



An Roinn Oideachais  
agus Óige  
Department of Education  
and Youth

# Curriculum Specification for Leaving Certificate Life, Community and Work

For introduction to schools in September 2026.

Prepared by the National Council for Curriculum and Assessment (NCCA)



# Contents

Senior cycle	2
Rationale	4
Aims	4
Continuity and progression	5
Student learning in senior cycle	6
Key competencies	7
Strands of study and learning outcomes	10
Module 1: Me and my Future	12
Strand 1: Understanding Myself	13
Strand 2: Understanding my Progression Opportunities	16
Module 2: Community and Work	19
Strand 1: Appreciating my Community	20
Strand 2: Engaging with the Workplace	23
Teaching for student learning	27
Assessment	29
Reasonable accommodations	32
Appendix 1: Glossary of action verbs	34
Appendix 2: Glossary of terms	35

## 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

Inclusive education and diversity

Challenge, engagement and creativity

Learning to learn, learning for life

Choice and flexibility

Continuity and transitions

Participation and citizenship

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 Life, Community and Work** 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, aptitudes, interests and achievements; and developing an appreciation of their unique contribution to a modern and sustainable society.

As students engage with Life, Community and Work 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 Life, Community and Work, students also have the opportunity to develop a broad range of transferable skills within a set 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 Life, Community and Work, 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 Life, Community and Work 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 Life, Community and Work are to:

- develop an understanding of their personal strengths, aptitudes, 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 Life, Community and Work 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 Life, Community and Work.

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 understand aspects of the world of work and 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.

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 Life, Community and Work.

### Transition Year

Life, Community and Work builds upon with the learning outlined in the Transition Year Programme Statement, through both the Student and Curriculum Dimensions. The learning in Life, Community and Work, provides 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 Life, Community and Work is reflective of the increased maturity and age and stage of fifth and sixth year students and provides multiple opportunities for students to build on their prior learning and experiences.

### Beyond senior cycle

The study of Life, Community and Work 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 Life, Community and Work can lead to many exciting opportunities in both traditional and new career areas and roles, within the local and wider community. Life, Community and Work 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 Life, Community and Work 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 Life, Community and Work in a range of ways. As students engage with Life, Community and Work, 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 digital portfolios, 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 Life, Community and Work, developing the key competencies of both **thinking and solving problems** and **managing learning 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 real-life community 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 **being creative**. By learning how to act in a sustainable and ethical manner to real-life community 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 Life, Community and Work 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 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. At the end of each strand, an Applied Learning Task is outlined which provides opportunities for students

to apply their learning to a learning outcome that incorporates the knowledge, skills, values and dispositions from their engagement with a number of learning outcomes, within and across the strands of study. The design of the Applied Learning Tasks supports students to revisit and continue to develop them over their two years of study, capturing a broader picture of a student's personal development and engagement with the course.

