

LCVP Link Modules Case Study 2020 Digital Support Pack

This resource has been developed by the PDST LCVP team for teachers who are looking to support their students in preparation for the case-study element of the LCVP written exam during this period of school closures.

The 2020 case-study has been issued by the State Examinations Commission to schools and is available to download [here](#). This resource outlines approaches that could support students in engaging with the case-study while learning from home. As always, the class teacher is in the best position to judge what approaches will work best for their own class groups and how best to adapt them for distance learning purposes. For general guidance on distance learning the PDST Digital Technologies team have regularly updated information [here](#) about various resources that may be of use during the period of school closures.

Click on the relevant sections described below to access the various methodologies/resources and tips for how they could be used in the context of distance learning.

1. [The Case Study 2020](#)
A download of the case study with hyperlinks to information on some of the agencies/initiatives that are referred to in the piece.
2. [An Approach to the Case Study](#)
An outline of one approach to engaging with the case study.
3. [Words that I find difficult](#)
A table that could be shared with students to collate difficult words from the text.
4. [SWOT/SCOT Analysis](#)
A table that could be shared with students for populating a SWOT/SCOT analysis.
5. [Problem - Solution](#)
A table that could be shared with students for identification of problems and possible solutions.

6. [People - Organisation - Place \(POP\) Analysis](#)

A table that could be shared with students for analysing different parties in the case study.

7. [Additional Information](#)

Excerpts from the 2015 Chief Examiner's Report on the LCVF relating to the case study and links to websites related to the theme of the case study.

Climate Entrepreneur

In June 2019, the Government of Ireland launched the [Climate Action Plan](#) to address the impacts of the climate emergency on Ireland's environment, society, economic and natural resources. Jim, a resident of Ballyglas, recently attended a meeting of his Local Community Group which has recently joined the [Sustainable Energy Community Network](#) and is working on an [Energy Master Plan](#) in partnership with [Sustainable Energy Authority Ireland \(SEAI\)](#).

While sitting at this meeting, Jim realised that there were business opportunities involved in increasing the energy efficiency in homes. He learned that a key aim of the Climate Action Plan is to reduce Ireland's dependency on fossil fuels. To achieve this, the installation of oil boilers will be banned by 2022 and gas boilers by 2025. In order to move from fossil fuels to renewable energy heating systems, 600,000 [heat pumps](#) will be installed by 2030, of which 400,000 will be retrofitted into existing buildings.

Jim has worked as a qualified plumber for the last ten years. He enjoyed the job security that came with being an employee but has always aspired to setting up his own business one day. He believes he has the necessary skills to become an entrepreneur. After the meeting, he researched the new air to water heat pumps. He researched their sources, costs and installation criteria. He discovered he would need to upskill himself in order to meet the SEAI criteria to register as someone who can install heat pumps. He visited a house that had recently installed an air to water heat pump and spoke with the owners regarding their experience of this heating system. He met with a Technical Advisor from SEAI who recommended that Jim would attend a SEAI workshop on renewable energy heating systems.

Jim made an appointment with the [Local Enterprise Office](#) to discuss the risks, challenges and benefits of setting up his own company. He was assigned a business mentor who discussed the different options for establishing himself as a sole-trader, a partnership or setting up a public limited company. He learned about professional indemnity; employers insurance; health and safety legislation. They discussed location, staff requirements and promoting his business.

Jim's mentor made him realise that preparation is the single most important thing he could do to ensure his business gets off the ground. His mentor suggested that Jim should sign up to the Local Enterprise Office [Start Your Own Business programme](#). This programme guides potential entrepreneurs through the various aspects of business planning. In particular, Jim should attend the module dealing with basic bookkeeping as this is something he is not familiar with.

Jim decided he was willing to take a risk and launched Jim's Green Heating. He invested his personal savings in the business along with securing a small business loan from his local bank. Initially, he decided that he would set up as a sole-trader with a view to expansion if the business grows.

An Approach to the Case Study

Step One:

Gathering students' initial thoughts of the case study might help you as the teacher to identify any common misconceptions which can be cleared up prior to any detailed examination of the case study. This could be done by asking the students to create a mindmap or some other visual representation of the main ideas evident in the case study. The booklet available at this [link](#) gives examples of other graphic organisers and visual tools which may be useful for your students in examining the case study.

