



Oide

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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Business

Professional Learning Experience
Day 2

Overview of the Day

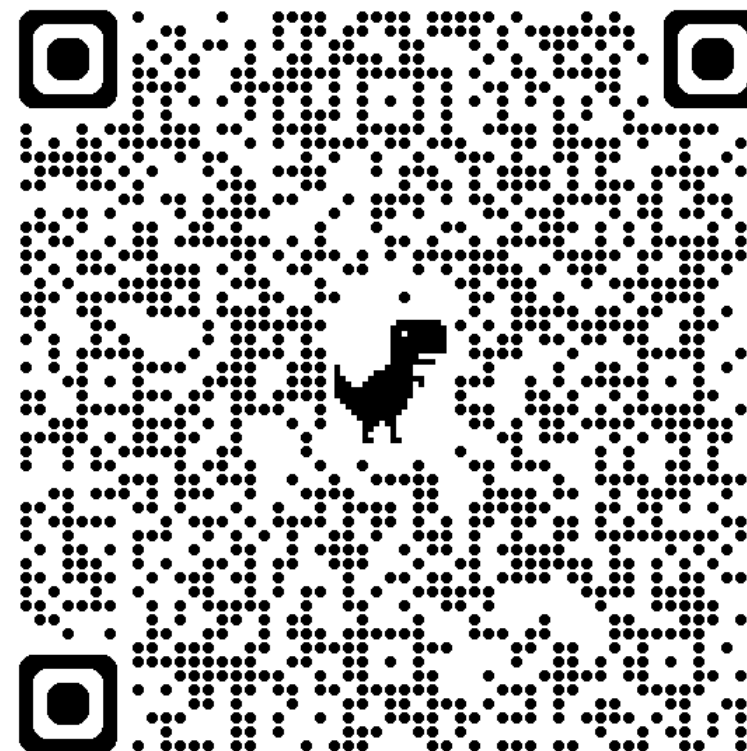


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Session 1 09:15 - 11:00	Engaging with the NCCA <i>Guidelines to support the Completion of the Business Alive Investigative Study</i>
Tea/Coffee 11:00 - 11:20	
Session 2 11:20 - 13:00	Consider how engaging with the real world of business supports and enhances students' learning
Lunch 13:00 - 14:00	
Session 3 14:00 - 15:45	Effective subject planning for teaching, learning and assessment to develop students' key competencies



Support Materials



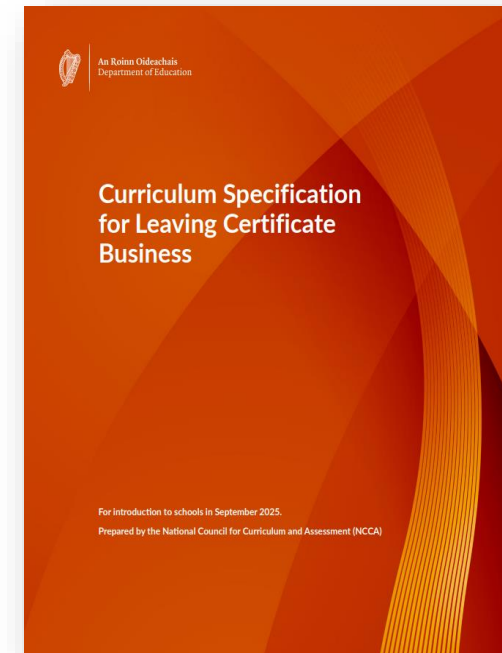
Oide Mailing Lists



Learning Intentions: Session 1

In this session, we will...

- Recap on the key components of the Business specification
- Engage with the NCCA Guidelines to support the Completion of the Business Alive Investigative Study.





Key Documents



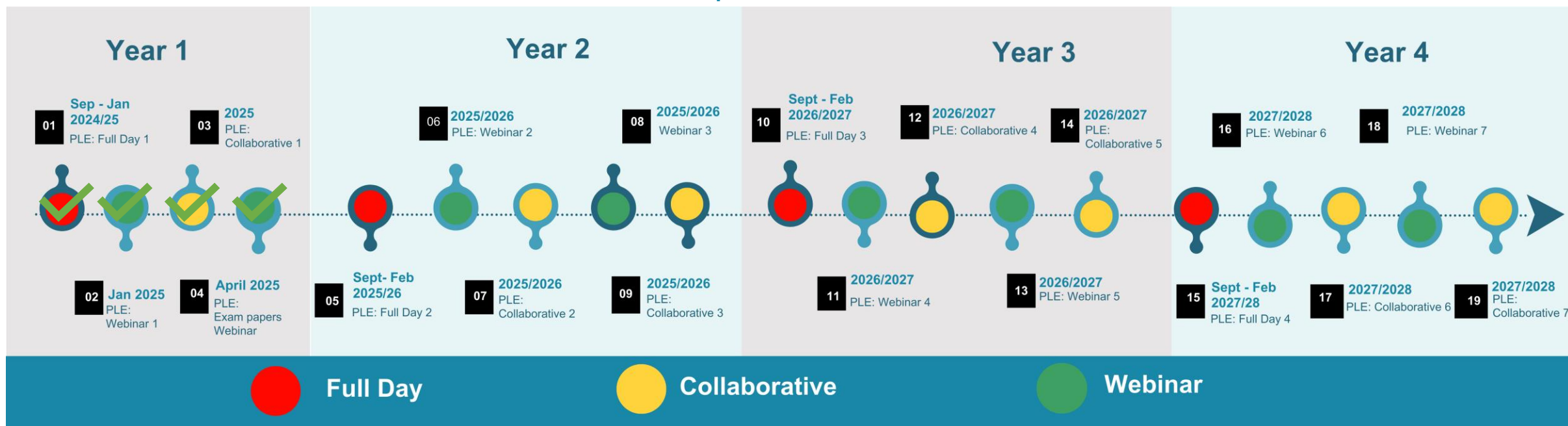
Policy documents that underpin the specification