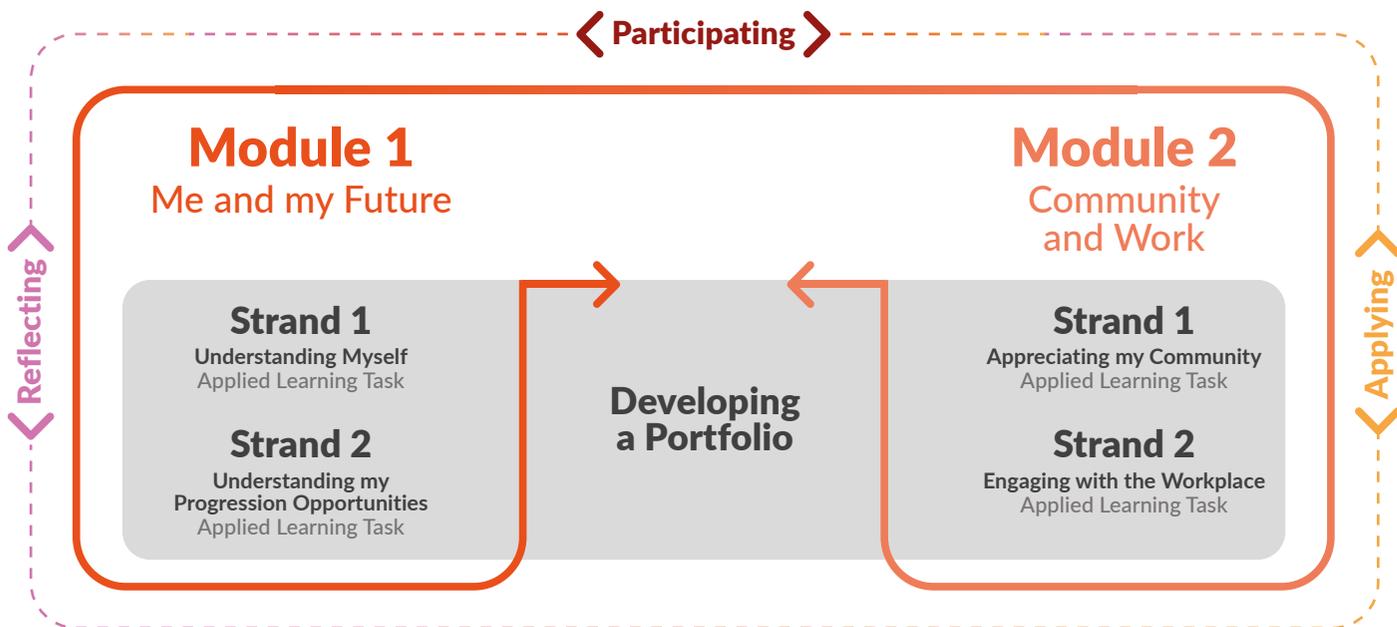


Figure 3: Overview of the specification

This specification has been designed to support an integrated approach to student learning. As students engage with the learning outcomes of this specification, they further develop and extend the practical understanding of who they are and the important and unique role they will play in different communities and the workplace. Through the learning outcomes, students participate in a variety of learning experiences within the classroom, community and the workplace, all of which support personal development. Students create and develop a digital portfolio which is shared with their teacher from the beginning of fifth year. A digital portfolio supports students to maintain a unique learning record of their engagement with the specification, supported with evidence.

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 digital portfolio.

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.

Appendix 1 provides a glossary of action verbs used in the learning outcomes. Some concepts and terms within the learning outcomes have been marked with an asterisk (\*) to indicate that the concept is explored further in the glossary of terms in Appendix 2.

## 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, *Me and my Future*, students have many opportunities to explore who they are, supporting them to develop a deeper understanding of their values; 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 the concept of personal development and develop their understanding of the role that goal setting may play in supporting a person to identify an area in their lives they wish to further progress, improve and achieve within. Students 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, and have many opportunities to revisit and refine these goals as they engage with the learning outcomes in this strand and across the specification.

Students learn about the importance of values, as central beliefs, that support a person as they navigate life and explore their own aptitudes, achievements and interests. They have opportunities to begin to connect with skills required for life, including transferable skills, and identify and analyse their own skillset in this regard. 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 self-reflection and acting on feedback received from others is woven throughout the strand, as students begin to refine opportunities for personal development they may have identified through goal setting. As students engage with Applied Learning Task 1, the creation and development of a personal statement, they have an opportunity to apply their learning developed in this strand and across the specification. As students progress and develop over their engagement with this specification, they revisit and refine their personal statement, providing an informed and reflective overview of who they are as a person, their development and suitability for a range of progression opportunities in life.

### Module 1: Strand 1 learning outcomes

#### Students learn about

##### 1. Personal development

- personal development as a process of improving yourself in various aspects of life, to lead a more fulfilled, successful and meaningful life
- 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 strengths and/or weaknesses
- goals for personal development as desired outcomes a person intends to progress and achieve, and how using a goal setting framework, such as SMARTER goals\*, can support the planning, measurement, achievement and revision of goals through meaningful learning experiences within the classroom and wider community

#### Students should be able to

1. explain the concept of personal development
2. create goals for personal development and reflect on their progress

## Students learn about

### 2. My values

- 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, such as honesty, loyalty, respect and trustworthiness
- values that are important to them, by engaging with self-assessment exercises
- the unique nature of aptitudes, achievements and interests, which develop over time and across different contexts

### 3. My skillset

- classification of skills as technical, interpersonal and intrapersonal
- job role descriptions and the language and format used when outlining skills, that are both essential and desirable for the role, for a variety of careers and job roles
- transferable skills that can be learned and improved over time
- how a well-developed transferable skillset can help contribute to a positive and productive environment
- how a transferable skillset supports a person to adapt and evolve to the changing pace of life and different careers and job roles within the workplace
- the world of work and how it has changed significantly, understanding the influence of newer technologies, sustainability considerations and the evolving global working environment
- transferable 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
- transferable skills that are not as well developed and require further work and progress

## Students should be able to

1. outline the importance of values in life, identifying and prioritising values that are most important to them and explaining why
  2. recognise how and why priority values may change as they progress through life
  3. recognise the unique nature of aptitudes\*, achievements\* and interests\*
  4. identify their aptitudes, achievements and interests, reflecting on how they have developed
- 
1. classify skills based on whether they are technical\*, interpersonal\* or intrapersonal\*
  2. appraise a job role description, recognising skills required for different careers and job roles
  3. explain the concept of transferable skills\* and appreciate the highly valued nature of them
  4. describe the importance of developing a transferable skillset for a constantly evolving world of work
  5. identify transferable skills they demonstrate particular strengths in, and those that require further development, illustrating how these skills have developed

