



NCCA

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Draft Leaving Certificate Specification Community, Life and Work Studies (formerly known as LCVP) For Consultation

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Senior cycle

Senior cycle aims to educate the whole person and contribute to human flourishing. Students' experiences throughout senior cycle enrich their intellectual, social and personal development and their overall health and wellbeing. Senior cycle has 8 guiding principles.

Senior Cycle Guiding Principles	
Wellbeing and relationships	Choice and flexibility
Inclusive education and diversity	Continuity and transitions
Challenge, engagement and creativity	Participation and citizenship
Learning to learn, learning for life	Learning environments and partnerships

These principles are a touchstone for schools and other educational settings, as they design their senior cycle. Senior cycle consists of an optional Transition Year, followed by a two-year course of subjects and modules. Building on junior cycle, learning happens in schools, communities, educational settings, and other sites, where students' increasing independence is recognised. Relationships with teachers are established on a more mature footing and students take more responsibility for their learning.

Senior cycle provides a curriculum which challenges students to aim for the highest level of educational achievement, commensurate with their individual aptitudes and abilities. During senior cycle, students have opportunities to grapple with social, environmental, economic, and technological challenges and to deepen their understanding of human rights, social justice, equity, diversity and sustainability. Students are supported to make informed choices as they choose different pathways through senior cycle and every student has opportunities to experience the joy and satisfaction of reaching significant milestones in their education. Senior cycle should establish firm foundations for students to transition to Further Education and Training, Higher education, apprenticeships, traineeships and employment, and participate meaningfully in society, the economy and adult life.

The educational experience in senior cycle should be inclusive of every student, respond to their learning strengths and needs, and celebrate, value, and respect diversity. Students vary in their family and cultural backgrounds, languages, age, ethnic status, beliefs, gender, and sexual identity as well as their strengths, needs, interests, aptitudes and prior knowledge, skills, values and dispositions. Every student's identity should be celebrated, respected, and responded to throughout their time in senior cycle.

At a practical level, senior cycle is supported by enhanced professional development; the involvement of teachers, students, parents, school leaders and other stakeholders; resources;

research; clear communication; policy coherence; and a shared vision of what senior cycle seeks to achieve for our young people as they prepare to embark on their adult lives. It is brought to life in schools and other educational settings through:

- effective curriculum planning, development, organisation, reflection and evaluation
- teaching and learning approaches that motivate students and enable them to improve
- a school culture that respects students and promotes a love of learning.

Rationale

Leaving Certificate Community, Life and Work Studies provides a variety of practical learning opportunities for students to engage with their local community and the wider world, supporting them to develop their own understanding of their personal contribution to society. Personal development and effectiveness is a cornerstone of the specification, where students have opportunities to develop self-awareness by understanding their own unique strengths, abilities, interests and achievements; and developing an appreciation of their unique contribution to a modern and sustainable society.

As students engage with Community, Life and Work Studies, they learn how to make informed decisions as they prepare for their future post-school lives, which includes a focus on building workplace and career foundations in addition to active citizenship. Students have multiple opportunities to build and develop their personal reflective capacity to support their decision-making processes. Through studying Community, Life and Work Studies, students also have the opportunity to develop a range of key competencies, which are necessary to nurture the development of life-long learners who engage effectively in society.

Competencies such as communicating, working with others and managing learning and self as well as the skills associated with managing and presenting information and becoming digitally literate can be developed through engagement with this specification.

Through students' engagement with Community, Life and Work Studies, the development of an enterprising mindset is fostered as students have opportunities to develop and demonstrate creativity, innovation and resilience, developing their confidence to adapt to the challenges and opportunities of the modern world.

Aims

Students of Community, Life and Work Studies develop an appreciation of the importance of personal development and effectiveness as they engage with the world around them.

Students have multiple opportunities to develop a broad range of transferable skills, within a set of key competencies, that help support students to avail of opportunities where they can apply these skills to a range of real life experiences.

The aims of Community, Life and Work Studies are to:

- develop an understanding of their personal strengths, abilities, interests and achievements
- build career and workplace foundations in order to support more informed decision-making for their future educational journey and career path
- appreciate their role in the local community and as national citizens
- develop and demonstrate an entrepreneurial mindset
- adapt better to the challenges and opportunities of the modern world.

Continuity and progression

Leaving Certificate Community, Life and Work Studies builds on the knowledge, skills, values and dispositions that stem from early childhood through to the junior cycle curriculum and Transition Year Programme.

Junior Cycle

Learning in junior cycle includes a focus on the development of key skills across all subjects, short courses and Level 1 and 2 Learning Programmes. All of the key skills developed across the curriculum during junior cycle support student learning in senior cycle and the key skills are closely linked to the key competencies developed through engagement with Leaving Certificate Community, Life and Work Studies.

The learning at the core of junior cycle is described in the Statements of Learning, where there is a specific focus on entrepreneurship outlined in SOL 22 and 23. Students have opportunities to take initiative, be innovative and develop entrepreneurial skills. The Junior Cycle Business Studies specification places a focus on developing a deeper understanding of enterprise through helping students to recognise opportunities and understand the financial, marketing, and operational functions of an organisation. Students also have opportunities to

use technology and digital media tools to learn, communicate, work and think collaboratively and creatively, which supports students as they engage with classroom based assessments in junior cycle subjects. In addition, the Digital Media Literacy Short Course aims to refine students' ability to critically and safely use such tools to support their learning and to participate effectively in social and community life in a digital capacity. Students of Business Studies have opportunities for students to understand aspects of the world of work.

Within junior cycle, students may have access to guidance which often includes a focus on developing career awareness, identifying strengths and interests and considering possible career pathways. Other areas of learning in junior cycle, reported on in a student's Junior Cycle Profile of Achievement, acknowledges learning experiences that occur outside of the traditional classroom space, with out of class learning experiences a core element of Community, Life and Work Studies.

Transition Year

Community, Life and Work Studies builds upon with the learning outlined in the Transition Year Programme Statement, through both the Student and Curriculum Dimensions. The learning in Community, Life and Work Studies builds upon student learning in TY, providing opportunities for further student development, and an integrated focus on personal effectiveness and advancement through the lens of progression opportunities post senior cycle. The learning set out in Community, Life and Work Studies is reflective of the increased maturity and age and stage of 5th and 6th year students and provides multiple opportunities for students to build on their prior learning and experiences.

Beyond senior cycle

The study of Community, Life and Work Studies supports students as they develop an open and positive mindset to progress to exciting and diverse futures and builds a solid foundation for students transferring into apprenticeships, traineeships, Further Education and Training, Higher Education, entrepreneurship, travel, community and the world of work. The study of Community, Life and Work Studies can lead to many exciting opportunities in both traditional and new career areas and roles, within the local and wider community. Community, Life and Work Studies incorporates a broad range of transferable skills within a set of key competencies, such as communication, problem-solving, creativity, innovation, collaboration and resilience, that can be applied within many different aspects of their current and future

lives. The study of Community, Life and Work Studies will give students the necessary tools to develop personal effectiveness, helping them to contribute and engage successfully with a modern society.

