LCVP

Planning for the Leaving Certificate Vocational Programme

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Preface

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

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

Leaving Certificate Vocational Programme Statement

Revised 2022

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

These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business. The vocational focus of the LCVP is achieved by through the provision of two additional courses of study in work preparation and enterprise, known as the Link Modules.

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

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

School Name:

_____

School Address:

_____

_____

_____

Insert School Logo

Our LCVP Aims

- _____
- _____
- _____
- _____

Our LCVP Objectives

- _____
- _____
- _____
- _____
- _____

NCCA

Leaving Certificate Vocational Programme Statement

Revised 2022
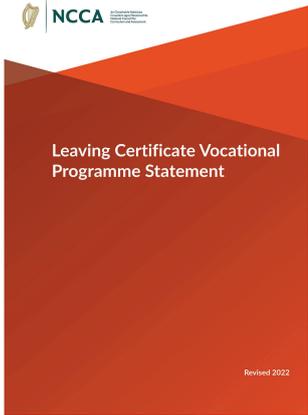
Helpful Hints

Aims are general.
Objectives are more specific.
Keep them SMART -
Specific, Measurable, Achievable, Realistic and Timely.

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Role of Management

Role of Management

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

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

LCVP Programme Statement

NCCA

Leaving Certificate Vocational
Programme Statement

Revised 2022

Our LCVP Team

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

LCVP Programme Statement

Helpful Hints

Programme Coordinator
LCVP Coordinator
Link Modules Teachers
Guidance Counsellor
ICT
Modern Language Teacher

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Our LCVP Students - Fifth Year

Student Name	

Our LCVP Students - Sixth Year

Student Name	

LCVP Meetings

Date	Attendance	Agenda	Minutes

LCVP Circulars

Log on to **gov.ie**
https://www.gov.ie/en/organisation/department-of-education/?referrer=
http://www.education.ie/

Health and Safety

Helpful Hints

School policy
Insurance
Parent Consent Form
Procedure if problem when on any LCVP activity
Number of staff to accompany students during all activity
Safe Pass

Induction for Teachers, Students and Parents

Teacher Induction

New Teachers are inducted by.....

Student Induction

www.pdst.ie and click on LCVP
• Power point presentation
• Activity

Staff Induction

• When? Why? ....

Parents Induction

Parents Night
• Slide show on website
• Promotional material

Helpful Hints

Log onto our LCVP website
www.pdst.ie and click on the
LCVP link

Recording Procedures

Helpful Hints

Attendance
Progression
Assessment

Procedures for collecting work from our students

Helpful Hints

Time
Signing
Receipting
Portfolio items
Storage - secure

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Our LCVP Activities

- Investigations (My Own Place, Career, Entrepreneurs, Voluntary/Community organisations, Businesses and Training Schemes)
- Role-plays
- Interviews
- Visit in (Training scheme, Voluntary/Community and Business)
- Visit out (Training scheme, Voluntary/ Community and Business)
- Work Shadow (part of Career Investigation or/and work placement)
- Work Experience
- Digital Technologies
- Videos
- Presentations
- Case Studies

Methodologies

Active Learning

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

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

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

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

PLAN - set goals and prepare
EXPERIENCE - the activity itself
DEBRIEF - reflect on the experience
EVALUATE - analyse, draw conclusions
RECORD - complete a diary/report

Our LCVP Resources

Log on to **www.pdst.ie** and click on LCVP

Resources include

- Whiteboard/ Blackboard
- Overhead Projector
- Computer room
- Videos/DVD
- World of Work
- Support Service Materials
- Exploring Enterprise
- Worksheets
- Exemplar Student Portfolio items
- LCVP DVD/ CD

- Textbooks
- Workbooks
- Newspaper Cut-outs
- Careers Portal
- Revenue
- Business Books
- Others

Assessment

Assessment for Learning

Homework Policies
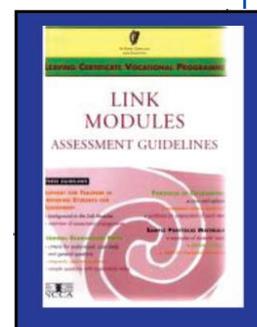
An Inclusive Approach to LCVP

Ensure you are aware of your LCVP student learning needs and link with the learning support teachers.