## Students learn about

- the importance of reflecting on feedback received from others, such as fellow peers, teachers, parents and/or guardians, community members and work experience/shadowing colleagues, and recognising strengths within their own transferable skillset that may not be as obvious upon self-reflection

### 4. Personal statements

- the purpose of a personal statement as a thorough and reflective, yet concise overview, of you as a person, which supports others in their understanding of you and your suitability for a particular progression opportunity
- different formats of personal statements, including a narrative essay, cover letter, summary within a CV and a statement of purpose
- personal statements as a foundational aspect of the application process for a variety of progression opportunities in education, community and the workplace

### 5. Applied Learning Task 1

- how to create and develop a personal statement, which incorporates values; aptitudes, achievements and interests; skillsets and associated strengths; and goals for personal development and progress
- supporting the creative development of and meaningful reflection on a personal statement over time with evidence of different learning experiences, which may include text, illustrations, photographs, videos and supporting audio
- the importance of regularly revisiting and developing their personal statement as they engage with the specification

## Students should be able to

6. reflect on feedback received from others on their strengths that may not be identified by self-reflection

1. outline the purpose of a personal statement\*
2. recognise different formats and uses of personal statements

1. create and develop a personal statement

## 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 opportunities that align to and support the development of their aptitudes, 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, exploring the various rights and responsibilities

afforded to workers and in particular, young workers. Students are provided with opportunities to investigate 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.

### Module 1: Strand 2 learning outcomes

#### Students learn about

##### 1. Exploring my progression opportunities

- 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
- how interest in a career field may be influenced by many factors, such as, engagement with subjects, interests and skillsets that may flourish within a career field, prior experiences and knowledge of the career field, potential future earnings, global work trends and local needs and challenges
- how to research job roles, which may involve interviewing a person working in a role, work experience and/or work shadowing, attending a careers and/or education exposition, open days, media literature and consultation with a Guidance Counsellor

#### Students should be able to

1. identify the diversity of progression opportunities available to them
2. explain the term career field\* and identify career fields of interest to them
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

## Students learn about

- 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 available education and training opportunities that may result in additional qualifications including short QQI courses, such as first aid training, lifesaving and safe pass courses
- different providers of education and training, including, Further Education and Training and Higher Education providers, and private companies and colleges, which may support successful engagement with a chosen job role
- understanding the opportunities and challenges that each provider may present

### 2. Work in its broadest sense

- 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
- how all workers, part and full-time, have a number of rights and entitlements that offer protection, including 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
- extra protections in place to support young workers who are usually trying to balance work with education, including, 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

## Students should be able to

4. recognise how additional education and training opportunities available to senior cycle students support future progression pathways

5. investigate education and training opportunities available to students post-senior cycle

1. identify different reasons why people work, examining different employment patterns over a person's life

2. describe how employment rights and entitlements offer protection for all workers

3. identify different categories of young workers\*, outlining extra protections afforded to young people\*

## Students learn about

- the importance of taking care of your own health, safety and welfare and that of others, including dignity and respect in the workplace
- 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 role of entrepreneurship within the labour market, in creating new opportunities through innovation and taking risk
- trends in the labour market and the drivers of those trends including the economy, the environment, the circular economy and advances in technology, including Artificial Intelligence (AI)
- 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

### 3. Applied Learning Task 2

- a career progression plan that involves using goals, such as SMARTER 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

## Students should be able to

4. outline employee responsibilities in the workplace
  5. recognise the role of personal tax and the importance of registering employments with Revenue
  6. describe the role of entrepreneurship\* within the labour market\*
  7. investigate trends in the labour market\* and employment opportunities on a local, national and international level
  8. discuss the influence of digital technology on workplace trends
- 
1. 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 local, national and global community and their roles within it and the workplace. Students explore communities that are important to them and the opportunities and challenges within them. Students recognise the importance of participating and contributing positively to communities. They identify examples of creativity and innovation in their communities and develop a practical understanding of the competencies associated with entrepreneurship. By engaging with a collaborative, problem-solving task that uses a design thinking approach to address a real-life community issue, students are provided with further practical opportunities to develop a broad range of transferable skills related to entrepreneurship. These include critical thinking, problem-solving, creativity, communication and collaboration. Students also have an opportunity to further explore the world of work. They learn about and engage with the job application and interview process, which supports them as they prepare to engage with the workplace. Engaging

with the workplace takes place through a variety of formats, such as through work experience or work shadowing, interviewing others in the workplace and reflecting on previous work experience, part-time jobs and/or voluntary work undertaken by the student. Taken together, engagement with a variety of workplace experiences broadens a student's understanding of, experience within, and development of their transferable skillset. As students engage with the learning outcomes in this module, they will continue to develop the necessary knowledge, skills, values and dispositions associated, providing them with many opportunities to support their 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 have developed a broad range of transferable skills in this regard. As students engage with Applied Learning Task 4, they will create and assess a plan that responds to both self-reflection and feedback from others on their engagement with the workplace.