Student learning in senior cycle

Student learning in senior cycle consists of everything students learn **within** all of the subjects and modules they engage with **and** everything students learn which spans and overlaps **across** all of their senior cycle experiences. The overarching goal is for each student to emerge from senior cycle more enriched, more engaged and more competent as a human being than they were when they commenced senior cycle.

For clarity, the learning which spans **across** all of their senior cycle experiences is outlined under the heading 'key competencies'. The learning which occurs **within** a specific subject or module is outlined under the heading 'strands and learning outcomes'. However, it is vital to recognise that key competencies and subject or module learning are developed in an integrated way. By design, key competencies are integrated across the rationale, aims, learning outcomes and assessment sections of specifications. In practice, key competencies are developed by students in schools via the pedagogies teachers use and the environment they develop in their classrooms and within their school. Subjects can help students to develop their key competencies; and key competencies can enhance and enable deeper subject learning. When this integration occurs, students stand to benefit

- during and throughout their senior cycle
- as they transition to diverse futures in Further Education and Training, Higher Education, apprenticeships, traineeships and employment, and
- in their adult lives as they establish and sustain relationships with a wide range of people in their lives and participate meaningfully in society.

When teachers and students make links between the teaching methods students are experiencing, the competencies they are developing and the ways in which these competencies can deepen their subject specific learning, students become more aware of the myriad ways in which their experiences across senior cycle are contributing towards their holistic development as human beings.

Key competencies

Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop in an integrated way during senior cycle.



Figure 1 The components of key competencies and their desired impact

The knowledge which is specific to this subject is outlined below under 'strands of study and learning outcomes'. The epistemic knowledge which spans across subjects and modules is incorporated into the key competencies.

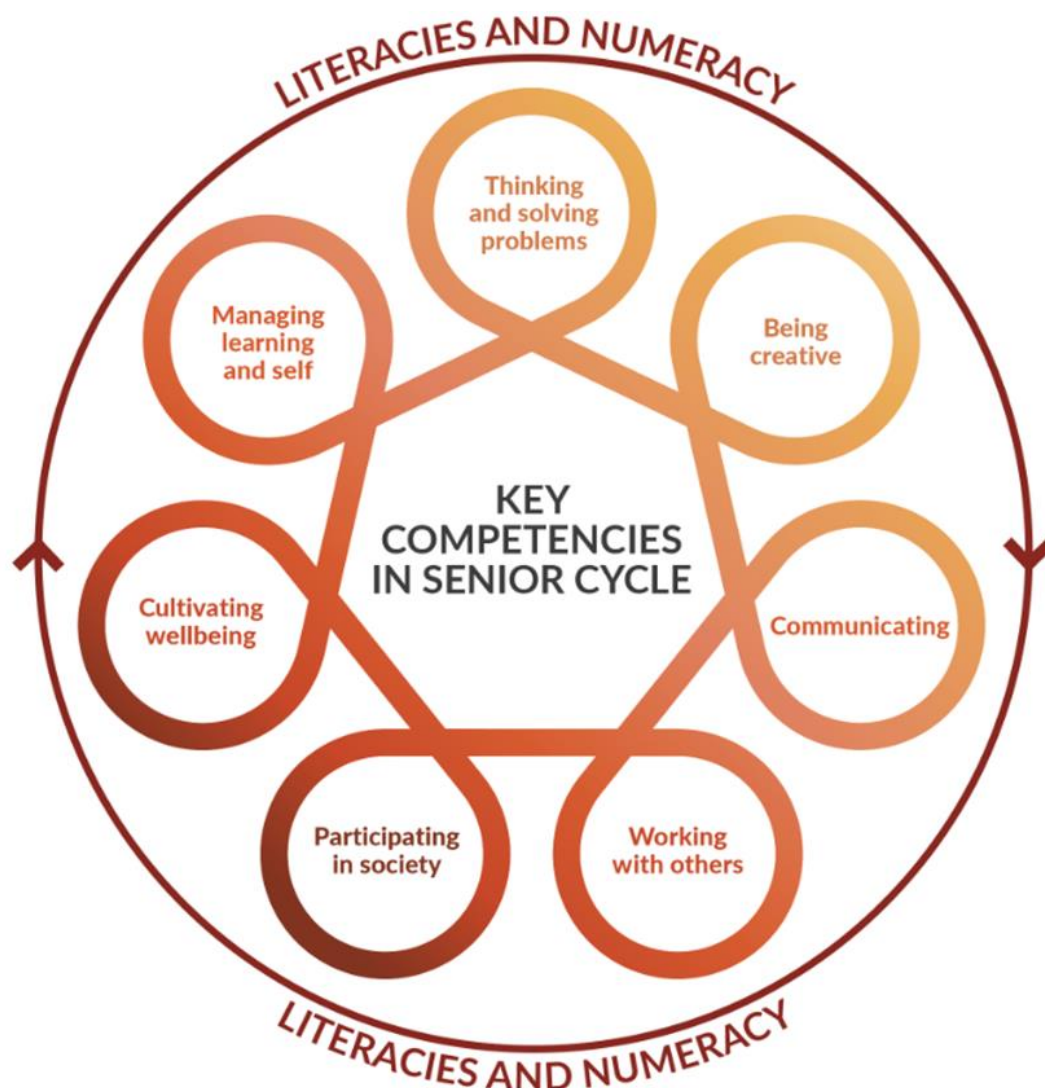


Figure 2 Key Competencies in Senior Cycle, supported by literacies and numeracy.

These competencies are linked and can be combined; can improve students' overall learning; can help students and teachers to make meaningful connections between and across different areas of learning; and are important across the curriculum.

The development of students' literacies and numeracy contributes to the development of competencies and vice-versa. Key competencies are supported when students' literacies and numeracy are well developed and they can make good use of various tools, including technologies, to support their learning.

The key competencies come to life through the learning experiences and pedagogies teachers choose and through students' responses to them. Students can and should be helped to develop their key competencies irrespective of their past or present background, circumstances or experiences and should have many opportunities to make their key

competencies visible. Further detail in relation to key competencies is available at <https://ncca.ie/en/senior-cycle/senior-cycle-redevelopment/student-key-competencies/>

The key competencies can be developed in Community, Life and Work Studies in a range of ways. As students engage with Community, Life and Work Studies, they will have many opportunities to engage with a variety of learning experiences both within and outside of the school setting. By supporting classroom learning with learning experiences within the local community and wider society, students have opportunities to develop the key competencies of communicating and working with others across a broad range of contexts, developing a deeper understanding of how important collaboration and meaningful interactions with others in positive working relationships are. Through the competency of communicating, students develop their communicative repertoire by engaging with and presenting information in a clear and coherent manner in a variety of formats, such as reports, presentations and interviews. As students engage with information they learn how to question the reliability of the information through a critical lens. Students will learn how to set personal learning goals, engage in project planning and make informed choices in response to different scenarios and problems throughout their engagement with Community, Life and Work Studies, developing the key competencies of both thinking and solving problems, and managing information and self.