Specification and supporting documentation



Leaving Certificate Business Support

Senior Cycle Redevelopment- Business Professional Learning Experience Proposed Timeline



4 x Full-Day PLEs

7 x Evening Collaboratives

7 x Webinars



Senior Cycle Key Competencies

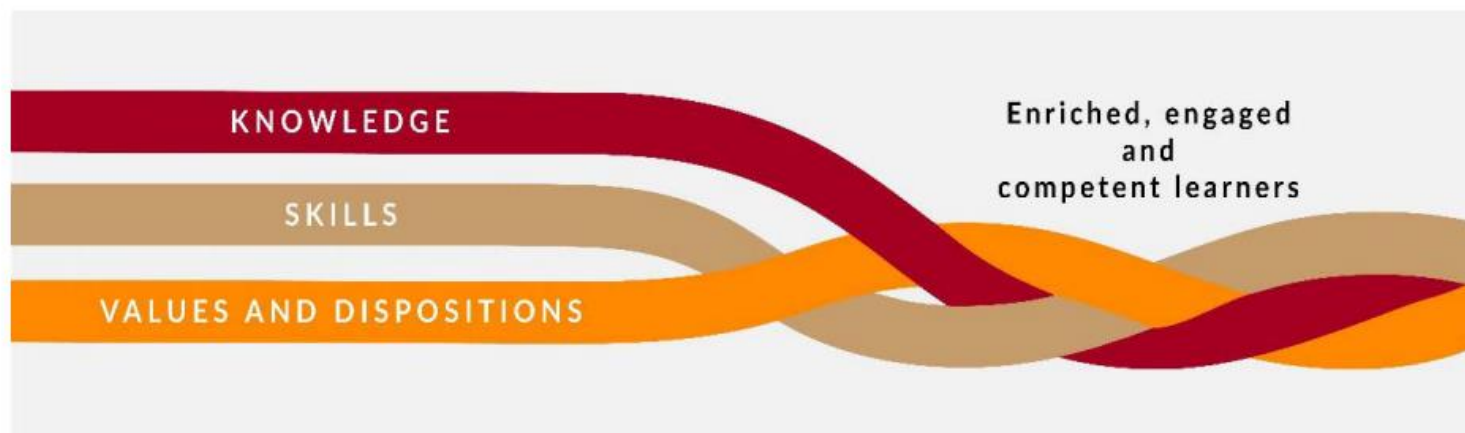


Figure 1: *Key competencies in senior cycle, 2024, p.1.* The components of competencies and their desired impact.

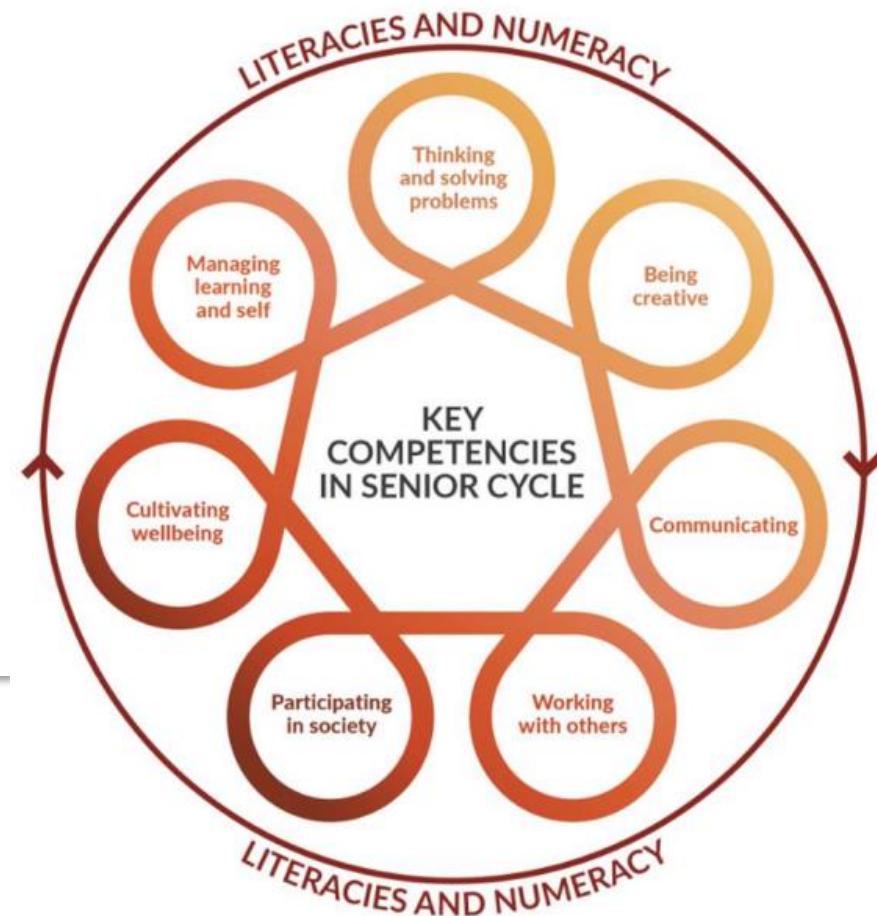


Figure 2: *Key competencies in senior cycle, 2024, p.2.* Key Competencies in senior cycle, supported by literacies and numeracy.



Specification Overview



Figure 3: *Business Specification, 2024, p.11.* Leaving Certificate Business: Specification Overview.



