education
- A recognised course in a Modern European Language other than Irish or English

Vocational Subject Groupings (VSGs)

Two subjects are selected from one of the Vocational Subject Groupings. These subjects provide students with a focus for developing vocational skills and exploring their career options.

The Specialist Groupings consist of subjects which complement one another naturally. The Services Groupings comprise subjects which complement one another in a commercial context.

Vocational Subject Groupings (VSGs)
Specialist Groupings
1. Construction Studies or Engineering or Design Communications (any two) 2. Physics and Construction Studies or Engineering 3. Agricultural Science and Construction Studies or Engineering 4. Agricultural Science and Chemistry or Physics or Physics & Chemistry (combined subject) 5. Home Economics and Agricultural Science or Biology 6. Home Economics and Art 7. Accounting or Business or Economics (any two) 8. Physics and Chemistry 9. Biology and Agricultural Science 10. Biology and Chemistry or Physics or Physics & Chemistry (combined)
Services Groupings
11. Engineering and Business or Accounting or Economics 12. Construction Studies and Business or Accounting or Economics 13. Home Economics and Business or Accounting or Economics 14. Agricultural Science and Business or Accounting or Economics 15. Art and Business or Accounting or Economics 16. Music and Business or Accounting or Economics

The Link Modules

Students taking the Leaving Certificate Examination from 2004 onwards will follow two Link Modules over the course of the two years.

Link Module I – Preparation for the World of Work

Students will research and investigate local employment opportunities, develop job seeking skills such as letter writing, CV presentation, interview techniques; gain valuable practical experience of the world of work; interview and work shadow a person in a career area that interests them

Link Module II – Enterprise Education

Students will be involved in organising visits to local business and community enterprises; meet and interview enterprising people on site and in the classroom; plan and undertake interesting activities that will build self–confidence, creativity, initiative and develop teamwork, communication and computer skills.

Typical LCVP Students

Typically, LCVP students take seven Leaving Certificate Subjects plus the Link Modules

Information and Communications Technology

Students taking the LCVP will have an opportunity to develop and apply their IT skills.

Teaching and Learning

The use of active teaching and learning methodologies is encouraged across the LCVP curriculum. Experiences such as work placement, career investigation, mini–enterprise, business and community visits are an integral part of the programme. 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.

Typical LCVP activities may include:

Conducting Investigations – businesses, community enterprises, agencies
Arranging Visits out of school to sites of interest in the context of conducting investigations
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, practice at interviews
Experiencing the world of work, work experience, work simulation, work shadowing
Making presentations to adults and peers
Using Information and Communications Technology – to access, store, communicate and present information

Assessment of the Link Modules

LCVP students follow the same subject syllabi and are assessed in the same way as their peers in the Leaving Certificate. For the Link Modules they are assessed by Written Examination (40%) and by Portfolio of Coursework (60%).

The structure of the Written Examination is as follows:

Section A Audio Visual Presentation
Section B Case Study (received in advance by students)
Section C General Questions (4 out of 6)

The Portfolio of Coursework accounts for 60% of total marks. Students assemble the portfolio over the two years of the programme and it is assessed at the end of the final year of the Leaving Certificate.

LINK MODULES - PORTFOLIO OF COURSEWORK	
CORE ITEMS	OPTIONAL ITEMS (any two)
Curriculum Vitae Career Investigation Enterprise/Action Plan Summary Report	Diary of Work Experience Enterprise Report Recorded Interview/Presentation Report on My Own Place

Certification

LCVP students receive the same certificate as other Leaving Certificate students but their Certificate includes an additional statement of the results of the Link Modules.

Grades for the Link Modules are as follows:

Grade	Per cent
Distinction Merit Pass	80% – 100% 65% – 79% 50% – 64%

The Link Modules are recognised for points purposes by the Institutes of Technology and the Universities. The points are allocated as follows:

Points	Universities and Institutes of Technology award		
Distinction	66 points	Merit 46 points	Pass 28 points

NEW CAO Points Scale

LCVP New Grades		
Distinction	H4	
Merit	H6	O2
Pass		O4

Portfolio Marking Scheme

LCVP Portfolio Marking Scheme

Student No: …….. **Portfolio Total: (Maximum 240 marks)**

MARKING SCHEME CORE		MAXIMUM MARK	ACTUAL MARK
1.	**Curriculum Vitae**		
	Word processing ----------	1 -- 2	
	Presentation/layout (conventional order)----------	1 -- 3	
	Personal details (any 4 items including signature)----------	0 -- 4	
	Skills and qualities----------	0 -- 2	
	Educational qualifications----------	0 – 3	
	Work experience----------	0 – 3	
	Achievements/interests/hobbies----------	0 – 5	
	Referees----------	0 – 3	
	Sub-total ----------	**25**	

2.	**Enterprise/Action Plan**		
	Presentation and layout----------	0 -- 3	
	Title/purpose----------	0 – 2	
	Objectives(at least two needed)----------	0 – 4	
	Research methods----------	0 – 2	
	Analysis of research----------	0 – 6	
	Action steps----------	0 – 6	
	Schedule of time/costs----------	0 – 6	
	Evaluation methods----------	0 – 6	
	Sub-total----------	**35**	