Students have opportunities to be creative as they learn how to navigate and deal with challenging situations, appreciating that making mistakes are part of the process of learning. The key competency of cultivating wellbeing is developed, as students develop confidence and resilience through this process. As students navigate challenging societal issues, they have opportunities to learn from other's innovation to develop their own creative and innovative solutions to various scenarios and problems, developing the key competency of creativity. By learning how to act in a sustainable and ethical manner to societal issues, students also develop the key competency of participating in society.

Literacies and numeracy support the development of all of the key competencies in the Community, Life and Work Studies classroom, with unique opportunities for the development and enhancement of digital literacy. Students have multiple opportunities throughout this specification to develop key competencies as they engage actively with the learning outcomes, and are further supported when students reflect on and evaluate their own engagement with the key competencies.

Strands of study and learning outcomes

This specification is composed of two integrated modules: *Me and my Future*; and *Community and Work*, which are designed for a minimum of 120 hours of class contact time. Four strands and four Applied Learning Tasks are spread across the two modules, which are designed to be studied and engaged with, in a non-linear sequence and interwoven manner, as outlined in Figure 3. The knowledge, skills, values and dispositions developed through engagement with the learning outcomes in each strand, support students to apply their learning to their engagement with the Applied Learning Tasks. Students may engage with an Applied Learning Task first before engaging with the learning outcomes in the strands of study, or alternatively, begin with the learning outcomes in each strand, developing towards their engagement with the Applied Learning Tasks.

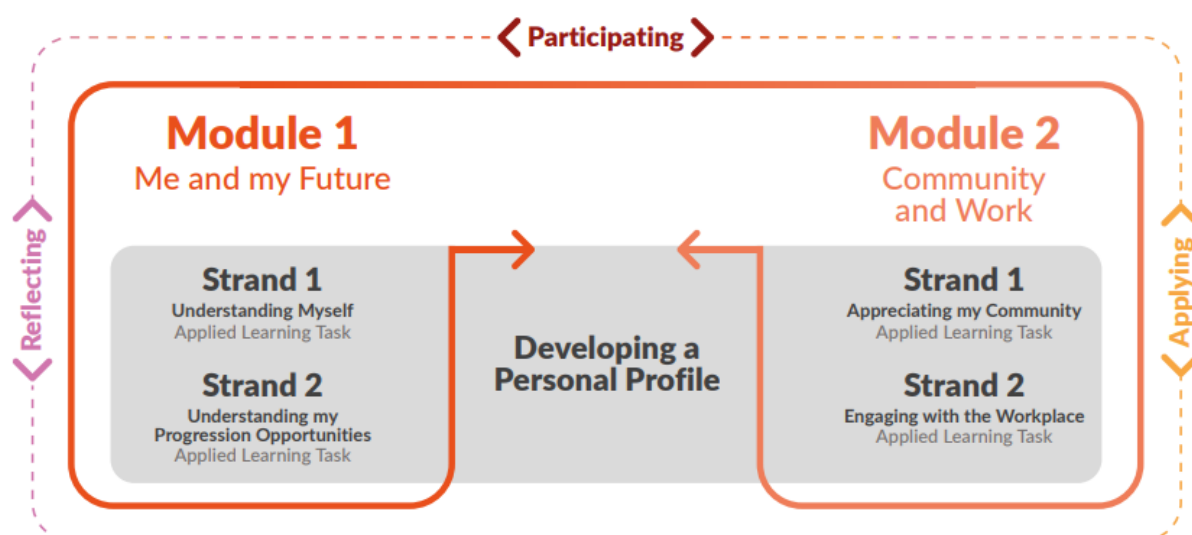


Figure 3 Overview of the specification

This specification has been designed to support an integrated approach to student learning. Students learn about who they are as a person, and how they can personally develop in this capacity, through a variety of learning experiences, both within the classroom and the community, outlined in the learning outcomes of this specification. As students engage with the learning outlined in this specification, they create a learning record of these experiences in a portfolio which is developed over the two years of study. The creation and development of this portfolio supports students to create a succinct personal profile, which provides a meaningful and authentic opportunity for students to demonstrate their developed and informed understanding of themselves and how they have personally developed through their engagement with this specification and the wider senior cycle experience.

Experiential learning underpins this specification and consists of three cross-cutting elements; participating, reflecting and applying, which provide a cyclical framework to support students as they actively engage with a variety of learning experiences. The cross-cutting elements are broad in nature and oftentimes interlinked. Opportunities to explore the cross-cutting elements weave across the learning outcomes of this specification. The specification provides multiple opportunities for students to participate in and reflect on a variety of learning experiences, across different contexts. Students reflect on their participation and apply this new understanding to new learning experiences which informs and supports the development of a student's personal profile.

An overview of each module and their supporting strands is provided below, followed by a table. The right-hand column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. The left-hand column outlines specific areas that students learn about. Taken together, these provide clarity and coherence with the other sections of the specification.

Learning outcomes should be achievable relative to students' individual aptitudes and abilities. Learning outcomes promote teaching and learning processes that develop students' knowledge, skills, values and dispositions incrementally, enabling them to apply their key competencies to different situations as they progress.

Module 1: Me and my Future

Understanding who you are as a person is an important and foundational step, as students begin to explore and investigate a variety of progression opportunities and post senior cycle pathways. In this module students have many opportunities to explore who they are, supporting them to develop a deeper understanding of their personal values; abilities, aptitudes, achievements and interests; strengths and weaknesses; and associated skillsets. This module also provides opportunities for students to explore a variety of progression opportunities that are available to them now and in their near future, across apprenticeships, traineeships, Further Education and Training, Higher Education, entrepreneurship, travel, community and the world of work. Students begin to explore the world of work in its broadest sense in this module. As students engage with the learning outcomes in this module, they will develop the necessary knowledge, skills, values and dispositions to engage successfully with the associated Applied Learning Tasks. Students will create a personal statement in Applied Learning Task 1, which reflects who they are as a person together with

personal development goals. As students engage with Applied Learning Task 2, students will create a career progression plan outlining how their personal statement aligns to this plan.