Why an AAC?

An opportunity for students to demonstrate their learning across the course, in a way that supports:

- Diverse Assessment Methods
 - Student Well-being
 - Inclusivity and Flexibility
-
- Also provides an opportunity for students to take ownership for their own learning by applying curriculum content knowledge to an area of their own interest in response to a brief.

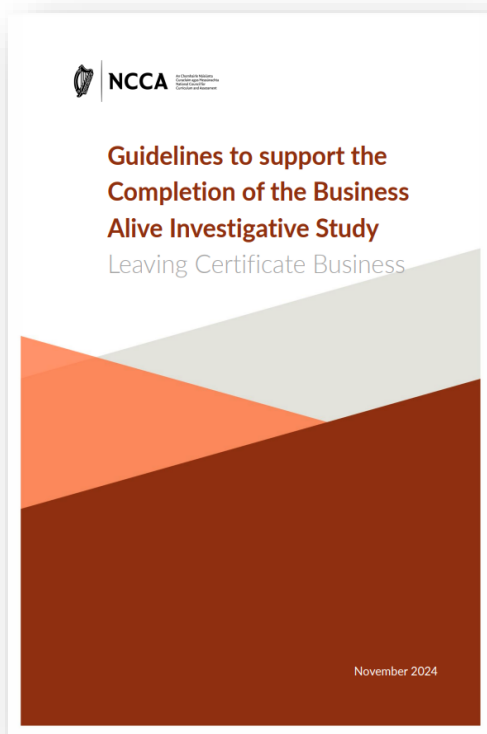


AAC in Leaving Certificate Business

- Business Alive Investigative Study
- Requires students to demonstrate their capacity to plan, conduct, analyse and evaluate research on a particular issue
- Draws on their ongoing engagement with the world of business.
- Apply the key competencies
- Guidelines for completion issued November 2024.



Guidelines to Support the Completion of the Business Alive Investigative Study

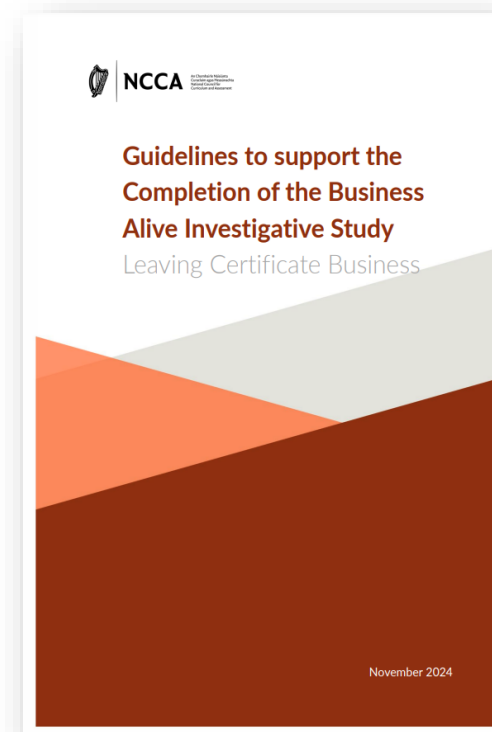


- Details of the nature and scope of the Business Alive Investigative Study
- Guidance for schools, teachers and students on undertaking, completing and submitting the Business Alive Investigative Study
- Role of schools and teachers in supporting students
- Descriptors of quality.



Overview

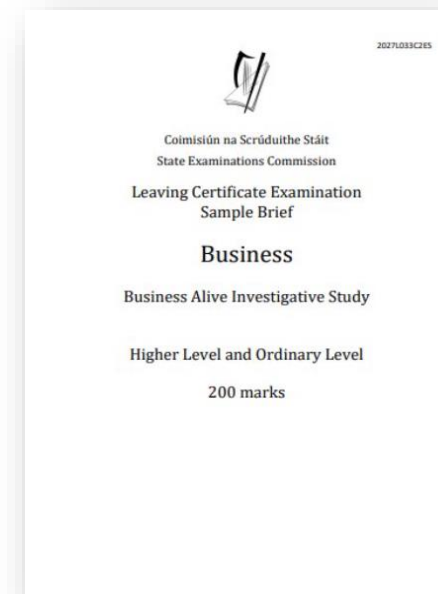
- A common brief will be published annually by the State Examinations Commission (SEC) in term two of year one
- AAC will be assessed at the level at which the student sits the final written examination (Higher or ordinary level)
- Up to 20 hours to complete
- Individual report (40%) 200 marks
- Submitted digitally in Year 2 to the SEC in a format specified by the SEC
- AAC underpinned by a project plan prepared by student.





Business Alive Investigative Study Sample Common Brief

1. Information for candidates, teachers and school authority
2. Creating your digital report
3. Submitting your coursework report
4. The Investigative Study Process in Business
5. Topic for the Business Alive Investigative Study – Sample
6. Business Alive Investigative Study Report Structure
7. Mark Allocation.