## Strand 1: Appreciating my Community

In this strand, *Appreciating my Community*, students are introduced to the concept of community and learn to appreciate the importance of community from a local, national and global perspective, identifying different ways to participate and contribute positively to a community. Students have the opportunity to identify positive aspects of their communities and the importance of participating and contributing to them. They do this by critically exploring the role of volunteering and by identifying different ways to volunteer in a community. Students have opportunities to explore how different groups in a community may be impacted by a variety of real-life community issues, either negatively or positively, and investigate the important role of enterprise in the community. In this strand, students will recognise and develop a number of competencies associated with enterprise such as creativity, innovation, risk-taking, resilience, effective communication and collaboration. They begin to

appreciate the importance of the transferable nature of these competencies in the community and workplace, recognising a broad range of transferable skills within them. The development of a range of transferable skills within these competencies are particularly evident as they collaborate with each other to respond to a real-life community issue using a problem-solving design thinking approach, putting forward and reflecting on potential solutions for those impacted. By engaging with the learning outcomes associated with the collaborative problem-solving task, students have multiple opportunities to both develop and demonstrate the competencies associated with enterprise and therefore develop their transferable skillset. Applied Learning Task 3 encourages students, through their engagement with the learning outcomes in this strand, to reflect on the role they played during the collaborative problem-solving task, demonstrating the development of a broad range of transferable skills in this regard.

### Module 2: Strand 1 learning outcomes

#### Students learn about

##### 1. Appreciating my community

- community as a social unit, whereby people are connected by a common interest, activity, or specific area
- the positive influence and impact of a community
- challenges and opportunities associated with volunteering, including ensuring diverse representation of volunteers within organisations and the positive impact on the volunteer and members of a community
- local, national or global community organisations and initiatives of interest, that may provide opportunities to volunteer and contribute positively
- how to identify different groups in a community that may have been impacted positively and/or negatively by a real-life issue which may be associated with health and wellbeing, strong and caring communities, fair and equal societies and protecting life on earth

#### Students should be able to

1. explain what community means from a local, national and global perspective
2. identify a community they belong to, illustrating positive aspects of this community
3. discuss the role of volunteering\* in communities
4. identify different ways to volunteer and contribute positively to a community
5. investigate how different groups in a community have been impacted by a real-life issue

## Students learn about

### 2. Enterprise in the community

- enterprises including for-profit business organisations, community and social enterprises
- for-profit business organisations and community enterprises that use business to improve the life of a community directly or indirectly, with profits generated delivering a positive local impact
- social enterprises as organisations that combine strong social, community and/or environmental missions with business activities, 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 broad range of transferable skills within a set of competencies associated with entrepreneurship including creativity, innovation, risk-taking, resilience, effective communication and collaboration which are beneficial within school, life, community and the workplace

### 3. Collaborative problem-solving to support the development of a transferable skillset

- critical thinking and problem-solving that support finding effective, creative and innovative solutions, important within a range of contexts in education, training, the workplace and the community
- design thinking as a human-centred, creative, problem-solving approach that has evolved from a business/entrepreneurial focused approach to one that can be used in a variety of contexts to solve complex problems
- the stages of design thinking which include clarifying, ideating, developing and implementing solutions

## Students should be able to

1. recognise the different forms of enterprise within a community
  2. identify examples of enterprise that address a need within their community
  3. demonstrate competencies associated with entrepreneurship, and discuss the importance of their transferable nature in school, life, community and the workplace
- 
1. recognise the importance of critical thinking and problem-solving across a range of contexts
  2. describe the process of design thinking\* and how it has evolved over time

## Students learn about

- working with others in small groups to respond to a real-life community issue, that may pose a challenge or opportunity
- critical thinking, empathising and exploration of a real-life community issue to support defining the problem scenario
- the importance of creating, developing and refining potential solutions
- reflecting on this process
- how to synthesise and present on their engagement with the collaborative problem-solving task in a coherent and engaging manner to a range of audiences, such as, classmates and members of a community
- how to engage with variety of formats such as written text, audio-visual presentations, videos and vlogs
- the role of evidence in supporting conclusions/justifications