Students with Additional Education Needs

Helpful Hints

Log on to NCSE at
www.ncse.ie

Cross Curricular Planning

Cross-curricular and Interdisciplinary Links

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

- between the subjects studied by the student and the Link Modules. For example, a link could be established between the Link Modules, Physical Education and Business by means of a social enterprise activity focusing on promoting engagement in sport for first year students

- between the school and the wider community. For example, career investigations, work experience placements, visits to local enterprises.

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

- involve teachers of senior cycle in the planning of Link Module activities –for example, the input of teachers of Biology and Home Economics would enhance the planning of a visit to a food processing plant

- select themes of study which offer potential for cross-curricular applications – for example, a school health and safety survey could involve the Technological subjects, the Sciences, Home Economics, Physical Education and Art

- encourage students to recognise and utilise links as they engage in Link Module activities.

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

- students have timetabled access to digital technology within the school

- a teacher with digital skills is part of the LCVP teaching team

- students have access to the Internet

- LCVP teachers are encouraged and facilitated to avail of appropriate inservice training in digital technologies

Our LCVP Cross-curricular Links

Letters

DD/MM/YYYY

Dear (Employer Name),

Thank you for agreeing to take one of our students on work experience. As you already know the student's name is (student name). He will commence on (day, date) at 9:30 a.m. and after that day you will dictate the hours of work. I will visit you once during the placement and will contact you by phone in advance to arrange a suitable day and time. Should any problem arise please contact me at one of the above numbers.

Yours sincerely,

(Programme Co-ordinator)

DD/MM/YYYY

Dear (Employer Name),

I wish to take this opportunity to thank you for taking (student name) for work experience. (Student first name) and his classmates found the experience most worthwhile. Indeed our subsequent classroom discussions highlighted yet again for us all the value of work experience in helping our students make their learning relevant and in making decisions about their future careers. Again both (student name) and I are most appreciative of the opportunity so kindly given by your company.

Yours sincerely

_____

(Programme Co-ordinator)

Dear parent / guardian,

This letter is to confirm that your son / daughter will be participating in the Work Placement Programme from insert dates . Please fill in the details below and return to name of teacher by date.
If you need clarification about any aspect of work placement please contact the school principal or name of teacher.
Thanking you for your support.

Yours faithfully,

Name of student
_____
_____

Class
_____
_____

Name of Placement
_____
_____

Address
_____
_____
_____
_____

Telephone number
_____
_____

Contact name at the work placement
_____

Signature of parent / guardian
_____
_____

Date

Outside Organisations Details

Visitors:

Visits Out:

Work Placements:

Helpful Hints

Include name and contact numbers

Subject planning for a culturally diverse society

- Dictionaries
- Visual Timetables

Challenges

Continuous Professional Development CPD

Include relevant Subject Associations, TPNs, Conferences, Courses and Network meetings

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Timetable

Evaluation

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

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

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

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

Additional Information

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Benefits of LVCP

STRENGTHS

CHALLENGES

SCOT

OPPORTUNITIES

THREATS

Helpful Hints

Include all stakeholders

Useful Links

Professional Development Service for Teachers

www.pdst.ie click on LCVP

Department of Education

An Roinn Oideachais
Department of Education

www.education.ie
Website with downloadable curriculum, syllabus and teaching guides.

State Examinations Commission

Coimisiún na Scrúduithe Stáit
State Examinations Commission
Cor na Madadh, Baile Átha Luain, Co. na hIarmhí.
Cornamaddy, Athlone, Co. Westmeath.

www.examinations.ie
Website with downloadable past exam papers & marking schemes.

PDST Technology in Education

www.pdsttechnologyineducation.ie

Scoilnet - www.scoilnet.ie

Scoilnet is the official education portal of the DES. The resources referenced from Scoilnet are aimed at students, teachers, school managers and parents. All learning materials for students are curriculum focused and have been selected and reviewed by curriculum specialists and teachers.

Puzzle maker – www.puzzlemaker.com

Create and print customised word search, crossword and math puzzles using your word lists.

Useful Links

Other relevant websites:

www.localenterprise.ie
www.hsa.ie
www.goalglobal.org
www.concern.net
www.svp.ie

www.careersportal.ie
www.ihrec.ie
www.revenue.ie
www.studententerprise.ie

Contact Details:

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

Tel: **046 907 8382**
Fax: **046 907 8385**
Email: **business@pdst.ie**
Web: **www.pdst.ie** and click on LCVP

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PDST
Professional Development
Service for Teachers | An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

pdst Technology in Education

An Roinn Oideachais
Department of Education

pdst.ie