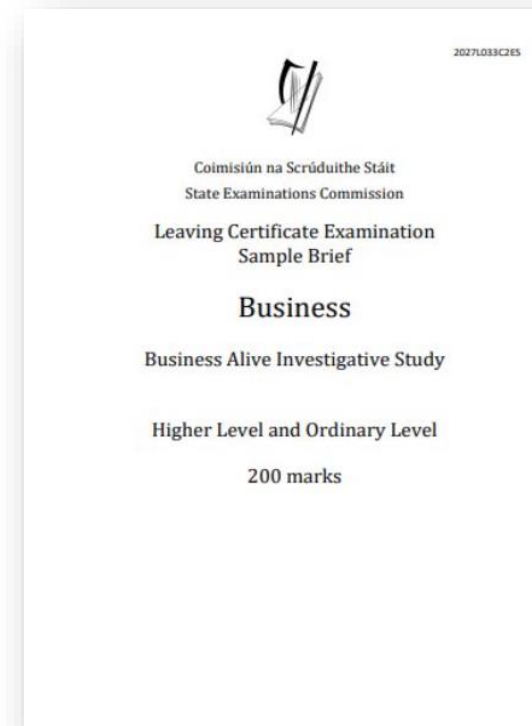




Business Alive Investigative Study Sample Common Brief

"You are required to explore how ethical considerations impact marketing for a business of your choice operating in the service sector in Ireland"

(Business Alive Investigative Study, Sample Brief 2025, p.6)



2 mins



Business Alive Investigative Study

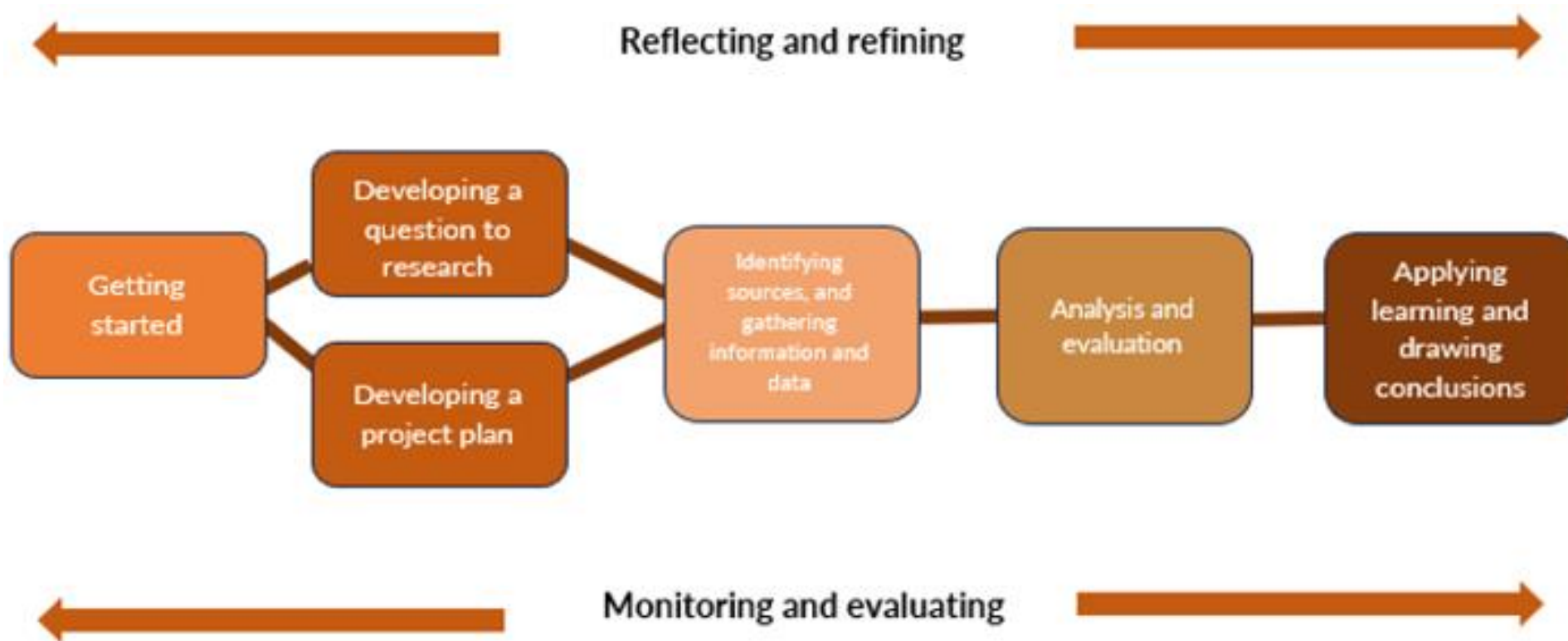


Figure 4: *Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.3.* Overview of the main stages of activity in the Business Alive Investigative Study.





Appendices

SMART			Questi
Specific		Objectives	•
			•
			•
Measurable		My role	•
			•
			•
Achievable		Resources	•
			•
			•
Relevant		Time schedule	•
			•
			•
Timebound		Possible risks	•
			•
			•
		Ongoing monitoring and evaluation	•
			•
			•

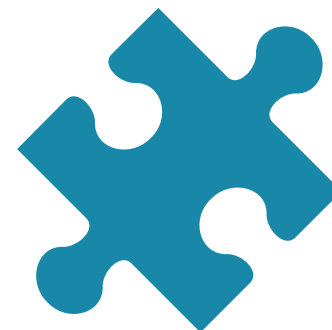
Examples of in-text Citations for different types of sources
Book: (p. 57, McLeskey, 2013)
Newspaper/magazine article: (Hearne, J., 30/08/2024)
Text/image accessed online: (thelatinlibrary.com/101/RhetoricalDevices)
Audio accessed online: (Ep. 10, rte.ie/radio/podcasts/22093250)
Video accessed online: (3:20 to 5:45,youtu.be/yCv4iyPqZKQ)
AI Tools (with shareable url): (chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940)
AI Tools (without shareable url): (OpenAI (2023) ChatGPT, 20/10/2023)



Activity: AAC Stages

Review the AAC stage assigned to you, considering the following:

- Timing
- Student responsibility
- Teacher role
- Appendices if relevant to stage.