3.	**Career Investigation**		
	Title/word Processing/use of headings/*Audio Tape* or communication in clear and confident manner)----------	0 – 5	
	Description of duties involved in the career/area----------	0 – 3	
	Identification of skills and qualities needed----------	0 – 5	
	Identification of qualifications & training needed----------	0 – 5	
	What was learned by the research/activity about career a oneself.----------	0 – 8	
	Description of two different pathways to the career----------	0 – 4	
	Evaluation: of the career----------	0 – 5	
	of undertaking the career investigation----------	0 – 5	
	Sub-total---------- 40		

4.	**Summary Report**		
	Presentation layout----------	1 – 5	
	Title/name of activity----------	0 – 5	
	Author's name----------	0 / 5	
	Terms of reference of report/aims of the activity----------	0 / 3 / 5	
	Body of report – content (short sentences, summaries,---- appropriate language)	1 – 10	
	Body of report – clarity (headings, logical structure, flow, originality of thought)----------	1 – 5	
	Conclusions/recommendations----------	1 – 5	
	Sub-total---------- 40		

Core: (Maximum 140 marks) ….

MARKING SCHEME OPTIONS	MAXIMUM MARK	ACTUAL MARK
5. Record / Log / Diary		
Presentation/layout----------	0 – 5	
Name and description of work experience placement----------	0 – 5	
Reasons for choosing work experience placement----------	0 – 5	
Content		
Factual day to day account of at least 3 days/entries as follov		
Detailed personalised account----------	0 – 10	
Candidate analysis of own performance in different situatic	0 – 10	
Expression and evaluation		
Evaluation of experience in the light of study & career aspiratio	0 – 5	
Evaluation of how what has been learnt can be applied to work		
the home, school and the local community----------	0 --10	
Sub-total---------- 50		

6. Report		
Presentation/layout----------	0 – 4	
Title/table of contents----------	0 – 2	
Author's name or signature----------	0 -- 2	
Terms of reference of report/aims of activity----------	0 – 4	
Summary of main points----------	0 – 4	
Body of report (may include personal contribution)		
Account of activity----------	0 – 10	
Use of appropriate depth, detail, organisation of information	0 – 8	
Use of charts, tables, diagrams----------	0 – 4	
Conclusions/recommendations----------	0 -- 6	
Evaluation----------	0 – 6	
Sub-total---------- 50		

7. My Own Place		
Presentation/layout----------	0 – 4	
Title/table of contents----------	0 – 2	
Description of local area/what is under investigation----------	0 – 5	
Aims/objectives----------	0 – 5	
Research methods----------	0 – 5	
Body of Report – description & analysis of key aspects----------	0 – 6	
- use of logical sequence/headings/illustrations----	0 – 5	
- analysis of issue/suggestions for improvements----	0 – 6	
Conclusions and recommendations----------	0 -- 6	
Evaluation----------	0 – 6	
Sub-total---------- 50		

8. Recorded Interview/Presentation		
Presentation (neat in the context of the interview/presentatic	0 – 4	
Variety of tone, gesture, diction, eye contact.----------	0 – 4	
Ability to communicate message clearly, engage audience, ela		
on points/questions, logical sequence of thought.----------	0 – 36	
Pass (18 – 23) basic communication skills		
Merit (24 – 27) ability to express ideas and opinions		
clearly and knowledge of topic		
Distinction (28 – 36) knowledge and ability to		
Communicate ideas and own opinions clearly in a logical sequer		
Information (content)----------	0 -- 6	
Sub-total---------- 50		

Any Two Options: (Maximum 100 marks) ….

Career Investigation

– Short Version

Career Investigation of: …….

Submitted by:

Description:

Describe the **career** concisely and accurately.

Outline three responsibilities/duties/tasks that have to be performed.

Skills and Qualities:

What are the most essential skills needed for the job?

(computer skills, communication skills, creative skills, organisational skills, etc)

What are the most essential personal qualities/attributes that a person should have for this career?

(motivation, people person, team player, attention to detail, honest, empathetic, leadership, able to delegate, creative, diligent, hard-working, energetic, fitness, etc)

Qualifications and Training Required:

State how many avenues there are for getting the qualification or training. Outline two pathways using the following headings.

Institution: give the name and address of the institution: University, private third level institution etc

Basic Entry Requirements: Grade D in honours math etc

Admission Process: Interview, Aptitude test, Third level **points** etc

Course Duration: 2 years, full-time/part-time

Certification Authority/Qualification Obtained: Solas, PLC (FETAC), NUI, etc Certificate, Degree et

Institution: give the name and address of the institution: IT, University, Technical University, private third level institution etc

Evaluation of my selected Career in light of my personal aptitude, interests, and choice of Leaving Certificate subjects:

- What do you have an aptitude for
- what are you good at?
- Did you do an aptitude test and what did it indicate?
- Does it correspond with what is required for this **career**?

What are you interested in?

- What work do you enjoy?
- Was there any aspect of work experience/summer work/work shadowing/work at home that you liked?
- Is there an individual in a particular **career** that you admire/see as a role model/would like to achieve the same success as?
- How do these interests tie in with the **career** being investigated?

Leaving Certificate subjects

- Outline two **subjects** you are studying at **leaving** cert that are most relevant to this **career** being investigated.
- Say how they are relevant to this **career**.
- Identify what skills/knowledge have learned in your **subjects** and how that can be applied in your chosen **career**.

Out **of Class Learning Experience:**

(Interact with adults other than teachers in a relevant out of class learning experience

Did you do work experience/work shadowing/interview someone in the **career**/summer work/work at home, in community/ mock interview?