Strand 1: Understanding Myself

In this strand, *Understanding Myself*, students explore self-concept and the importance of personal values, as central beliefs, that support a person as they navigate life. Students explore their own aptitudes, abilities, achievements and interests and begin to connect with skills required for life, identifying and analysing their own skillset. While an exploration of values, and strengths and weaknesses associated with skills can be a personal and unique experience, students are encouraged to explore these areas through the lens of progression opportunities within apprenticeships, traineeships, Further Education and Training, Higher Education, entrepreneurship, travel, community and the workplace, supporting them to engage successfully with a variety of progression routes post senior cycle. A focus on reflection and acting on feedback received from others supports students as they begin to recognise opportunities for personal development in this regard, with opportunities to create personal development goals that can be planned for, measured and achieved through their engagement with a variety of learning experiences, both in the classroom and wider community. Students have an opportunity to apply their learning developed in this strand and across the specification, through Applied Learning Task 1, where students will create a personal statement that provides an informed and reflective overview of who they are as a person.

Students learn about	Students should be able to
<p><u>1. Who am I as a person?</u></p> <ul style="list-style-type: none"> self-concept as a collection of beliefs about oneself and how self-concept embodies the answer to the question, "Who am I?" internal and external factors that influence self-concept; internal factors that include personality traits and cognitive processes such as behaviours, roles and abilities; and external factors that include a person's social interactions and environmental influences such as family, peers and social media 	<ol style="list-style-type: none"> explain the term 'self-concept' identify internal and external factors that influence a person's self-concept and who they are as a person

Students learn about	Students should be able to
<ul style="list-style-type: none"> personal values as central beliefs that can act as desirable goals to motivate action and inform a person's priorities in life, shape their character and influence their behaviour. Common values include, but are not limited to, honesty, loyalty, respect and trustworthiness. how to identify, prioritise and understand why values are important to them, as they progress through different stages of life, by engaging with self-assessment exercises the unique and developmental nature of aptitudes, achievements and interests, which develop over a period of time <ul style="list-style-type: none"> aptitudes are a person's natural tendency for a particular activity increasing the likelihood of success achievements are hard-won successes accomplished with great effort or skill interests as something you enjoy doing, studying or experiencing, regardless of proficiency 	<ol style="list-style-type: none"> outline the importance of personal values in life, identifying and prioritising values that are most important to them and why recognise how and why personal values may change as they progress through life recognise the unique nature of aptitudes, achievements and interests identify their aptitudes, achievements and interests, reflecting on how they have developed
<p><u>2. My skillset</u></p> <ul style="list-style-type: none"> job role descriptions and the language and format used when outlining skillsets, that are both essential and desirable for the role, for a variety of careers and job roles, recognising the importance of certain skills for particular careers or job roles the world of work and how it has changed significantly, understanding the influence of newer technologies, sustainability considerations and the evolving global working environment a transferable skillset, comprised of soft and hard skills, that support a person to adapt and evolve to the 	<ol style="list-style-type: none"> appraise a job role description, recognising the skillset required for different careers and job roles appreciate that the world of work is constantly evolving and describe the importance of developing a transferable skillset

Students learn about	Students should be able to
<p>changing pace of life and different careers and job roles within the workplace</p> <ul style="list-style-type: none"> • hard skills which are typically occupation and task specific and can be taught, studied and improved upon through training, with examples such as planning, organisation and practical skills • soft skills which are typically developed as a result of one's personality, and include people and personal skills <ul style="list-style-type: none"> ○ people skills including, but not limited to, active listening and leadership which focus on helping people to communicate and understand each other ○ personal skills including, but not limited to initiative and motivation, which demonstrate a person's attitude towards and behaviours in life (the workplace) • a well developed set of soft skills can help contribute to a productive and harmonious work environment • soft skills being inherently linked to personality, which can be learned and developed • hard and soft skills that are strong or well developed, recognising how these skills have developed over time and within different contexts, such as through learning experiences in school and within subjects, extra and co-curricular experiences and life experiences • hard and/or soft skills that are not as well developed and require further work and improvement 	<ul style="list-style-type: none"> 3. classify hard and soft skills, identifying examples of each 4. appreciate the highly valued nature of soft skills and how they can be learned and improved upon 5. identify hard and soft skills they demonstrate particular strengths in, illustrating how these skills have developed 6. identify hard and/or soft skills that require further development

Students learn about	Students should be able to
<ul style="list-style-type: none"> the importance of reflecting on feedback received from others, such as fellow peers, teachers, parents and/or guardians and work experience supervisors, and recognising strengths in a their own skillset that may not be as obvious upon self-reflection how to identify areas in their lives for personal development, which are subjective to each individual, aligning to future progression opportunities and focusing on the improvement of identified weaknesses and/or strengths goals for personal development as desired outcomes a person intends to achieve and how using a goal setting framework, such as SMART goals, can support the planning, measurement and achievement of goals through meaningful learning experiences within the classroom and wider community 	<ol style="list-style-type: none"> reflect on feedback received from others on their skillset and strengths that may not be identified by self-reflection set and monitor goals for personal development
<p><u>3. Applied Learning Task 1</u></p> <ul style="list-style-type: none"> the creation and development of a personal statement which is a synthesised statement of who they are as a person a personal statement incorporates personal values; aptitudes, abilities, achievements and interests; a skillset and associated strengths and weaknesses, and goals for personal development how to support a personal statement with evidence, which may include text, illustrations, photographs, videos and supporting audio 	<ol style="list-style-type: none"> create a personal statement that reflects who they are as a person

Strand 2: Understanding my Progression Opportunities

In this strand, *Understanding my Progression Opportunities*, students explore, learn about, and begin to appreciate the importance of diverse post-school progression opportunities available to all students. Students in this strand have opportunities to explore and investigate a variety of education, training and workplace progression routes that align to and support the development of their aptitudes, abilities, achievements and interests, all of which improves their prospects for success within a variety of pathways. From here, students explore the world of work, in its broadest sense, appreciating the different reasons why people work, investigating the various rights and responsibilities afforded to workers and in particular, young workers. Students are provided with opportunities to explore various trends in the labour market, understanding the important role of entrepreneurship within it, before exploring the influence that digital technology has on workplace trends such as remote working and freelancing. Through their engagement with Applied Learning Task 2, students apply the learning developed through their engagement with this strand and the wider specification, to create a career progression plan that aligns to their understanding of who they are as a person and their personal development goals.