10 mins
Group A-C



10 mins



5 mins



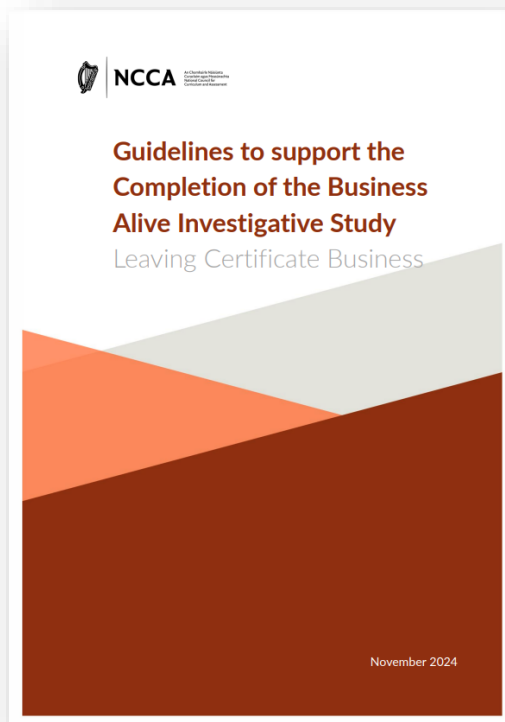
AAC Assessment

“The Business Alive Investigative Study will require students to demonstrate their capacity to **plan, conduct, analyse and evaluate** research on a particular issue, using a variety of sources and considering a range of perspectives, while drawing on their ongoing engagement with the world of business.”

(Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p. 2)



Descriptors of Quality



Students demonstrating a high level of achievement

Students demonstrating a moderate level of achievement

Students demonstrating a low level of achievement

Review the descriptors of quality on pages 10-13 of the AAC Guidelines to Support the completion of the Business Alive Investigative Study.



5 mins



5 mins



Role of the Teacher



Using the sample brief and the guidelines (p.14-15) read the role of the teacher.

Consider how you might support your students as they engage in this investigative study.



10 mins



5 mins



5 mins



Engaging with the AAC

What are you doing in your classroom to support students' engagement in the AAC?

Consider:

- **The role of formative assessment**
 - Formative feedback
 - Effective questioning
- **The role of the Unifying Strand**
 - Developing student competencies in research and reflection
- **The role of Descriptors of Quality**
 - Student use of success criteria



5 mins



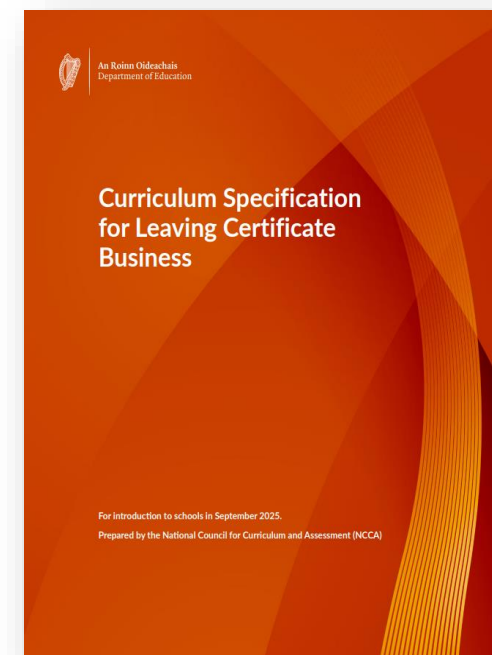
5 mins



Learning Intentions: Session 1

In this session, we...

- Recapped on the key components of the Business specification.
- Engaged with the NCCA Guidelines to support the Completion of the Business Alive Investigative Study.





Break





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Leaving Certificate Business

Session 2



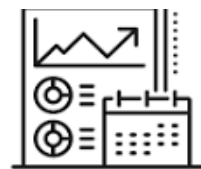
Learning Intentions: Session 2

In this session, we will...

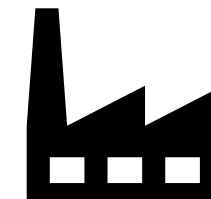
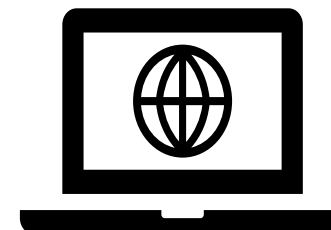
- Explore how connecting with the real world of business can enhance teaching, learning and assessment strategies.
- Examine the value of the investigative folder as a learning resource in the business classroom.
- Analyse how incorporating an analytical tool from the specification can strengthen student skills and link learning to practical business scenarios.



Engaging with the Real World of Business



ANNUAL REPORT



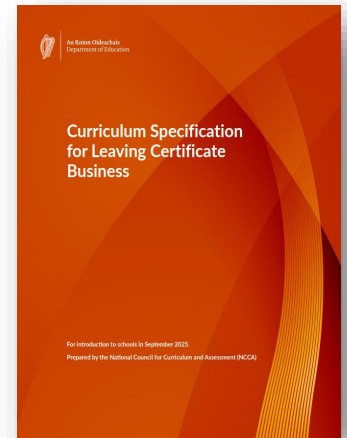
5 mins



Business Models – Learning Outcomes

Strand 2.3:

- 3. explain what is meant by a business model and appreciate its role within the business plan.
- 4. identify the key elements of the business model canvas and outline the role of business models in successful enterprises
- 5. identify and compare the most common business models
- 7. identify and compare a number of technology-driven business models and outline the key characteristics of each model



Strand 2.6:

- 6. outline strategies that a business may employ to adapt based on their marketing mix and/or business model



Activity: Engagement with the Real World of Business

- While listening to the audio clip from RTE News, consider how the clip can help achieve the business models learning outcomes
- Identify the teaching strategies you would use with audio clips to maximise the learning for all students