### 4. Applied Learning Task 3

- reflection framework tools that support analysis of their contribution to each stage of the collaborative problem-solving task and how this has contributed to the development of a broad range of transferable skills
- the importance of continuing to reflect on the development of transferable skills within a range of contexts from school, life, community and the workplace

## Students should be able to

3. collaborate to respond to a real-life community issue, using a design thinking problem-solving approach
4. present an overview of their collaborative response to a real-life community issue
1. reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills

## Strand 2: Engaging with the Workplace

As students engage with this strand, *Engaging with the Workplace*, they continue to learn about the world of work by appreciating their role within the workplace, 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 learn about the purpose of competency-based application forms, and complete one. This provides opportunities for students to demonstrate how they have developed a broad range of transferable skills within a set of key competencies across their experiences in life, the community and the workplace, all of which are required for the successful engagement with the workplace, which is in focus in this strand. As students prepare to

engage with the workplace, they come to appreciate the opportunities associated with a broader engagement with the workplace, which includes engagement with a work experience or work shadowing experience, interviewing members of workplaces of interest to them and reflections on previous work experience, part-time and/or voluntary work. Such rich and varied experiences within the workplace supports students as they begin their transition to a variety of post-school opportunities and pathways. Students will draw on the learning outcomes in this strand and across the strands as they engage with Applied Learning Task 4. Students create and assess a plan they develop, to address feedback on areas that have been identified for further progress and development, during their engagement with the workplace.

### Module 2: Strand 2 learning outcomes

#### Students learn about

##### 1. Applying for a job

- different methods of applying for a job, including 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 process
- components required when applying for a job role, including personal information, education and work experiences, skillsets and referees
- the benefits and limitations of AI during the job application process
- competency-based application forms and how they support a person to present, with relevant evidence, examples of the development of a broad range of transferable skills within a set of key competencies from their engagement with school, life in general, community and the workplace
- how potential employers may use competency-based applications forms to make decisions on how well you may fit the requirements of a particular role
- identifying examples of different career and/or job-based competencies

#### Students should be able to

1. compare different methods of applying for a job and demonstrate an understanding of the role of technology in this process
2. outline the different components involved in applying for a job and discuss the potential role of AI in this process
3. demonstrate an understanding of a competency-based application form\*, identifying competencies that reflect their chosen career and/or job role

## Students learn about

- how 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 align their skillset to the job description
- the process of completing a competency-based application form
- how to use authentic examples and supporting evidence from their own learning experiences in school and within subjects, extra and co-curricular experiences and life experiences within the community and workplace 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
- disappointment as part of the process when applying for jobs and how to deal with it in a constructive manner
- building resilience by engaging with reflection strategies, evaluation of goals and engaging with constructive feedback

## Students should be able to

4. explain the process of shortlisting and how to maximise success in the application process
5. complete a competency-based application form for a job in a chosen career field
6. demonstrate an understanding of the interview process
7. outline strategies for developing resilience and dealing with constructive feedback

## 2. Preparing for and engaging with the workplace

- the benefits that a broad engagement with the workplace can provide, which includes a work experience or work shadowing experience, an interview with a member of a workplace of interest and a reflection on previous work experience, part-time job and/or voluntary work engaged with
- the role that a personal statement plays in supporting an organisation to understand how someone may suit the type of workplace, 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

1. appreciate the benefits of broad engagement with the workplace
2. discuss how their personal statement might support their engagement with the workplace
3. outline different methods for making contact with a workplace organisation justifying the most appropriate method

## Students learn about

- relevant conditions and/or requirements, including ensuring contact information is up to date, and an awareness of relevant workplace policies, working hours, the nature of the work and necessary training, health and safety considerations, the dress code, arrangements for transport to and from the organisation
- the importance of Garda Vetting when engaging with children and/or vulnerable adults in a workplace organisation
- 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 engaging with the workplace
- reflecting on how these expectations may or may not have been met
- the workplace, by engaging with a work experience or work shadowing experience over a minimum of three days
- how to generate effective feedback by engaging in dialogue with a member/(s) of the workplace organisation that they completed work experience or work shadowing experience in
- effective feedback that focuses on specific examples of transferable skills and key competencies, with supporting evidence of both strengths and areas for improvement
- reflection frameworks that support the analysis of feedback received from others
- how engaging with ongoing dialogue may support the facilitation of an interview with a member/(s) of a workplace organisation, to learn more about their role and supporting pathway, focusing on questions that generate information on how a member/(s) of the organisation engaged with education and training opportunities, overcame challenges, seized opportunities and aspects of their work they enjoy and don't enjoy