Students learn about	Students should be able to
<p><u>1. Exploring my progression opportunities</u></p> <ul style="list-style-type: none">• diverse progression opportunities within post-school pathways including apprenticeships, traineeships, Further Education and Training, Higher Education, entrepreneurship, travel, community and the world of work• how diverse choice and priorities within post-school pathways influence and positively contribute to a modern functioning and sustainable society• a career field as a broad category of work that encompasses various job roles that require similar skills, expertise and qualifications• how interest in a career field is influenced by many factors, including but not limited to, engagement with subjects, interests and skillsets that may flourish within a career field, prior experiences and knowledge of the career field, potential future earnings,	<ol style="list-style-type: none">1. identify the diversity of progression opportunities available to them2. demonstrate an understanding of the term 'career field' and identify career fields of interest to them

Students learn about	Students should be able to
<p>global work trends and local needs and challenges</p> <ul style="list-style-type: none"> • how to research job roles, which may involve interviewing a person working in a role, work experience, attending a careers and/or education exposition, open days, media literature and consultation with a Guidance Counsellor • how additional education and training opportunities may support an overall progression pathway, from financial support through part-time work, development of a complementary skillset or exploration of a career field • examples of education and training opportunities that may result in additional qualifications include short QQI courses, such as first aid training, life saving and safe pass courses • different providers of education and training, including but not limited to, Further Education and Training (FET) and Higher Education (HE) providers, and private companies and colleges, understanding the opportunities and challenges that each provider may present 	<ol style="list-style-type: none"> 3. identify and research job roles within a chosen career field, demonstrating how aspects of their personal statement may support further exploration of a particular job role 4. demonstrate an understanding of how additional education and training opportunities available to senior cycle students may support a future progression pathway 5. investigate educational and training opportunities available to students post-senior cycle which may support successful engagement with a chosen job role
<p><u>2. Work in its broadest sense</u></p> <ul style="list-style-type: none"> • different reasons why people work such as developing their interests and skillset further; increasing self-esteem, earnings and job security; contributing to society and the economy; and supporting the achievement of personal goals • changing patterns of employment that support a person's personal circumstances such as education and training, travel, family and financial commitments 	<ol style="list-style-type: none"> 1. identify different reasons why people work, examining different employment patterns over a person's life

Students learn about	Students should be able to
<ul style="list-style-type: none"> • how all workers, part and full time, have a number of rights and entitlements under various employment legislation that offer protection, including but not limited to minimum wage, a minimum working week, contracts and payslips, breaks during working hours, leave from work, equal treatment and minimum notice periods, redundancy and dismissal • young workers as those between 14 and 18, with workers aged 14 and 15 classified as children, and those aged 16 and 17 as young persons • extra protections in place to support young workers who are usually trying to balance work with education, such as, setting minimum age limits for employment, maximum working hours, restrictions on late-night work and requirements on employers to keep specific records for workers under 18 • how paying tax contributes to the development of a functioning society, as it supports the funding of public services such as healthcare, education, infrastructure and social welfare programme • online registration of employments to support the correct payment of tax • the labour market as a marketplace in which trends between supply (job seekers) and demand (employers) exist • labour market trends associated with emerging roles such as the circular economy, data and AI and content production • the role of entrepreneurship within the labour market, in creating new opportunities through innovation and taking risk 	<ol style="list-style-type: none"> 2. investigate how employment rights and entitlements offer protection for all workers 3. demonstrate an understanding of the different categories of young workers, outlining extra protections afforded to young persons 4. recognise the role of personal tax and demonstrate an understanding of the importance of registering employments with Revenue 5. demonstrate an understanding of the labour market and investigate labour market trends and employment opportunities on a local, national and international level 6. demonstrate an understanding of entrepreneurship and it's role within the labour market

Students learn about	Students should be able to
<ul style="list-style-type: none"> changing workplace trends associated with digital technology such as remote working, AI, the rise of self-employment and freelancing, acknowledging the challenges and opportunities these trends may provide 	<ol style="list-style-type: none"> discuss the influence of digital technology on workplace trends
<u>3. Applied Learning Task 2</u> <ul style="list-style-type: none"> a career progression plan involves using goals, such as SMART goals, to create a pathway from a current position to a future position pathways that support the achievement of a career progression plan are varied and are oftentimes interlinked, such as those in education and training and those in the workplace the iterative nature of a career progression plan and the importance of aligning it to a personal statement that reflects who they are as a person 	<ol style="list-style-type: none"> create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement

Module 2: Community and Work

In this module, *Community and Work*, students explore the concept of community and the workplace, learning to appreciate the importance of community and their roles within it and the workplace. Students explore their own communities and the opportunities and challenges within them, recognising the importance of participating and contributing positively to their community. Students have opportunities to investigate examples of innovation and to explore the competencies associated with entrepreneurship, before engaging with a collaborative problem-solving task that uses a design thinking approach, to address an issue in their community. Students also have an opportunity to further explore the world of work, learning about, and engaging with the job application and interview process, to support them as they prepare for, and engage with their own work experience within their local and/or wider community. Participation in the workplace, through work experience, supports students to develop their skillset and reflective capacity, as they take on and respond to feedback from others. As students engage with the learning outcomes in this module, they will continue to develop the necessary knowledge, skills, values and dispositions associated

with successful engagement with Applied Learning Tasks 3 and 4. In Applied Learning Task 3, students will reflect on their engagement with a collaborative problem-solving task, demonstrating how they would refine their approach to a future issue. As students engage with Applied Learning Task 4, they will devise and assess a plan that supports a response to feedback received from others during their work experience.

Strand 1: Appreciating my Community

In this strand, *Appreciating my Community*, students learn to appreciate the importance of community from a local and global perspective, identifying different ways to participate and contribute positively to their community. Students have opportunities to explore how different groups in their community may be impacted by a variety of issues, either negatively or positively, and investigate the role of enterprise in the community. In this strand, students will collaborate with each other to solve a problem they have identified in their community, using a problem-solving design thinking approach and will put forward their proposed solutions to the wider community. Students, through their engagement with the learning outcomes in this strand, will reflect on their role during the collaborative problem-solving task, outlining how they might refine their approach as they respond to future issues, as they engage with Applied Learning Task 3.

Students learn about	Students should be able to
<p><u>1. Appreciating my community</u></p> <ul style="list-style-type: none"> community as a social unit a national and global community as a group of people who are connected by a common interest or activity, compared to local community which consists of people who live in a specific area that volunteering is a commitment of time and energy for the benefit of society, the community, environment or individuals, undertaken freely, without concern for financial gain, and its positive impact within a community. how volunteering in meaningful ways may support personal development 	<ol style="list-style-type: none"> explain what community means from a local, national and global perspective recognise the importance of volunteering in the community and demonstrate an understanding of how volunteering may support personal development