What was your role?

What did you discover about the **career**?

What did you like about the job?

What did you dislike?

How did the experience influence you decision about the **career** being investigated?

Evaluation of Career Investigation:

Insight gained:

Having completed this **career** investigation, I believe that I will/will not pursue a **career** in…

Insights I gained: ….

This investigation has taught me ……

Without carrying out this **career** investigation I would not have learned that…

This investigation has helped me to evaluate my own skills and aptitudes because I discovered that I….I learned how essential work experience/work shadowing is to a **career** investigation because while on work experience/work shadowing I discovered that……Although I have decided that I will not pursue a **career** in….I know how to investigate any **career** comprehensively

Skills developed:

This Career Investigation has helped to expand my skills in …….research, analysis, reporting, Information technology, communication etc. elaborate

Sources of information: Websites/books

CAREER INVESTIGATION- Marking Scheme

Title 1m **Word Processing 3m** **Use of headings 1m**	Punctuation, appropriate font, spelling, indents, grammar, length, title, layout.	**TOTAL 5M**
Description of duties involved in the career area	3 statements @1m each.	**TOTAL 3M**
Identification of skills & qualities needed for this career	List or a paragraph outlining at least 3 skills and 3 qualities needed for this career.	**TOTAL 5M**
Identification of qualifications & training needed for this career	You must give details of the course 3m End qualifications 1m Length of the course of 1m	**TOTAL 5M**
What was learned about the research/activity about the career and oneself	You MUST show interaction with an adult other than a teacher. Out of class experience You should talk about your aptitudes & you MUST link the career with your choice of Leaving Cert subjects.	If you do not mention your out of school research or don't link or mention your LC subjects then Max 4m. **TOTAL 8M**
Description of two different pathways to the career you investigated	Entry points must be included Course Title College Name 2 @2m each If only one pathway to the career then an alternative career must be mentioned.	**TOTAL 4M**
Evaluation of the career	You must state clearly why you still want to pursue the career or why you don't now wish to pursue it. You must state the plus/minuses of the career 2 @2m each +1	**TOTAL 5M**
Evaluation of undertaking the career investigation	You must mention the skills you developed or the new skills you learned 3m You must mention what was achieved by doing the career investigation 2m.	**TOTAL 5M**

TOTAL 40M

Skills & Qualities

What are Your LCVP Skills/ Qualities?

Knowing your qualities and skills personal is the foundation of good care
choice, planning and job application techniques

It is important to have evidence that you possess a range of skills it is important that you can identify your skills and be able to give examples of them as a result of the Link Modules.

Qualities/ Skills

Define quality and skills: ……..

Quality: are the personal characteristics
You can develop techniques to overcome the lack of the quality

Qualities:

- Determination
- Enthusiasm
- Energy
- Drive
- Honest
- Leadership
- Being flexible
- Innovative/ Creative
- Motivator
- Inner Control
- Being clever

Skills in the Link Modules classroom

- The first step is to **identify** skills
- Students may not be aware of the skills they possess, both **individually** and as a **group**
- Students need to be aware of which skills may need to be **developed**

Skills/Qualities are important for the following Portfolio Items: Curriculum Vitae, The Career Investigation, Enterprise/ Action Plan, Diary of Work Placement, Diary, Recorded Interview/ Presentation and the Written Paper.

Discuss skills with Student's; ensure students are aware of the following skills in detail. Ensure when documenting an **individual objective** for a Portfolio item (Plans, Reports etc) that it includes **three skills** which will create an excellent statement to elaborate.

Communication Skills:

- Contacting and making arrangements with LCVP speakers, organisations and work placements
- Briefing all of the above
- Managing / Leading people
- Making Presentations/ role-play in the Link Modules Classroom and to outside Organisations/Agencies
- Sending 'thank you' letters, emails, Phone calls etc
- Ensuring other students are interested / involved in activities and Portfolio items
- Introducing, listening and summarising Link Modules activities
- Share information and work cooperatively Chairing meetings, or participating in other roles

Team Work Skills:

- Group activities, e.g. Team Enterprise, My Own Place investigation,
- Taking responsibility
- Seeking help when required from Link Modules Teacher and other adults
- I meet my own objectives and help others to meet theirs
- Listening to others
- Assess the effectiveness of the Team, see how it can be improved
- Resolve problem situations, avoid apportioning blame, use negotiation techniques to support others
  members to learn from our mistakes
- Discussion, group disagreements norming, forming and performing

Organisation Skills:

- Decide who does what
- Setting up room for LCVP Visitor, preparing for work placement
- Obtaining and collecting permission slips for outside visits
- Making time arrangements and finalising administration and room
- Organising meetings, visits out and visits in

Research Skills:

- Organising material and designing questionnaires
- Gathering information
- Reading, summarising and analysing information
- Identifying sources
- Analysis of information and evaluation

Administrative Skills:

- Writing letters, emails, plans and reports
- Word processing
- Keeping records
- Telephoning, letter writing and emailing

Presentation Skills:

- Structuring material
- Using visual stimulus to enhance Presentations
- Deciding on 'what and how to say it'
- Argue and debate points
- Public speaking

Information Technology Skills:

- Emailing
- Sourcing and using websites i.e. www.eoy.tv
- Using camera and video i.e. Recorded Interview
- Word processing
- Editing materials/ Portfolio Items
- Knowledge of computer packages
- Accurate key board skills

Skills of Analysis:

- Presenting facts from researching Link Modules
- Preparing summaries, tables and diagrams for LCVP Reports
- Understanding material and information
- Solving problems in your own way
- Identifying other points of view

Sometimes Skills can be defined using the following headings:

- **Technical/Practical Skills**

Writing letters/emails,Modern European languages, Information Technology skills, Researching, Managing finance, Numbers, Idea Generation , Designing Advertisements/Art, Telephone skills, Good with my hands, Knowledge of materials, Making things, Report writing, writing Enterprise/ Action Plans.

