

CURRICULUM VITAE

Students are required to compile and create a curriculum vitae (CV) as part of Unit 2 of the Link Module, Preparation for the World of Work. This unit introduces other job-seeking skills including letter writing, form filling and interview preparation. The CV provides a challenge for students to communicate information about themselves in a way that is concise and easy to read. It is an important skill—one that may well be of use to them throughout their working lives.

A curriculum vitae is a short account of what a person has to offer a potential employer. Its purpose is to gain an interview for a job and it is likely to form the basis of that interview. While there is no one definitive template, a CV will typically contain the applicant's personal details and short statements outlining his/her qualifications, qualities and skills, work experience, achievements and interests.

For the purpose of the Link Modules' portfolio, students should not prepare a CV for a particular job. They should compose a general, all purpose CV that concentrates on presenting relevant information in a concise and ordered way.

Students will add to their skills and experience during the course of the LCVP and should be encouraged to revise their CV's at regular intervals. It is hoped that the CV selected for inclusion in the Link Modules portfolio will contain evidence of new skills and experience gained by the student during the course of the programme.

ASSESSMENT CRITERIA

The curriculum vitae will assess the student's ability to

- generate a word-processed document with a clear and consistent layout
- choose font, format and language appropriate to the task content
- select relevant information, categorise under appropriate headings and arrange in appropriate order
- communicate concisely and accurately using correct grammar, spelling and punctuation
- highlight personal skills and qualities in an imaginative way.

GUIDELINES FOR PREPARING A CURRICULUM VITAE

The CV should be an accurate and concise summary of factual information about the student. The document should be word-processed and should not exceed two A4 pages in length. In accordance with the style of most formal documents, a regular font, such as Times New Roman, should be used.

LAYOUT

The following layout is offered as a guide. Headings selected are not intended to be prescriptive or restrictive and it is open to students to present the information in a different order to the one outlined. For example, some students may wish to highlight their educational achievements, while others may feel that their skills and work experience are more positive points to emphasise at the beginning of their CV.

Personal details

May include name, address, telephone number, date of birth. A student is not required to give details such as nationality, gender or religion on the CV, and may prefer not to show date of birth. The CV should be signed and dated.

Skills and qualities

The assessment criteria for the Link Modules require students to highlight personal skills and qualities. Two different ways of achieving this are presented in the sample material. In Louise Whelan's 3rd CV, for example, a short statement summarising personal skills and qualities is included at the top of the document. In David Lee's CV, skills and qualities are presented as a carefully-worded bulleted list.

Education/Qualifications

This will include names of schools and years attended; dates of examinations; subjects, including levels and grades. In the majority of cases, the examinations will comprise Junior Certificate (results) and the Leaving Certificate (to be taken).

Work experience

Start with the most recent job/work placement, giving the dates of employment, name of employer and address. Give a brief summary of responsibilities.

Achievements

Give information about specific achievements. These might be school related, personal or sporting achievements.

Interests and hobbies

Select examples which demonstrate skills or abilities to a prospective employer.

Additional information

Any further information which might support an application, such as membership of an organisation or the ability to speak another language.

Referees

The student may give names, job titles, addresses and telephone numbers of referees. However, a statement such as *'Names and contact details of referees available on request,'* is also acceptable.