LCVP Link Modules Case Study 2023 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.

The 2023 case-study has been issued by the State Examinations Commission to schools and is available to download here. This resource outlines approaches that support students in actively engaging with the case-study, both in the classroom and while working at 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 use with their own students. For general guidance on distance learning the PDST Digital Technologies team have regularly updated information here about various resources that may be of use.

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 2023
   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 LCVP relating to the case study and links to websites related to the theme of the case study.

Case Study 2023

Ballyfert

Ballyfert is a small, picturesque town with a population of approximately 1,200 people. It is situated on the popular Wild Atlantic Way tourist route and it is very dependent on its tourism trade. In recent years it has suffered from rural depopulation. A large number of young people have left to attend third level education in other parts of the country. Upon graduation they have moved to big cities to secure employment and have not returned to live in Ballyfert.

The town is now hosting 320 refugees and the local people have extended a very warm welcome to them. The local community held a family festival to help increase visitors to the local area and integrate the refugees. One of the main events at the festival was an open‑air market, where local producers showcased their produce and the refugees performed cookery demonstrations of their country's cuisine. Locals and tourists sampled the produce on show. The event was a great success.

A local Community Development Committee has been in existence for a number of years. They noticed a change in the demographics of Ballyfert. They undertook some research which identified two key areas that needed to be focused on. Firstly, in order to make it more attractive for locals to stay, and to encourage people to relocate to Ballyfert, suitable work spaces would have to be available. The committee is aware that future trends in the workplace include more employees working remotely and support for new innovations. The Covid‑19 pandemic has shown the benefits of remote working and having a better work life balance. Secondly, the research also found that to support the integration of the refugees in the local community, a number of initiatives needed to be set up. Suggestions made included English language classes, Start Your Own Business programmes and also clothing and toy appeals.

The Community Development Committee must plan continuously so that they can capitalise on their findings. To do this, they requested advice from the Western Development Commission on different types of remote working facilities and Innovation Centres. They were informed that there are numerous options available, for which suitable vacant properties have been identified. It also learned that one of the key areas to the success of the plan is broadband provision. The committee is relieved that Ballyfert has recently benefitted from the National Broadband Plan and the town now has access to high‑speed broadband.

The Community Development Committee had a lot of work to do to put their plan into action, all suggestions made are now up and running. A public meeting was called by the chairperson to outline the plans to the community and everyone was invited to become involved.

The Community Development Committee plan has now been in operation for six months. A recent evaluation of the plan showed that Ballyfert's population is growing, bringing back life, activity, enterprise and innovation to the town. The capacity of the community is increasing, leading it to be more sustainable in the long term.

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.

Words in the case study that I find difficult……

Word/Term	Explanation

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. A digital technology such as padlet or other tools, such as the table below, could be utilised to give students a space to work collaboratively on conducting a SWOT/SCOT analysis.

Strengths	Weaknesses/Challenges
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.

o "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

o "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

o "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.

Discover Ireland: The Wild Atlantic Way -
https://www.discoverireland.ie/wild-atlantic-way

Fáilte Ireland - https://www.failteireland.ie/

CSO Census 2022 Preliminary Population Results -
https://www.cso.ie/en/csolatestnews/pressreleases/2022pressreleases/pressstatementcensusofpopulation2022-preliminaryresults/

Citizens Information: Your Rights When You Get International Protection -
https://www.citizensinformation.ie/en/moving_country/asylum_seekers_and_refugees/refugee_status_and_leave_to_remain/rights_of_convention_programme_refugees_people_given_leave_to_remain.html

Case Study 2019 Exam Paper -
https://www.examinations.ie/archive/exampapers/2019/LC462CLP000EV.pdf (EV)

https://www.examinations.ie/archive/exampapers/2019/LC462CLP000IV.pdf (IV)

Case study 2016 Exam Paper -
https://www.examinations.ie/archive/exampapers/2016/LC462CLPO00EV.pdf (EV)

https://www.examinations.ie/archive/exampapers/2016/LC462CLPO00IV.pdf (IV)

Local Enterprise Office Start Your Own Business Programme -
https://www.localenterprise.ie/Portal/Discover-Business-Supports/Training-Programmes/Start-Your-Own-Business-Programme/Start-Your-Own-Business-Programme.html

Western Development Commission - https://westerndevelopment.ie/

National Broadband Ireland - https://nbi.ie/

Our Rural Future Rural Development Policy 2021-2025 -
https://www.gov.ie/en/publication/4c236-our-rural-future-vision-and-policy-context/

Sustainable Development Goals - https://sdgs.un.org/goals