- **Personal Skills/Qualities**

Honest, Dependable, Willing to learn, Confident ,Determined, Creative, Show initiative, Know strengths, Humorous ,Friendly, Organised, Admit mistakes, Accept criticism and Express my opinion

- **Interpersonal/Group Skills**

Work well with others, Communicate well, Lead others/chair meetings, Allow others to lead, Deal with conflict, Listen to others, Teach skills to others, Meet and greet strangers, Seek the opinion of others, Ensure others are heard, Speak in front of a group, Follow the ideas of others, Encourage others, Get on with authority.

Classroom ideas:

- Provide students with a **word bank**
- Students complete the **Multiple Intelligence** test and write a personal statement describing at least three skills and three qualities
- Provide students with a list of skills and individually ask them to name three skills which most describes them and why?
- Ask students to view Link Modules exam papers and discover questions related to skills and qualities. Ensure to view relevant **marking schemes**
- Discuss the importance of skills and qualities for all Portfolio items
- Describe three qualities and skills used in the Link Modules (**SEE** approach: **S**tate, **E**xplain with two good statements and a relevant **E**xample)

Career Skills - Definitions

People Skills	
Sensitivity to others	*Shows ability to maintain a deep interest in the concerns and feeling of others. Inclined to find ways to help people.*
Insight into others	*Shows an understanding of what makes people do what they do, and tolerance of the actions of others. Good at reading the moods of others.*
Openness to others	*Is open to, and communicates with people at all levels. Inclined to share personal experiences and trust people.*
Respect	*Shows consideration for the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races).*
Speaking / Presenting	*Presents information clearly and confidently to other individuals or groups. Maintains good eye contact and keeps the attention of an audience or individual.*
Active listening	*Pays full attention to what other people are saying, takes time to understand the points Being made, asks questions as needed, and does not interrupt inappropriately.*
Conversation	*Speaks clearly and listens attentively. Attends to other people, not to themselves. Seeks clarification where necessary and attends to body language appropriately.*
Persuasion	*Shows ability to influence peoples beliefs and actions. Shows ability to win people's co-operation and support for ideas or activities.*
Team membership	*Works easily with groups of people and shows loyalty and commitment to the teams' objectives. Attends to each member's views equally.*
Team participation	*Openly expresses views and opinions within a group. Shows willingness to take on tasks and responsibilities as appropriate to one's experience.*
Leadership	*Shows the ability to communicate a vision or goal to others and lead them towards achieving it. Pushes for action and results, and wins the support and help of others.*
Task Skills	
Planning / Organising	*Creates clear goals, identifies and finds the resources (e.g. time, people, materials) needed to achieve them, and schedules tasks so that work is completed on time.*
Time management	*Takes the time to organise events and tasks carefully so as to use time efficiently. Uses a diary/planner to ensure tasks are undertaken.*
Practical skills	*Uses equipment, tools or technology effectively. Easily follows instructions and shows willingness to use whatever tools or technology is required.*
Computer skills	*Confidently uses a computer to write documents, browse the internet or use email programs. Can save files, locate them efficiently and print them.*
Problem solving	*Shows interest in finding the cause of problems, looks for and chooses effective solutions and takes the necessary action to resolve them.*
Business awareness	*Shows understanding of the main business activities of the company/organisation. Has a good sense of the business opportunities available, and the primary competitors.*
Customer focus	*Shows understanding and concern for customers' needs, is helpful and friendly to them, and deals effectively with any questions or complaints they may have.*
Personal Skills	
Learning skills	*Seeks and willingly takes opportunities to learn. Shows interest in personal learning and development. Looks for feedback to improve understanding.*
Adaptability	*Adapts easily to new challenges and shows openness to new ways of doing things. Effective at changing plans or actions to deal with changing situations.*
Goal setting	*Shows the ability to make a decision about what is wanted, and determine when it is to be achieved. Stays committed to the goal, and deals with setbacks realistically.*
Initiative	*Demonstrates ability to take the initiative in a situation. Shows inclination to find opportunities to make decisions or influence events.*
Independence	*Able to perform tasks effectively with minimum help or approval, or without direct supervision.*
Motivation	*Shows the drive to succeed and excel at tasks. Shows confidence in abilities and expects to succeed at all tasks agreed on.*
Dependability	*Is reliable, responsible and dependable in fulfilling duties. Carefully checks work to ensure all details have been considered.*
Professionalism	*Remains calm and self-controlled under stressful situations. Works to deliver the best interests of the organisation at all times, and maintains appropriate dress code.*

Career Investigation - Samples

Career Investigation Sample

Author: Thomas Sweeney

Title: Career investigation into Computer Games Developer

Description: A person working as a game developer can specialise in many areas, including:

- Software engineering.
- Multimedia and web development.
- Systems architecture.
- Games specialist and games design.