Students learn about	Students should be able to
<ul style="list-style-type: none"> • local community organisations and initiatives of interest, that may provide opportunities to volunteer, contributing positively to their community • how to identify different groups in their community that may have been impacted positively and/or negatively by local community issues, such as the challenges and opportunities associated with quality of life and economic opportunities 	<ol style="list-style-type: none"> 3. identify different ways to volunteer and contribute positively to their community 4. identify how different groups in their community have been impacted by local community issues
<p><u>2. Enterprise in the community</u></p> <ul style="list-style-type: none"> • enterprises such as for-profit business organisations, community and social enterprises • social enterprises as organisations that combine strong social, community and/or environmental missions with business activities, with examples such as co-operatives, credit unions and non-profit business organisations, which are tailored to meet the needs of the communities they serve and focus on creating jobs and improving local services • the competencies associated with entrepreneurship such as creativity, innovation, risk-taking, resilience, effective communication, collaboration and their importance in life 	<ol style="list-style-type: none"> 1. recognise the different forms of enterprise within a community 2. investigate examples of enterprise that address a need within their community 3. demonstrate the competencies associated with entrepreneurship, and discuss their importance in their life
<p><u>3. Collaborative problem-solving</u></p> <ul style="list-style-type: none"> • problem-solving as a process that focuses on finding effective solutions that are creative and innovative, which is an important competency developed within education, training, the workplace and the community • design thinking as a human-centred, creative, problem-solving approach 	<ol style="list-style-type: none"> 1. recognise the importance of problem-solving in life 2. explain how design thinking can support the problem-solving process and outline how it has evolved

Students learn about	Students should be able to
<p>that has evolved from a business/entrepreneurial focused approach to one that can be used in a variety of contexts to solve complex problems</p> <ul style="list-style-type: none"> the stages of design thinking which include empathising, defining, ideating, developing prototypes and testing solutions issues in their community that may pose a challenge or opportunity for members of the community how to research an issue further to support defining the problem scenario and use research to inform a collaborative solution focused approach to the identified problem how to pose an innovative solution and test pilot this solution with the affected members of the community the importance of refining a proposed solution informed by reflection on the findings of the test and/or pilot how to synthesise and present information in a coherent and engaging manner to a range of audiences, which may include classmates and members of the community, through a variety of means such as written text, audio-visual presentations, videos and vlogs 	<ol style="list-style-type: none"> identify the stages of the design thinking process collaborate to respond to an issue in their community, by engaging in a design thinking problem-solving approach present an overview of the collaborative response to a community issue and propose a potential solution
<p><u>4. Applied Learning Task 3</u></p> <ul style="list-style-type: none"> reflection framework tools that support analysis of their contribution to each stage of the problem-solving task how to recognise and overcome challenges applying this learning to new situations 	<ol style="list-style-type: none"> reflect on the role they played during each stage of the collaborative response to a community issue using a design thinking problem-solving approach and outline how their response to a new issue might be refined

Strand 2: Engaging with the Workplace

As students engage with this strand, *Engaging with the Workplace*, they focus on their role within the workplace in their local and/or wider community, now and in their future lives. Students in this strand learn how to apply for jobs and develop a deeper understanding of the job application process, shortlisting and the interview process, considering the role of technology in this process. Students have multiple opportunities in this strand to develop and demonstrate a number of key competencies, as they prepare for and engage with a work experience in their local or wider community, all of which support students as they begin their transition to a variety of post-school opportunities and pathways. Students will devise and assess a plan they develop, to address feedback received from others, during their work experience, through their engagement with Applied Learning Task 4.

Students learn about	Students should be able to
<p><u>1. Applying for a job</u></p> <ul style="list-style-type: none">different methods of applying for a job, including but not limited to, application forms, application letters and CVs, online tasks and networking, and the opportunities and challenges that may arise from the use of technology in this processcomponents required when applying for a job role, including personal information, education and work experiences, skillsets and refereesthe benefits and limitations of AI during the job application processcompetency based application forms, identifying examples of different career and/or job-based competencieshow shortlisting identifies applicants that best meet the requirements and criteria of a person specification, to move to the next stage of the recruitment process (interview)the role of AI and technology (benefits and limitations) in the shortlisting process and how applicants can best	<ol style="list-style-type: none">compare different methods of applying for a job and demonstrate an understanding of the role of technology in this processoutline the different components involved in applying for a job and discuss the potential role of AI in this processdemonstrate an understanding of a competency-based application form, identifying competencies that reflect their chosen career and/or job roleexplain the process of shortlisting and how to maximise success in the application process

Students learn about	Students should be able to
<p>align their skillset to the job description</p> <ul style="list-style-type: none"> the process of completing a competency based application form how to use authentic examples from their own learning experiences in school and within subjects, extra and co-curricular experiences and life experiences to illustrate career and/or job based competencies the interview process and the importance of effective personal presentation and communication when responding to interview questions how to deal with disappointment in a constructive manner and building resilience by engaging with reflection strategies, evaluation of goals and engaging with constructive feedback 	<ol style="list-style-type: none"> apply for a job in a chosen career field, using a competency based application form demonstrate an understanding of the interview process recognise that disappointment is a normal experience when applying for jobs, outlining strategies for developing resilience
<p><u>2. Preparing for and engaging with work experience</u></p> <ul style="list-style-type: none"> the importance of a personal statement in supporting an organisation to understand how someone may suit the type of work or particular job role in an organisation different formal and informal methods for making contact with an organisation, and the importance of choosing the most appropriate method for the context with a supporting rationale relevant conditions and/or requirements include ensuring contact information for a work experience supervisor is up to date, workplace policies, working hours, an awareness of the nature of the work and necessary training, health and safety 	<ol style="list-style-type: none"> discuss how their personal statement might support them in securing work experience outline different methods for making contact with an organisation for work experience, justifying the most appropriate method investigate any relevant conditions or requirements necessary before starting work experience

Students learn about	Students should be able to
<p>considerations, the dress code, arrangements for transport to and from the organisation</p> <ul style="list-style-type: none"> the importance of Garda Vetting when engaging with work experience in an organisation who work with children and vulnerable adults the use of a public social media presence to support networking while also acknowledging the potential negative effect a public social media presence may present to prospective employers the process of reflection, which includes outlining initial expectations of work experience how engaging with ongoing dialogue may support the facilitation of an interview with a member of the workplace organisation, to learn more about their role and supporting pathway, focusing on questions that generate information on how members of the organisation engaged with education and training opportunities, overcame challenges and aspects of their work they enjoy and don't enjoy using a reflection framework to assess the feedback received from others in the work experience organisation for a potential response, which may include planning for improvement 	<ol style="list-style-type: none"> discuss the opportunities and challenges that a public social media presence may have on prospective employment describe their expectations of work experience facilitate an interview with a member of staff in the workplace organisation reflect on feedback received from others during work experience and outline their response
<p><u>3. Applied Learning Task 4</u></p>	
<ul style="list-style-type: none"> planning with goals, such as SMART goals, which are underpinned by meaningful learning experiences within this specification, broader engagement with subjects and modules in senior cycle, extra and co-curricular learning experiences and life experiences 	<ol style="list-style-type: none"> devise a plan that will address feedback received on work experience, illustrating a response to the feedback and assessing the outcomes of action

Students learn about	Students should be able to
<ul style="list-style-type: none"> assessing and measuring the achievement and impact of the goals on personal development 	

Teaching for student learning

Senior cycle students are encouraged to develop the knowledge, skills, values and dispositions that will enable them to become more independent, supporting the development of a lifelong commitment to improving their own learning and personal development.