## Students should be able to

4. investigate any relevant conditions or requirements necessary before engaging with the workplace
5. discuss the opportunities and challenges that a public social media presence may have on prospective employment
6. outline their expectations of engaging with the workplace and reflect on how they may have been realised
7. engage with a work experience or work shadowing experience
8. generate and reflect on feedback related to their performance and engagement with the workplace
9. conduct an interview with a member/(s) of a workplace organisation of interest

## Students learn about

- frameworks to support self-reflection on their engagement with work experience or work shadowing, interviewing a member/(s) of a workplace organisation of interest, participation in previous work experience, part-time jobs and/or voluntary work and receiving feedback from others in this regard
- opportunities and challenges faced during engagement with the workplace and the personal development as a result, through the lens of personal development goals, transferable skills and key competencies

### 3. Applied Learning Task 4

- planning with SMARTER goals to respond to feedback (self-reflection and feedback from others) on areas identified for further progress and development
- responding to feedback includes identifying and engaging in meaningful learning experiences within this specification, broader engagement with subjects and modules in senior cycle, extra and co-curricular learning experiences and broader life experiences to develop transferable skills and key competencies
- assessing, measuring and evaluating the progress, achievement and the impact on personal development goals

## Students should be able to

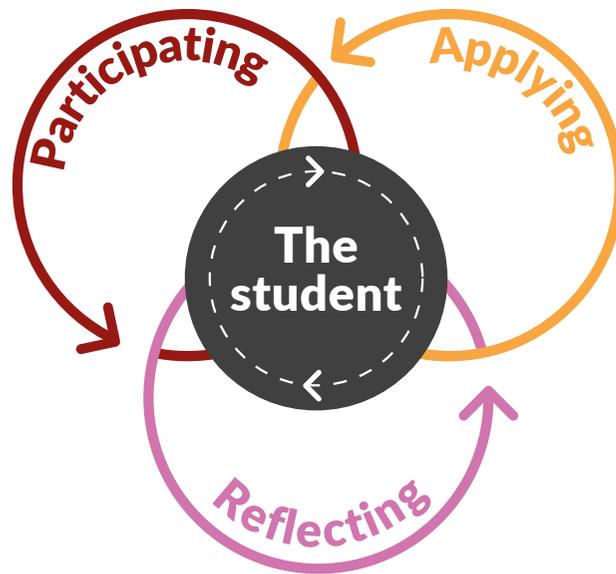
10. reflect on their engagement with the workplace

1. create and assess a plan that will respond to feedback on their engagement with the workplace, that focuses on areas for further progress and 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 Life, Community and Work places the student at the centre through its learning outcomes 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 Life, Community and Work 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 Life, Community and Work 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 Life, Community and Work. Teachers are best positioned to make professional judgements on how best to develop students' knowledge, skills, values and dispositions through these experiences. Examples of learning experiences outlined within the specification that students will engage with in their community include engagement with the workplace 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 encourages students to be active in their learning by exploring topics, asking questions and discovering answers. This active engagement supports the development of students' curiosity, critical thinking and problem-solving skills. Inquiry-based learning also encourages students to engage 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 and accessible pedagogies, such as differentiated instruction, can support all students. 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 Life, Community and Work at their own level.

## Digital technology

Digital technology can play a role to further enhance teaching, learning and assessment of Life, Community and Work. 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 Life, Community and Work, 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, limitations and ethical considerations of AI tools
- develop a 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, Portfolio in Action. Both the written examination and the Portfolio in Action AAC will be at common level. Each component will be set and examined by the State Examinations Commission (SEC).

Assessment component	Weighting	Level
Portfolio in Action	60%	Common
Written examination	40%	Common

**Table 1:** Overview of assessment for certification

## Additional assessment component: Portfolio in Action

The Additional Assessment Component (AAC) in Leaving Certificate Life, Community and Work, provides students with an opportunity to demonstrate their engagement with the learning across the course, which they document in their portfolio. A student's portfolio is an individual and unique collection of evidence and reflections of their engagement with the learning outcomes of the specification, including those outlined within the strands of study and the learning outcomes associated with each of the four Applied Learning Tasks. It also includes evidence of and reflection on a variety of learning experiences and the development of the key competencies, through the three cross-cutting elements of Participating, Reflecting and Applying.

The AAC, Portfolio in Action, will provide students with an opportunity to reflect on, refine and use the work from their portfolio in year two of the course, in

response to a brief, which will be issued annually by the SEC. The brief will provide a context for students to demonstrate the work of their portfolio which they have developed over two years. Upon completion, students produce an individual, multi-modal submission in a format prescribed by the SEC. Whilst students utilise the work of their portfolio to engage with the brief, they do not submit their portfolio for assessment.