Step Two:

As an LCVP teacher it would be a good idea to consider what specific learning outcomes (SLO's) from the LCVP syllabus are evident in the case study? A copy of the SLO's is available [here](#)

Step Three:

Students will need to identify difficult words or phrases and begin to try and understand these in order to fully engage with the meaning of the case study. This can be done by the students identifying and explaining the words and terms that they find difficult to understand. The table below is one way of students identifying the words/phrases they find difficult and then finding an explanation for. This table, or your own version, could be shared with students for this purpose.

[Mentimeter](#) is an online tool which may be useful in this regard. When you sign up for an account, which is free of charge, you can create a presentation, the word cloud option is useful for this purpose, where students can enter the terms/phrases which they are finding difficult to understand. The video available on this [link](#) may be useful if you are unfamiliar with mentimeter. The teacher may then provide an explanation, in whatever shared online space you are interacting with your students, of the most common words or phrases entered. For any other words/phrases students could be encouraged to use online dictionaries or other tools e.g. textbooks to find definitions for terms. Indeed a general Google search for a word/phrase will often give a very clear and simple definition.

Step Four

Conducting a SWOT/SCOT analysis for any person or organisation mentioned in the case study can be a good idea for students to gain a deeper understanding of the main parties in the case study. The [padlet available on this link](#) is a collaborative space where you as the teacher can add your own thoughts. If you wished you could then create your own padlet or use other tools, such as the table below, to give students a space to work collaboratively on conducting a SWOT/SCOT analysis.

Strengths	Weaknesses
Opportunities	Threats

Step Five:

The table presented below could be shared with students so that potential problems and solutions could be identified and explored. This allows students to develop an understanding of the issues facing the parties in the case study. Some of the tools mentioned earlier in this document may be useful here or other digital tools which you are familiar with may be used. The website available at the following [link](#) may be useful in this regard.

Problem	What would you do?
Prioritise	

Step Six:

A people, organisation, place (POP) analysis may be another useful way of engaging with the case study so that students are able to identify the main parties and places in the case study. Again the tools mentioned in previous steps may be useful for these purposes.

People			
Person	Qualification	Role	Skill/Experience
Organisation		Place	

Chief Examiners Report 2015:

The following excerpts are taken from the Chief Examiners Report for LCVP published in 2015, available [here](#), and relate specifically to the case study. This report is useful for any LCVP teacher and the quotes given below give some helpful information in relation to the case study.

- “The average mark for Section B (case study) was 13 marks which was lower than previous years. The case study was issued to schools one month before the Written Examination. It was based around specific learning outcomes from both Link Modules I and II. In Question 1, candidates were asked to explain three terms used in the case study. Some provided an explanation of shareholders instead of stakeholders. In Question 3 diversification was confused with diversity.”
Chief Examiners Report Link Modules 2015, p.13
- “Ensure that all students are given a copy of the case study as soon as it arrives in the school. Read through the case study in detail with students. Provide an explanation of key terms and phrases used in the case study.”
Chief Examiners Report Link Modules 2015, p.17
- “Familiarise students with the requirements of the command words used in the examination paper.”
Chief Examiners Report Link Modules 2015, p.17

Relevant Websites:

The following links are those used in the text of the case study at the beginning of this document along with some others which may provide further information about some of the ideas presented in the case study.

Sustainable Energy Community Network <https://www.seai.ie/community-energy/sustainable-energy-communities/community-network/>

Climate Action Plan 2019 <https://www.dccae.gov.ie/en-ie/climate-action/publications/Pages/Climate-Action-Plan.aspx>

<https://www.dccae.gov.ie/en-ie/climate-action/topics/climate-action-plan/Pages/climate-action.aspx>

Energy Master Plan <https://www.seai.ie/community-energy/sustainable-energy-communities/community-partnerships/EMP-Funding-Application-guidelines-Oct-2018.pdf>

Sustainable Energy Authority of Ireland <https://www.seai.ie/about/>

What is a heat pump? <https://www.seai.ie/blog/heat-pumps/>

Local Enterprise Office <https://www.localenterprise.ie/About-Us/>

Start Your Own Business programme <https://www.localenterprise.ie/Discover-Business-Supports/Training-Programmes/Start-Your-Own-Business-Programme/>