Source: Browne, O., and Robertson, D. (2025) 'Here's how financial literacy affects the money in your pocket', *RTE*, 29 January 2025, Available at: <https://www.rte.ie/brainstorm/2025/0129/1493145-financial-literacy-money-purchases-savings-debt-finance-subscriptions/> . (Accessed 10 March 2025)



3 mins



7 mins

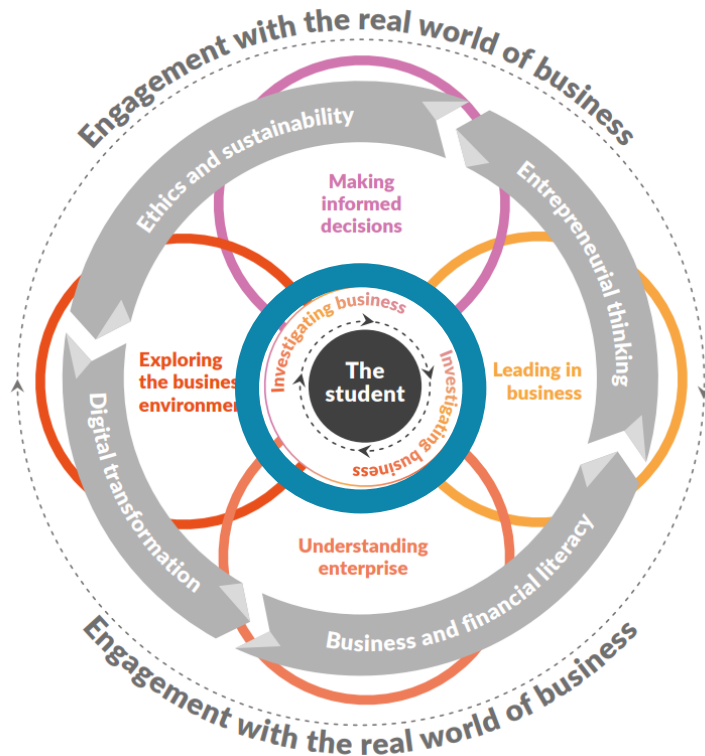


5 mins

Developing Competencies

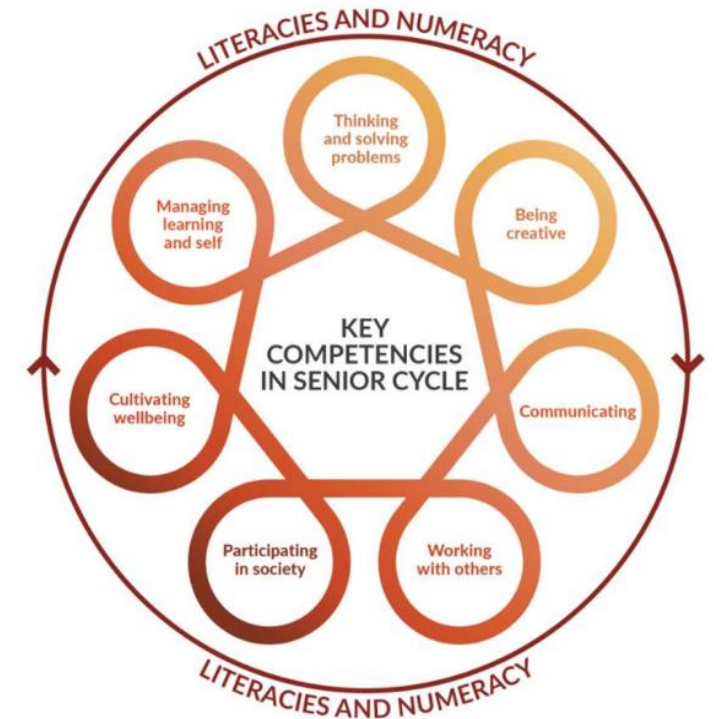


Oide



“The unifying strand is designed to be woven throughout the contextual strands as appropriate”

(Business Specification, 2024, p. 10)



“..foster and make deep learning possible. Student progress and mastery of key competencies in senior cycle is very important, as they prepare to embark on adult life”

(Key Competencies, 2024, p. 1)

Activity: Engagement with the Real World of Business



Oide

Read the newspaper article and consider the following questions:

1. How does engagement with both stimuli deepen the understanding of the learning outcomes in strand 2 on business models?
2. How does this engagement support the development of student competencies?
 - Refer to Unifying strand LOs pages 13-15
 - Key competency document pages 3-9

How companies make it hard for you to cancel online subscriptions

Updated / Thursday, 9 May 2024 10:31



Source: Sheil, A., and Malone, D. (2025) 'How companies make it hard to cancel online subscriptions' *RTE*, 9 May 2024. Available at: <https://www.rte.ie/brainstorm/2024/0509/1448035-dark-patterns-cancel-online-subscriptions/>. (Accessed 10 March 2025)



7 mins



10 mins



5 mins

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The Investigative Folder



“

Students should also regularly engage with the world of business through...**news reports** and items in the **media**. This may be supported through students maintaining an **investigative folder** across the two years of study.

While this will not be formally assessed, developing an investigative folder will support students in **gathering resources** which they may draw upon as they complete their AAC ”

(Business Specification, 2024, p. 30)



5 mins



How Might Students Organise Their Investigative Folder?

- ☐ Area of learning
- ☐ Title of stimulus piece & date
- ☐ Sources
- ☐ Link to sources where relevant
- ☐ Key Points/Ideas
- ☐ Perspectives
- ☐ Personal Reflection



5 mins



Activity: Engagement with the Real World of Business

Use the template in the booklet to make a record of the wizz air audio clip.

