



Oide

LCVP Link Modules Case Study 2024 Digital Support Pack

This resource has been developed by the Oide LCVP team to support teachers and students with the case-study element of the LCVP written exam.

The 2024 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 to adapt them for use with their own students.

Click on the relevant sections below to access the various methodologies/resources and suggestions for classroom use.

1. [Case Study 2024](#)

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.

Case Study 2024

So Soft by Sandra

Sandra always had an interest in fashion and graduated from college with a degree in Business. Having worked as a fashion buyer for several years, she was promoted to team leader. She enjoyed her job and gained experience in contract negotiation, budgetary control, logistics, predicting future trends and people management.

A few years later, Sandra had a baby born with sensitive skin. She found it very difficult to source baby clothes in Ireland that did not irritate his skin. She realised there was a gap in the market for sustainable organic clothing for children and babies.

Following her return to work after maternity leave, Sandra was made redundant. Her employer left the Irish market due to a downturn in the global economy. Remembering her organic clothing idea, Sandra arranged a meeting with her [Local Enterprise Office \(LEO\)](#). They explained the importance of preparing a business plan and advised her how to secure funding for her new venture. She was also informed that she may be eligible for [social welfare supports](#).

With this knowledge, Sandra decided to take the risk to start up So Soft by Sandra. Using her own savings, a small loan from her local bank, and a grant from LEO, Sandra launched her online business. She became a member of a local co-operative, buying recycled organic clothing from local suppliers and using the services of dressmakers to make her clothes. It was important to Sandra to stay true to her core values and to reduce waste while promoting a [circular economy](#).

After two years of trading, Sandra felt that there was no more capacity to expand in the organic baby clothes market. She had already added organic baby accessories and personalised gifts to her product range. Sticking to her theme of a circular economy and having completed online surveys and focus groups with clients, Sandra now offers an online marketplace, called Babyboo, where pre-loved baby clothes can be bought and sold. Sandra's business model takes 15% of each sale made on the Babyboo platform. By reselling baby clothes, Sandra is keeping these clothes in use for longer.

Despite the hard work involved in running a small business, Sandra does not regret moving from being an employee to being a business owner. She has won several industry awards for her innovative product design and sustainable business practices.

Sandra has been offered the opportunity to sell her clothing range and accessories in a large Dublin department store. It will mean that she will reach a wider audience and grow her business but it will require further financial investment. At the same time, the online fashion retailer, Zebra, has offered her €1 million for her Babyboo platform. She is presently examining the various options available to her.

An Approach to the Case Study

Step One:

Gathering students' initial thoughts of the case study might help you as the teacher to identify and address any common misconceptions 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 which 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 develop an understanding of these to fully engage with the content of the case study. This can be done with students identifying and explaining the words and terms that they find difficult to understand. The table below could be used for identification and explanation of the words/phrases they find challenging.

[Mentimeter](#) is a digital technology which may be useful in this regard. This application allows you to create a Word Cloud, where students can enter the terms/phrases which they find difficult to understand. The teacher may then provide an explanation 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/business mentioned in the case study can provide students with a deeper understanding of the content of the case study. A digital technology such as padlet or other resources, such as the table below, could be utilised by students to work collaboratively on conducting a SWOT/SCOT analysis.

Strengths	Weaknesses/Challenges
Opportunities	Threats

Step Five:

The table below could be shared with students so that potential problems and solutions evident could be identified and explored. This allows students to develop an appreciation of the issues facing the parties in the case study.

Problem	What would you do?
Prioritise	

Step Six:

A people, organisation, place (POP) analysis is another approach for engaging with the case study that encourages students to identify the main parties and places in the case study.

People			
Person	Qualification	Role	Skill/Experience
Organisation		Place	