How would you improve on this?

Skills and Qualities:

Skills:

- Computer Skills, Creative Skills, Organisational Skills.

Qualities:

- Team player, Motivated, Attention to detail.

Qualifications and Training:

Pathway 1 – Direct entry

- The course title is Bachelor of Science (Honours) in Computing in Games Development.
- The points for the last 3 years for this course are around 280 - 320
- The entry requirements are at least a H5 in two higher level papers together with at least a O5 in four ordinary level subjects. Mathematics must be at least a O3 in ordinary level.
- The college I have chosen is Dundalk Institute of Technology.
- The course duration is 4 years full time.
- The details of the course are that the degree aims to provide you with comprehensive knowledge and skill in developing software and, in particular, the opportunity to gain expertise in the development of computer games.
- The end qualification is being a Games Specialist/Designer.

Pathway 2 – Alternative Entry

- You could do a FETAC Level 5 course called Creative Media for 1 year in Cavan Institute of Technology and the get a transfer into Dundalk Institute of Technology after that year.
- The entry requirements are to have completed the leaving cert or leaving cert applied.

Interaction:

- I completed work experience at PC World in Navan during February 2021
- I liked that area of work because I worked with computers and games etc.
- I completed some work shadowing with the technician in PC World and I found that work amusing as you were working with different parts of the computer.
- The experience at PC World made me want to try my best in my Leaving Certificate to get into college and find out more about computers and games.

What I learned by the research/activity about career and oneself:

(Leaving Certificate Subjects)

- The two subjects that are relevant to this career are Maths and Design and Communication Graphics.
- Maths is important because the course requirements are a O3 in Ordinary Level Maths.
- Design and Communication Graphics is important because I need Graphics Design in the course.
- The skills I have learned from these subjects are – Computer skills and Numeric skills.

(Personal aptitudes/Personal Interests)

- I have an interest for Computers and Graphics Design.
- I am reasonably good with Computers.
- I enjoy work that involves Computers and Games.
- I enjoy the Work Shadowing when I was at work in PC World.
- These interests tie in with the career because both careers involve Computers and Games.

Evaluation of Career Investigation:

Having completed my career investigation, I believe that I will pursue a career in Computing in Games Development. This investigation taught me that I would really like to go to college to study that course and make a career out of it. Without carrying out this career investigation I would not have learned that I needed some key requirements to get into the college course i.e. a H5 in two higher level subjects.

This investigation has helped me to evaluate my own skills and aptitudes because I discovered that I can use the research and computer skills that I have used while doing this career investigation in the future, at college or in a job involving computing. This career investigation helped me to expand my skills in: research, computing and communication as I had to search the internet to find out more about the course and ask my computer teacher about computing courses.

Career Investigation

Author: Thomas Sweeney

Title: Career Investigation of Computing in Games Development.

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- Software engineering.
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- Systems architecture.
- Games specialist and games design.

Skills and Qualities:

Skills:

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- The college I have chosen is Dundalk Institute of Technology.
- The course duration is 4 years full time.
- The details of the course are that the degree aims to provide you with comprehensive knowledge and skill in developing software and, in particular, the opportunity to gain expertise in the development of computer games.
- The end qualification is being a Games Specialist/Designer.

Pathway 2 – Alternative Entry

- You could do a FETAC Level 5 course called Creative Media for 1 year in Cavan Institute of Technology and the get a transfer into Dundalk Institute of Technology after that year.
- The entry requirements are to have completed the leaving cert or leaving cert applied.

Interaction:

- I did work experience at PC World in Navan over the mid-term in 2021.
- I liked that area of work because I worked with computers and games etc.
- I completed some work shadowing with the technician in PC World and I found that work amusing as you were working with different parts of the computer.
- The experience at PC World made me want to try my best in my Leaving Certificate to get into college and find out more about computers and games.

What I learned by the research/activity about career and oneself:

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Evaluation of Career Investigation:

Having completed my career investigation, I believe that I will pursue a career in Computing in Games Development. This investigation taught me that I would really like to go to college to study that course and make a career out of it. Without carrying out this career investigation I would not have learned that I needed some key requirements to get into the college course i.e. a C3 in two higher level subjects.

This investigation has helped me to evaluate my own skills and aptitudes because I discovered that I can use the research and computer skills that I have used while doing this career investigation in the future, at college or in a job involving computing. This career investigation helped me to expand my skills in: research, computing and communication as I had to search the internet to find out more about the course and ask my computer teacher about computing courses.

Career Investigation

Author: Jane Smith

Examination Number:

Title: Career Investigation into Primary School Teaching

Description Primary School teachers are involved in the social, intellectual, physical and moral development of pupils in their class. A teacher works with one single class for the entire academic year and is responsible for teaching a wide range of subjects on the National Curriculum.

Skills and Qualities

Skills

- A teacher requires excellent communication skills for dealing productively with young children.
- A teacher needs good organisational skills, to timetable and prioritise the workload.
- A teacher should have administrative skills for dealing with planning and paperwork.

Qualities

- Committent, as a teacher needs to be committed to her pupils well-being
- Creativity, so as to be able to able to engage the students in learning.
- Flexibility, for dealing with a multitude of unplanned events during a day.