Leaving Certificate Community, Life and Work Studies places the student at the centre of its design and is underpinned by the experiential learning cycle, which is composed of three phases, participating, reflecting and applying. Engaging with experiential learning helps deepen students' learning and supports them in developing the skills, knowledge, values and dispositions they will need to successfully navigate their future.

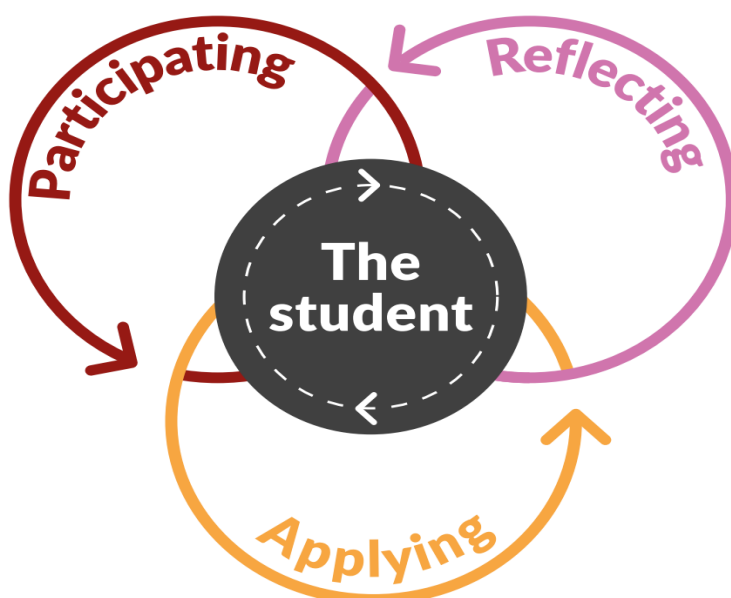


Figure 4 The Experiential Learning Cycle

Leaving Certificate Community, Life and Work Studies provides opportunities for students to participate in, reflect on and apply their learning to a variety of learning experiences, that build upon one another and in which the student is an active participant. Learning experiences are both practical and varied in nature, and take place within the Community, Life and Work Studies classroom, through subject and extra and co-curricular senior cycle

experiences in the wider community. It's important to note the experiential learning cycle, although illustrated as a three phase process, is not a rigid linear or sequential process, but iterative in nature and context bound.

Before engaging in the participation phase of the cycle, students are encouraged to draw upon their prior learning and life experiences. As they participate in a learning experience, students are encouraged to reflect on it to develop meaning from it and to identify what they have learned. Finally, students apply their learning by using the newly acquired knowledge, skills and/or values and dispositions to inform current and future decisions and actions, in which the participation phase begins again, from a more informed perspective.

All students benefit from explicit instruction in the skills of reflection and in developing the values and dispositions associated with engaging with and reflecting on a learning experience. In this regard, the use of a reflective framework may support students to develop their reflective capacity. The experiential learning cycle is appropriate for all students and can be adjusted in terms of complexity to suit a student's particular needs. Every student can benefit from active participation in authentic experiential learning opportunities that are age and stage appropriate.

Participating in a variety of active learning experiences both within the classroom and in the wider community is a key feature of Community, Life and Work Studies. Teachers are best positioned to make professional judgements on how best to develop students' knowledge, skills, values and dispositions through their engagement with a variety of active learning experience. Examples of learning experiences outlined within the specification that students will engage with in their community include work experience and a community based collaborative problem-solving task. These experiences are supported by and aligned to a variety of learning experiences students will participate within the classroom setting, that are active in nature, and include reflecting on and planning a response to feedback received from others.

An inquiry based approach to teaching and learning, means students can be engaged in learning experiences that complement their own needs and interest areas. Students vary in the amount and type of support they need and the use of inclusive pedagogies, such as differentiated instruction and universal design for learning (UDL) strategies such as adjusting the level of demand of a learning activity, asking questions of varying cognitive demand, varying the amount of and the nature of teacher intervention, and varying the pace and

sequence of learning will support students to interact with Community, Life and Work Studies at their own level.

Digital Technology

Digital technology can play a role to further enhance teaching, learning and assessment of Community, Life and Work Studies. Digital technology can support students as they engage with the learning identified in the specification, while also providing additional opportunities for students to engage with a variety of learning experiences, through the use of virtual and blended approaches. As students engage with Community, Life and Work Studies, they may have opportunities to use digital technology to:

- communicate effectively with others
- engage in virtual and/or blended learning experiences
- create and develop good quality documents that are multimodal in nature
- effectively research using online tools
- understand the strengths and limitations and ethical considerations of AI tools
- develop an digital portfolio, which is a collation of digital artefacts.

Assessment

Assessment in senior cycle involves gathering, interpreting, using and reporting information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of strength or difficulty for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

As well as varied teaching strategies, varied assessment strategies will support student learning and provide information to teachers and students that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual learners. By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

Assessment for certification

Assessment for certification is based on the rationale, aims and learning outcomes of this specification. There are two assessment components: a written examination and an Additional Assessment Component, My Learning in Practice. Both the written examination and the My Learning in Practice AAC will be at common level. Each component will be set and examined by the State Examinations Commission (SEC).

Table 1 Overview of assessment for certification

Assessment component	Weighting	Level
My Learning in Practice	60%	Common
Written examination	40%	Common

Additional assessment component: My Learning in Practice

The Additional Assessment Component (AAC), My Learning in Practice, provides an opportunity for students to demonstrate their learning across the Community, Life and Work Studies course, and to apply the learning as set out in the learning outcomes and Applied Learning Tasks within the strands of study, through the context of the three cross-cutting elements, participating, reflecting and applying. It involves students completing the My Learning in Practice AAC, which will require students to demonstrate their capacity to develop a personal profile and respond to a brief, by using and drawing upon their portfolio, which is a collection of evidence and reflections on the learning experiences they have engaged with over the two years of study. A brief, topical in nature, that relates to the learning outcomes of the specification, will be published annually by the SEC in Term 2 of Year 1 of the course. As well as setting out the specific requirements of the My Learning in Practice AAC, the brief will:

- support students to develop their thinking and ideas on an issues(s) related to the brief, they may wish to pursue and/or explore further
- facilitate teachers and students in their planning
- include stimulus material to set a context for the My Learning in Practice AAC
- support students to engage with meaningful learning experiences
- support students to use and draw upon their student portfolio as they engage with the My Learning in Practice AAC.