Sources are provided on screen and in the booklet



Source: Browne, O., and Robertson, D. (2025) 'Here's how financial literacy affects the money in your pocket', *RTE*, 29 January 2025, Available at: <https://www.rte.ie/brainstorm/2025/0129/1493145-financial-literacy-money-purchases-savings-debt-finance-subscriptions/> . (Accessed 10 March 2025)



5 mins



Teaching and Learning

“As students progress through their learning, they will develop a range of key competencies...

...Opportunities for student engagement with the unifying strand, Investigating Business, across the two years of study is an important aspect of teaching and learning in Leaving Certificate Business...

(Business Specification, 2024, p. 30)



Reflection

Consider:

How could I use “the real world of business” in my classroom practice to:

- develop student knowledge
- apply their learning
- develop competencies
- in preparation for the AAC and written exam



7 mins





Analytical Tools

There are many examples of analytical tools within the specification, examples include:

- STEEPLE analysis
- Force-field analysis
- Power interest grid

Consider how we might use these tools as a way for students to:

- Develop knowledge & understanding
- Engage with the real world of business
- Apply my knowledge

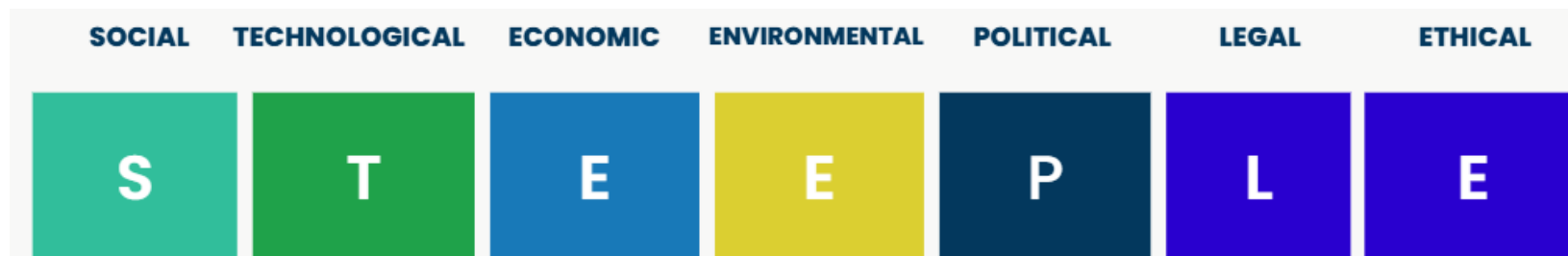




STEEPLE Analysis

Learning outcome: S2.4.8

“conduct a STEEPLE analysis to develop greater understanding of the external environment and identify issues of concern for a business”





Activity: Analytical Tool



- Assume you are the student
- Read the case study and conduct a STEEPL analysis.
- Update the flipchart page with the results of the analysis AND
- Identify two issues for the business under each heading
- You may use the sample framework document in booklet to guide you.



10 mins



5 mins



STEEPLE Analysis

Learning outcome: S2.4.8

“conduct a STEEPLE analysis to develop greater understanding of the external environment and identify issues of concern for a business”



5 mins

Using Analytical Tools to prepare for the AAC



Oide



- Research skills
- Key competencies
- Unifying strand
- Depth of Business knowledge
- Develop questions to research



Learning Intentions: Session 2

In this session, we...

- Explored how connecting with the real world of business can enhance teaching, learning and assessment strategies
- Examined the value of the investigative folder as a learning resource in the business classroom
- Analysed how incorporating an analytical tool from the specification can strengthen student skills and link learning to practical business scenarios.



Lunch





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Session 3



Learning Intentions: Session 3

In this session, we will...

- Investigate a method for formulating effective research questions
- Identify planning considerations
- Reflect and determine appropriate next steps.