Schools have a high degree of autonomy in planning for and organising the completion of the Portfolio in Action AAC. A separate document, *Guidelines to support Portfolio in Action*, gives guidance on a range of matters related to the organisation, implementation and oversight of the AAC. The AAC has been designed to be naturally integrated into the flow of teaching and learning over the two years of study.

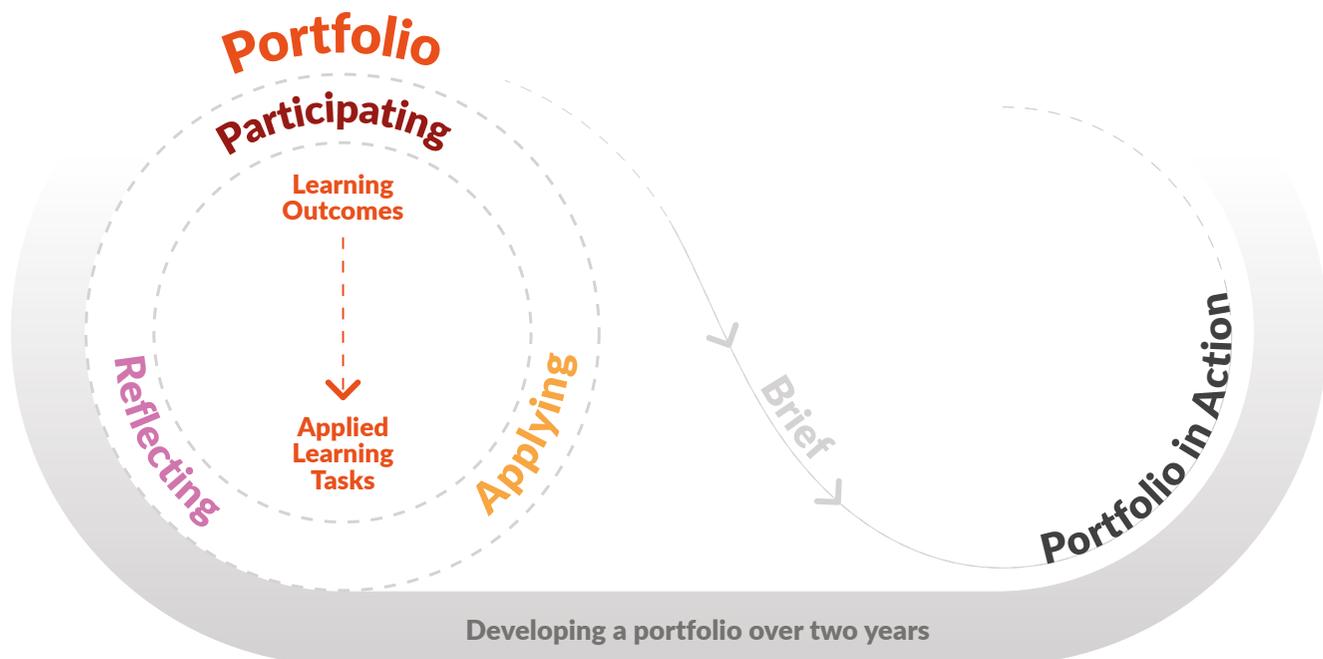


Figure 5: Portfolio in Action AAC

## Descriptors of quality for Portfolio in Action

The descriptors below relate to the learning achieved by students in the Portfolio in Action AAC.

In particular, Portfolio in Action requires students to demonstrate evidence of:

- Participating
- Reflecting
- Applying
- Communicating

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
<b>Participating</b>	illustrate their participation in a variety of meaningful learning experiences and active engagement with the learning outcomes and Applied Learning Tasks, with supporting evidence throughout.	illustrate their participation in some meaningful learning experiences and active engagement with most of the learning outcomes and Applied Learning Tasks, with supporting evidence.	illustrate their participation in a limited number of meaningful learning experiences and active engagement with a small number of learning outcomes and Applied Learning Tasks, with supporting evidence.
<b>Reflecting</b>	engage in considered reflection throughout the process, developing a thorough understanding of themselves and their personal development.	engage in some reflection throughout the process, developing a moderate understanding of themselves and their personal development.	engage in limited reflection throughout the process, developing a limited understanding of themselves and their personal development.
<b>Applying</b>	apply new learning, understanding and experiences to further enhance participation in and reflection on engagement with the learning outcomes and Applied Learning Tasks.	apply some new learning, understanding and experiences to further enhance participation in and reflection on engagement with the learning outcomes and Applied Learning Tasks.	apply limited new learning, understanding and experiences to further enhance participation in and reflection on engagement with the learning outcomes and Applied Learning Tasks.
<b>Communicating</b>	communicate clearly across a variety of engaging formats, presenting an overall coherent response to the brief.	communicate with some clarity across a limited number of engaging formats, presenting a response to the brief that is somewhat coherent.	communicate with limited clarity within one format, presenting a response to the brief that is incoherent in nature.