Students will be required to understand and critically explore the issue(s) outlined within a brief and develop a personal profile, which includes:

- a personal overview of who they are and the progression opportunities available to them
- an overview of their personal development through the lens of key competencies, informed by their engagement with different learning experiences
- a personal reflection on how they have developed as a person over the two years of engagement with the specification and the wider senior cycle experience.

As part of their AAC, My Learning in Practice, students will complete a multi-modal report which will be submitted digitally to the SEC in Term 2 of Year 2 in a format specified by the SEC.

The Descriptors of Quality are intended to provide insights into the broad expectations for students as they complete their AAC. A separate document, *Guidelines to support My Learning in Practice*, gives guidance on a range of matters related to the organisation, implementation and oversights of the AAC. The Community, Life and Work Studies AAC has been designed to be naturally integrated into the flow of teaching and learning.

Descriptors of quality for My Learning in Practice

The descriptors below relate to the learning achieved by students in the My Learning in Practice. In particular, the My Learning in Practice requires students to

- demonstrate an understanding of who they are and their progression opportunities
- engage in a variety of meaningful and active learning experiences
- reflect on how they have personally developed over their two years of study
- communicate with clarity and coherence

Table 2: Descriptors of quality: My Learning in Practice

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
Understanding	<ul style="list-style-type: none"> develop a critical understanding of the brief and the supporting issues within it develop a considered and well-rounded understanding of who they are and their progression opportunities in life 	<ul style="list-style-type: none"> develop an understanding of the brief and some of the supporting issues within it develop an understanding of who they are as a person and their progression opportunities in life 	<ul style="list-style-type: none"> develop a limited understanding of the brief and the supporting issues within it develop a limited understanding of who they are as a person and their progression opportunities in life
Engaging	<ul style="list-style-type: none"> engage with a critical exploration of the issue(s) outlined in the brief engage with a variety of meaningful learning experiences 	<ul style="list-style-type: none"> engage with some exploration of the issue(s) outlined in the brief engage with some meaningful learning experiences 	<ul style="list-style-type: none"> engage with a limited exploration of the issue(s) outlined in the brief engage with a limited number of meaningful learning experiences
Reflecting	<ul style="list-style-type: none"> reflect on the issue(s) outlined in the brief and respond with suggested recommendations to address them engage in considered reflection throughout the process 	<ul style="list-style-type: none"> reflect on the issue(s) outlined in the brief and respond with some recommendations to address them engage in some reflection throughout the process 	<ul style="list-style-type: none"> reflect on the issue(s) outlined in the brief with a limited response and recommendations to address them engage in limited reflection of the process
Communicating	<ul style="list-style-type: none"> communicate with significant clarity across a variety of suitable formats present a coherent response to the brief 	<ul style="list-style-type: none"> communicate with some clarity across a limited number of formats present a response that is somewhat coherent 	<ul style="list-style-type: none"> communicate with limited clarity within one format present a response incoherent in nature

Written examination

The written examination will consist of a range of question types. The senior cycle key competencies (figure 2) are embedded in the learning outcomes and will be assessed in the context of the learning outcomes. The written examination paper will include a selection of questions that will assess:

- the learning described in the four strands of study
- application of the cross-cutting elements of participating, reflecting and applying
- application of their engagement with the Applied Learning Tasks and the development of their portfolio and personal profile

Reasonable accommodations

This Leaving Certificate Link Modules specification requires that students engage with the nature of the subject on an ongoing basis throughout the course. The assessment for certification in Leaving Certificate Link Modules involves a written examination worth 40% of the available marks and an additional component worth 60%. In this context, the scheme of Reasonable Accommodations, operated by the State Examinations Commission (SEC), is designed to assist students who would have difficulty in accessing the examination or communicating what they know to an examiner because of a physical, visual, sensory, hearing, or learning difficulty. The scheme assists such students to demonstrate what they know and can do, without compromising the integrity of the assessment. The focus of the scheme is on removing barriers to access, while retaining the need to assess the same underlying knowledge, skills, values, and dispositions as are assessed for all other students and to apply the same standards of achievement as apply to all other students. The Commission makes every effort when implementing this scheme to accommodate individual assessment needs through these accommodations.

There are circumstances in which the requirement to demonstrate certain areas of learning when students are being assessed for certification can be waived or exempted, provided that this does not compromise the overall integrity of the assessment.

More detailed information about the scheme of Reasonable Accommodations in the Certificate Examinations, including the accommodations available and the circumstances in which they may apply, is available from the State Examinations Commission's Reasonable Accommodations Section. Before deciding to study Leaving Certificate Link Modules students, in consultation with their school and parents/guardians should review the learning

outcomes of this specification and the details of the assessment arrangements. They should carefully consider whether or not they can achieve the learning outcomes, or whether they may have a special educational need that may prevent them from demonstrating their achievement of the outcomes, even after reasonable accommodations have been applied. It is essential that if a school believes that a student may not be in a position to engage fully with the assessment for certification arrangements, they contact the State Examinations Commission.

Leaving Certificate Community, Life and Work Studies Grading

Leaving Certificate Community, Life and Work Studies will be graded using a 4-point grading scale. The highest grade is a Distinction; the lowest grade is Not Achieved, with supporting percentage bands, as outlined in Table 3.

Table 3: Leaving Certificate Grading

Grade	% marks
Distinction	80 - 100
Merit	65 - 79
Pass	50 - 64
Not Achieved	0 - 49

Appendix 1 Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Action verb	Students should be able to
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appraise	evaluate, judge or consider text or a piece of work
Appreciate	recognise the meaning, value or importance of
Assess	judge, evaluate or estimate the nature, ability, quality or value of something
Classify	group things based on common characteristics
Collaborate	work jointly with another or others on an activity or project
Compare	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
Create	to bring something into existence; to cause something to happen as a result of one's actions
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Describe	give a detailed account of the main points of the topic, using words, diagrams and/or images
Devise	plan, develop or create something by careful thought
Discuss	offer a considered, balanced review that includes a range of arguments, perspectives, factors or hypotheses, grounded in appropriate evidence
Examine	look closely at arguments, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships
Explain	give a detailed account including reasons or causes
Facilitate	guide a dialogue so that it stays on course and reaches the agreed-upon goals
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
Illustrate	use examples to describe something
Investigate	observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions
Justify	give valid reasons or evidence to support an answer or conclusion
Outline	give the main points, restricting to essential pieces of information
Present	show something for others to consider
Recognise (data/information)	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Reflect	give thoughtful consideration to actions, experiences, values and learning in order to gain new insights and make meaning
Research	inquire specifically, through collecting, organizing and analysing evidence in order to draw conclusions

Action verb	Students should be able to
Understand (demonstrate an understanding)	have and apply a well-organized body of knowledge