Qualifications and Training

Pathway 1 – Direct Entry

- The course title is Bachelor of Education (Honours) – Primary Teaching.
- The points for the previous three years were between (2014) 465, (2015) 485 and (2016) 510.
- The entry requirements are at least two Higher Level papers at grade H5 and four Ordinary or Higher Level papers at grade H7/O6. Irish must be a Higher Level H5, English must be an Ordinary Level O6 or a Higher Level H7 and at least an O6 in Ordinary Level Maths.
- The Higher Education Institute I have chosen is Maynooth University.
- The course duration is 4 years.
- You will take Education modules and a school-based placement across all four years of this professional teaching degree, as well as a placement in the Gaeltacht for two fortnight Blocks in years one and two of the degree. Some of course content includes: Teacher as Learner, Curriculum and Methodologies and Placement learning.
- The end qualification is a Bachelor of Education.

Pathway 2 – Alternative Entry

- You could complete any level 8 honours Degree in any discipline ideally with professional involvement in the delivery of learning in education or in training. My preference would be an Arts Degree in Maynooth University.
- After that you could complete a two year course Professional Masters in Education – Primary Teaching in Hibernia College or equivalent.

Interactions:

- I completed my work experience in Lacy and Partners Solicitors in Kells from 13th April – 17th April 2021.
- I enjoyed the work experience as it prepared me for the working world.
- The experience helped me improve a number of skills including communication skills as clients came into the office and general word processing skills in typing up forms.
- The experience I gained at the Solicitors' Office made me want to work harder and try my best in my Leaving Certificate in order to gain entry into college.

What I learned by the research/activity about teaching and myself :

- All my Leaving Certificate Subjects are relevant to this career as you are seeing teaching techniques first hand.
- Irish is important because the course requirement is a H5 in Higher Level Irish.
- Maths and English are also important because as they are subjects taught in Primary School.
- I really enjoy working with young children.
- My interests, as outlined the Career's Interest Test on www.qualifax.ie tie in with this career.

Evaluation of Career Investigation:

Having completed my career investigation, I believe I will pursue a career in Primary School Education. This investigation taught me that I would really like to go to college to study that course and make a career out of it. Without carrying out this career investigation I would not have known that there are alternative entry routes for primary school teaching i.e. Hibernia College. This investigation has helped me to evaluate my own skills and aptitudes because I discovered that I can use the research and computer skills that I have learned while doing this career investigation in the future, at college, or in the classroom as a primary school teacher. This career investigation helped me expand my skills in research and communication as I had to search the internet to find out more about the course and interview my guidance counsellor about education courses.

Career Investigation

Author: John Smith

Examination Number:

Title: Career Investigation into Agricultural Advisory

Description: An Agricultural Advisor serves a very important role for farmers. They provide advice in all matters regarding agriculture. The role involves interacting with farmers on a daily basis, organising farm talks and walks and analysing data. It is a very active career and involves travelling during the working day, attending meetings and office work in particularly busy seasons.

Skills and Qualities:

Skills

- They need to have exceptional communication skills.
- They need good analytic skills to deal with all the data and information.
- They need to have exceptional organisational skills to manage a large workload efficiently.

Qualities

- They mus be enthusiastic about their job.
- They must be honest in their dealings with people.
- They must display leadership qualities as they guide people with new technologies.

Qualifications and Training:

Pathway One – Direct Entry

- The Higher Education Institute I have chosen is University College Dublin.
- The course title is Bachelor of Agricultural Science (Honours).
- The points for the previous three years were 455 (2018), 465 (2019) and 470 (2020).
- The entry requirements are passes in six subjects, two of which must be a minimum higher level H5 and a laboratory science subject where Agricultural Science is acceptable.
- The duration of this course is 4 years.
- Some of the subjects taught on the course are: Animal Biology & Evolution, Cell & Plant Biology, Physics, Discrete Mathematics, Calculus, Chemistry, Information Skills & Computer Applications and Agricultural Economics & Business.
- The course is full time and roughly forty hours a week. This includes lectures, tutorials and laboratory-based practicals and undertaking an independent study. In the third year of the course a professional work experience module must be completed. This provides opportunities to work on farms or businesses all over the world including New Zealand, Australia and USA.
- The Qualification at the end of the course is a Bachelor of Agricultural Science.

Pathway 2 – Alternative Entry

- To pursue a career as an Agricultural Advisor a Bachelor of Agricultural Science is highly advised.
- I could study a Higher Cert in Agriculture (Level 6) for two years at Dundalk Institute of Technology with the progression to the one year add on Bachelor of Agricultural Science (Level 7) at the same college. After this, if successful, I could then finish an extra year at Level 8. This would take four years to complete.
- The entry requirements for the course are five passes in the Leaving Certificate, including Maths and English.
- This pathway would include two-three days a week in Ballyhaise Agricultural College where you would gain practical experience. The remaining days are spent in DkIT.
- Similar subjects are studied in DkIT and you receive the same qualification at the end as UCD. A Bachelor of Agricultural Science (Honours).

Interactions:

- I completed my work experience in Lakeland Dairies, Bailieborough, Co. Cavan from the 16th to the 18th of February 2020.
- I enjoyed the work experience as it gave me an insight into the world of work.
- The work experience helped me have a better understanding of animal science as I was dealing with dairy cow herds and I improved my computer skills as I had to fill out forms and control laboratory machines.
- I attended the UCD Open Day on the 7th November 2021.