**Table 2:** Descriptors of quality, Portfolio in Action

## 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:

- 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.

## Reasonable accommodations

This Leaving Certificate Life, Community and Work 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 Life, Community and Work 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 student 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 Life, Community and Work 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 Life, Community and Work grading

Leaving Certificate Life, Community and Work 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.

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

**Table 3:** Leaving Certificate Grading

## Appendix 1: Glossary of action verbs

Action verb	Students should be able to
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appraise</b>	evaluate, judge or consider text or a piece of work
<b>Appreciate</b>	recognise the meaning, value or importance of
<b>Assess</b>	judge, evaluate or estimate the nature, ability, quality or value of something
<b>Classify</b>	group things based on common characteristics
<b>Collaborate</b>	work jointly with another or others on an activity or project
<b>Compare</b>	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
<b>Complete</b>	provide the required information or details for all of the parts of a process to finalise and complete it
<b>Conduct</b>	perform an activity
<b>Create</b>	to bring something into existence; to cause something to happen as a result of one's actions
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Demonstrate an understanding</b>	have and apply a well-organised body of knowledge
<b>Describe</b>	give a detailed account of the main points of the topic, using words, diagrams and/or images
<b>Develop</b>	evolve; make apparent or expand in detail
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, perspectives, factors or hypotheses, grounded in appropriate evidence
<b>Engage</b>	actively and authentically carry out a process, strategy, plan or procedure
<b>Explain</b>	give a detailed account including reasons or causes
<b>Generate</b>	bring into existence, to cause to be or to create by means of a defined process
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Illustrate</b>	use examples to describe something
<b>Investigate</b>	observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions
<b>Justify</b>	give valid reasons or evidence to support an answer or conclusion
<b>Outline</b>	give the main points, restricting to essential pieces of information
<b>Present</b>	show something for others to consider
<b>Recognise (data/information)</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Reflect</b>	give thoughtful consideration to actions, experiences, values and learning in order to gain new insights and make meaning
<b>Research</b>	inquire specifically, through collecting, organising and analysing evidence in order to draw conclusions

## Appendix 2: Glossary of terms

This glossary is intended to clarify concepts and terms used in this specification.

Concept/Term	Understanding
<b>Achievements</b>	Hard-won successes accomplished with great effort or skill.
<b>Applied Learning Tasks</b>	Learning outcomes that provide an opportunity to apply the knowledge, skills, values and dispositions developed through their engagement with a number of learning outcomes within and across the strands of study.
<b>Aptitudes</b>	A person's natural tendency for a particular activity increasing the likelihood of success.
<b>Career field</b>	A career field as a broad category of work that encompasses various job roles that require similar skills, expertise and qualifications.
<b>Design thinking</b>	A non-linear, iterative process that supports human-centred problem-solving and the creation and refinement of innovate solutions.
<b>Digital portfolio</b>	A unique collection of evidence in a digital format, which demonstrates a students engagement with, and reflection on their engagement with learning outcomes of the specification.
<b>Entrepreneurship</b>	An individual's capacity to identify an opportunity and pursue it in order to produce new value or economic success, includes both entrepreneurs who create a business organisation and intrapreneurs who demonstrate entrepreneurial competencies while working in an organisation.
<b>Interests</b>	Something you enjoy doing, studying or experiencing, regardless of proficiency.
<b>Intrapersonal skills</b>	Skills that relate to an individual's awareness of self. Sometimes known as emotional intelligence.
<b>Interpersonal skills</b>	Skills that are needed for interaction between people. Sometimes known as people skills.
<b>Labour market</b>	A term used to describe the relationship between the workplace and the workforce.
<b>Personal statement</b>	A document that demonstrates a persons' suitability for a particular progression opportunity.
<b>SMARTER goals</b>	A SMARTER goal is a framework for defining objectives, where each goal is specific, measurable, achievable, relevant, and timebound, and is evaluated and revised.
<b>Technical skills</b>	Skills that are typically occupation and task focused that can be taught, studied and improved upon through training.
<b>Transferable skills</b>	Skills that are demanded in multiple different contexts. These skills enable people to move more easily between different employments and/or civil society engagements.
<b>Trends of the labour market</b>	Changes in the relationship between jobs and the workforce over time.
<b>Volunteering</b>	A commitment of time and energy for the benefit of wider society, the community, environment or individuals, undertaken freely, without concern for financial gain.
<b>Young workers</b>	Workers aged between 14 and 18; with workers aged 14 and 15 classified as children, and those aged 16 and 17 as young people.



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and Youth

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