Insights gained from doing this research:

- I learned that three of my Leaving Certificate subjects are very important, Agricultural Science, Geography and Maths. They are all relevant to this career because they contain topics like biology, farm experience, soils and calculations.
- I learned that I need to have good communication skills as interaction with other people is a main aspect of the career.
- I carried out an interest with my guidance counsellor and scored high in the Agricultural and practical areas.

Evaluation: Having completed my career investigation, I believe that I will pursue a career in Agriculture. It made me realise that there is good employment opportunities in this sector and it would be great to work at something you have a passion for. This investigation taught me that I would like to go to College and made me focused about the Leaving Certificate. I feel my work experience module helped me greatly and by doing this investigation I could further research courses and employment in Agriculture. This career investigation has improved my research and communication skills as I had to search the internet for information and talk to my guidance counsellor for advice. Given the practical nature of this course my Agricultural Science and English will be the most relevant subjects for me.

Sources of Information: I gained information from www.qualifax.ie, www.teagasc.ie, UCD undergraduate prospectus, DkIT undergraduate prospectus and my guidance counsellor.

CHECK LIST FOR CAREER INVESTIGATION

Did you proof read your Career Investigation?

Have you checked your word count – between 300 and 600 words?
Did you check for accuracy of presentation and layout?
(spelling, punctuation, grammar, font, headings, tabulation and indentation)

Have you included a title, naming the career you are investigating?

Have you described three duties involved in the career you have investigated using sentences in each case?

Did you name the skills required for this career – giving three?

Did you name the important qualities needed – giving three?

Have you described the training needed to become qualified in this career area?

Have you stated the following:
subjects you will study and the length of the training course?
qualification you will achieve at the end of the training period?

Did you carry out research to check your own aptitude for this career?

Did you engage in any out-of-school activity?
(such as interviewing a person in this career area or work shadowing
or work experience that shows you are aware of the aptitude required)

Did you mention how your Leaving Certificate subjects link to this career?

Did you outline two pathways to achieving this career?
(stating the name of the colleges offering the training,
the courses you will follow, the most recent CAO points required, if applicable)

If entry to the course is not through CAO did you state the title of the course,
the college and the entry requirements?

Have you evaluated the career?

Did you state your conclusions having carried out all of the above research?

Did you state what factors influence your conclusion?

Have you evaluated the experience of carrying out the career investigation?
(the personal skills you developed or improved while carrying out your
career investigation)

Proof read your career investigation again before including it in your Portfolio. Make any corrections necessary.

Remember, you submit your *best* work for assessment.

LCVP

LCVP Terminal Examination

The Career Investigation may also appear on the written exam paper in the General Questions Section.

References

LCVP Written Exam **Section C Q1**

Career choice is important so that you select a career that best suits your aptitudes and abilities.

(a) Name a career you have investigated (1 mark)
(b) List three qualities you have which makes this a suitable career for you (6 marks)
(c) Identify two of your Leaving Certificate subjects which you consider the most relevant for this career. Explain why each subject is relevant. (8 marks)
(d) Describe how you went about investigating the career mentioned. (10 Marks)

LCVP Written Exam **Section C Q1**

A career investigation is intended to help you research a career based on your knowledge of yourself, your abilities and your aptitudes.

(a) Identify a career you investigated.
(b) List three qualities you have which make this career a suitable one for you.
(c) Describe the contact you had with a person from outside the school when investigating the career. How did you benefit from this contact?
(d) Identify the two Leaving Certificate subjects which you believe are most relevant to your career choice. Explain why each subject you identified is relevant

Recorded Interviews

Checklist for Recorded Interview/Presentation

LCVP

Ensure you can tick each statement <u>before</u> you complete your Recorded Interview. If any statement cannot be ticked, make the necessary changes.

Have you checked your time – a minimum of three and a maximum of five minutes? ☐

Does your Recorded Interview relate to LCVP activities that you engaged in during the course of the two year programme? ☐

Have you commenced by stating your Leaving Certificate number? ☐

Is your Leaving Certificate number displayed at all times? ☐

Have you researched your questions and sample answers? ☐

Are you making eye contact with the Interviewer? ☐

Did you express your ideas in a logical sequence? ☐

Did you express your opinions clearly? ☐

Have you mentioned the skills you gained through the Link Modules activities? ☐

Have you used action words describing events, i.e. I planned, we evaluated, etc? ☐

Have you used hand gestures where appropriate? ☐

Have you explained Technical terms? ☐

Is your uniform neat and are you dressed appropriately? ☐

Is the interview area appropriate? ☐

Does your Recorded Interview represent a variety of all LCVP activities? ☐

If you are content with your recording, submit it as part of your Portfolio.

Remember, you submit your <u>best</u> work for assessment.

LCVP Recorded Interview

Recording the LCVP Interview/Presenta

You should present in full uniform

It is important you confirm that the correct exam number is pinned to the wall behind you!

Can you see the exam number clearly at all times? Can you be seen and heard?

General Preparation

When presenting it is important to take the following into consideration:

Eyes: Ensure eye contact with the interviewer at all times
Voice: Speak slowly and clearly
Expression: Use gestures, e.g. hand and face gestures
Appearance: Look assured and relaxed with a smart uniform
Stance and posture: Sit comfortably whilst appearing confident

Success is seldom a matter of accident but the result of careful forward planning.

Timing

Will only start recording when student is sitting down and comfortable
A minimum of **three** minutes and a maximum of **five** minutes.
Student will commence by stating their Leaving Certificate Examination number, which should be displayed throughout the interview.

Assessment Criteria -

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

Marks
50/240
21%

Sample Interview – NCCA Guidelines

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. Tell me about one of them.
7. What part of the LCVP challenged you most?
8. What advice would you give to someone in your school thinking of taking LCVP?

Sample answers

Preparing answers

Ensure a logical sequence, whilst expressing informed opinions and skills acquired as part of LCVP.

*The following are some **suggestions** from teachers that may help in preparing students to answer interview question. (These suggestions are not exhaustive and maybe useful prompts.)*

1) Tell me a bit about yourself…
   Name, age, family, school, Leaving Certificate including Link Modules
2) What are you hoping to do after you finish your Leaving Certificate?
   College course, points required, subjects required, alternative pathway, career investigation, interview person/ job shadow in that career.
3) You are doing the Leaving Certificate Vocational Programme, as part of the programme you did some work experience, can you tell me about that.
   Where you did it? What duties you carried out? How you planned for it? Whether you will follow a career in that area, and if so what the work experience taught you about the job, If not why? Has the work experience taught you something that puts you off that career path?
4) You were involved in an enterprise or action project can you tell me about that:
   Planning the team, the product, the research, the challenges, the final outcome, skills learnt, finance, qualities acquired.
5) You visited an enterprise, can you tell me about the visit
   Company, products, entrepreneur, management set up, the production processes if it's a manufacturing, research and development, marketing, markets, in particular the EU, possible jobs/careers/referees/future contacts
   Can you see yourself working in this organisation?
6) Can you tell me what you gained from the Leaving Certificate Vocational Programme?
   Activities: interviews, visits etc
   Skills: teamwork skills, communication skills, research skills, interpersonal skills, organisational skills, technology skills,
   Assessment: points for Leaving Certificate and Portfolio 60%, timing of written paper etc
7) Finally what advise would you give to a student participating in the LCVP?
   Personal experience…….

Remember this is an LCVP Recorded Interview/Presentation must relate to Link Modules activities and demonstrate what the student has learned.

Marking Scheme

NOTE: Marking schemes may change.

	Recorded Interview/Presentation	Maximum Mark
	Presentation (neat in the context of the interview/presentation)…….	0-4
	Variety of tone, gesture, diction, eye contact……..	0-4
	Ability to communicate message clearly, engage audience, elaborate on points/questions, logical sequence of thought…… Pass (18-23) – basis communication skills Merit (24-27) – ability to express ideas and opinions clearly and knowledge of topic Distinction (28-36) – knowledge and ability to communicate ideas and own opinions clearly and in logical sequence.	0-36
	Information (content)……..	0-6
	Sub-total……	**50**

Additional Suggestions based on the Marking Scheme

Presentation (neat in the context of the interview/presentation) **0 – 4 marks**
Students should get 4 out of 4 marks here but they do not – why?

- Untidy, poorly groomed, no attention to Uniform, sleeves rolled up, etc
- Lost marks for woolly scarf around neck; dangly earrings; scruffy hair.
- General presentation of interview area

Variety of tone, gesture, diction, eye contact **0 – 4 marks**

- Eye contact is very important
- Clarity of diction and variety of tone – candidate must be heard and understood
- Can use hand gestures

Ability to communicate message clearly **0 - 36 marks**

Pass – 18-23 marks
Basic communication skills
Merit – 24-27 marks
Ability to express ideas and opinions clearly and to show knowledge of topic
Distinction – 28-36 marks
Knowledge and ability to communicate ideas and own opinions clearly and in logical sequence

Information (Content) **0 - 6 marks**

Visitor In

L.C.V.P. Assignment

The following Questions must be answered. Please take notes on the information given by the speaker during the talk.

Student Name: _____

Visitor: _____ **Date:**_____

Particulars of Visit

Name of Enterprise(s) Date Duration

Company History

Starting point (own) Business idea(s) Established – by whom / when

Details of Business

Business type e.g. Franchise / Company
M.D. / Owner / CEO
Location
Size
Product / Service

Personnel

No. of employees
Male / Female ratio
Types of careers / jobs / apprenticeships
Recruitment procedure
Management structure within a business
Staff incentives / packages

Research & Development

How does the business invest in R&D?

How does the business keep informed of trends in the sector?

Finance

How is the enterprise financed? (shares)

What financial information, if any, must the enterprise disclose to the public?

Health & Safety

Health & safety signs on display?

How are employees made aware of H & S issues?

What Personal Protective Equipment is worn?

Important legislation?

Industrial Relations

What T.U. represents the workers?

What is the procedure when worker grievances arise?

Business Support

What government agencies or organisations have assisted the enterprise?

What type of assistance has been provided?

Marketing & Promotion

Target Market – WHO?

Competitors – WHO?

How do you promote / advertise?

Promotion / advertising budget?

Information Technology

What role has I.T. had in the development of the enterprise?

Who uses IT? / Why?

E.U.

What influence has the open market had on your business?

Movement of goods/ services

Movement of labour (E.U. Nationals)

Difference between business within the EU and outside EU

Expansion

Plans for expansion / diversification?

Into what area?

Why?

Advice to budding Entrepreneurs

Any other Interesting Information