Business Alive Investigative Study



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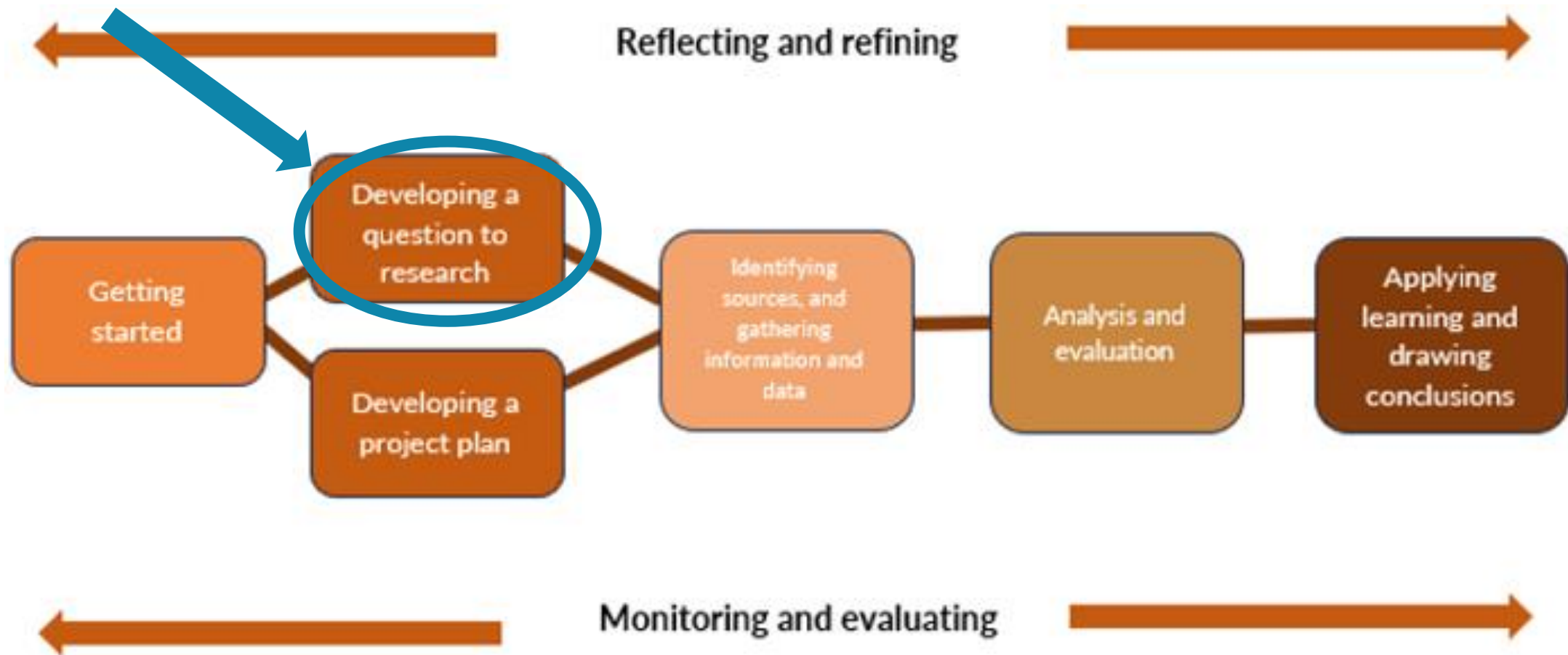
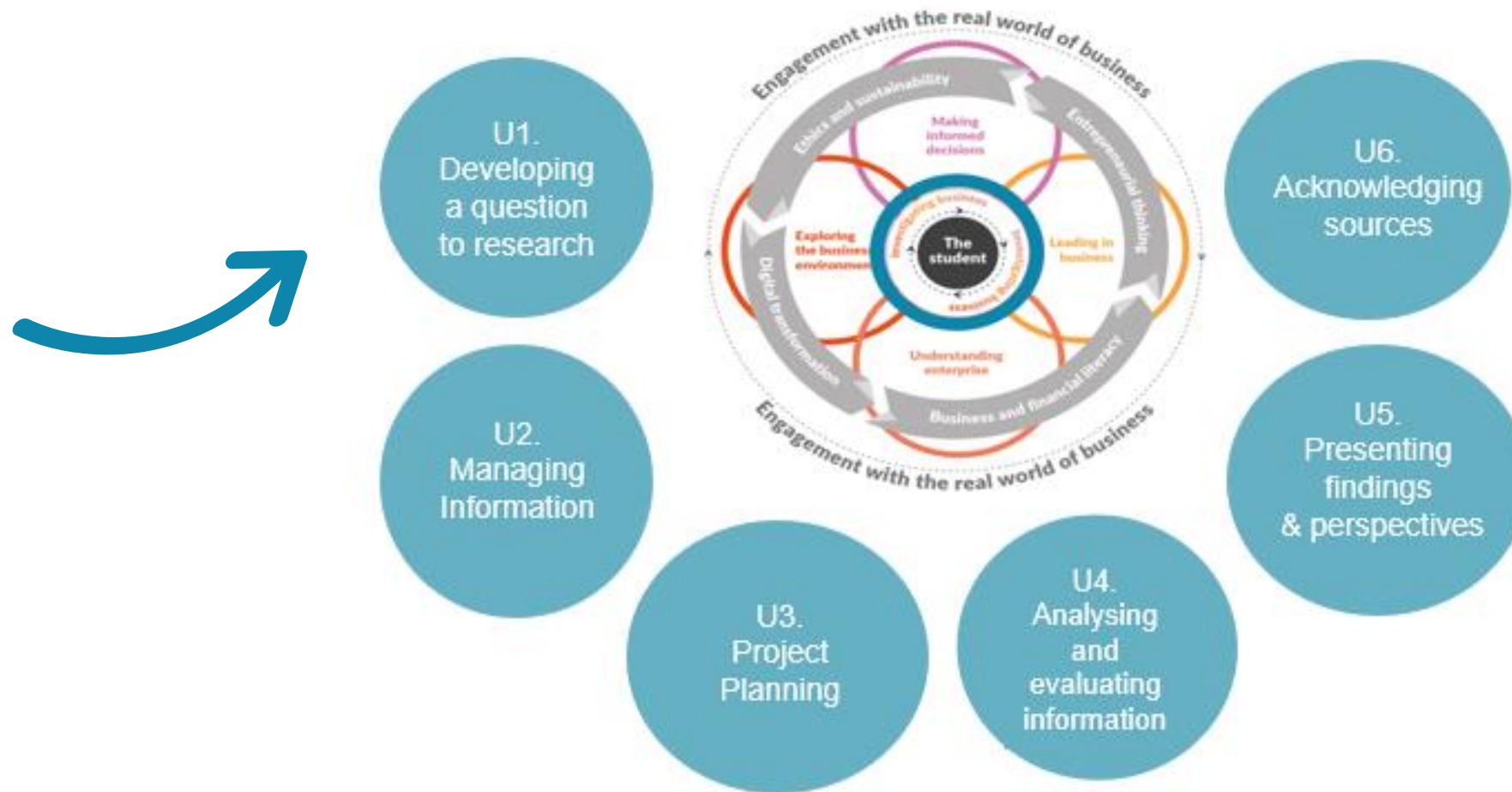


Figure 4: Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.3. Overview of the main stages of activity in the Business Alive Investigative Study.

Unifying Strand: Developing a Question to Research



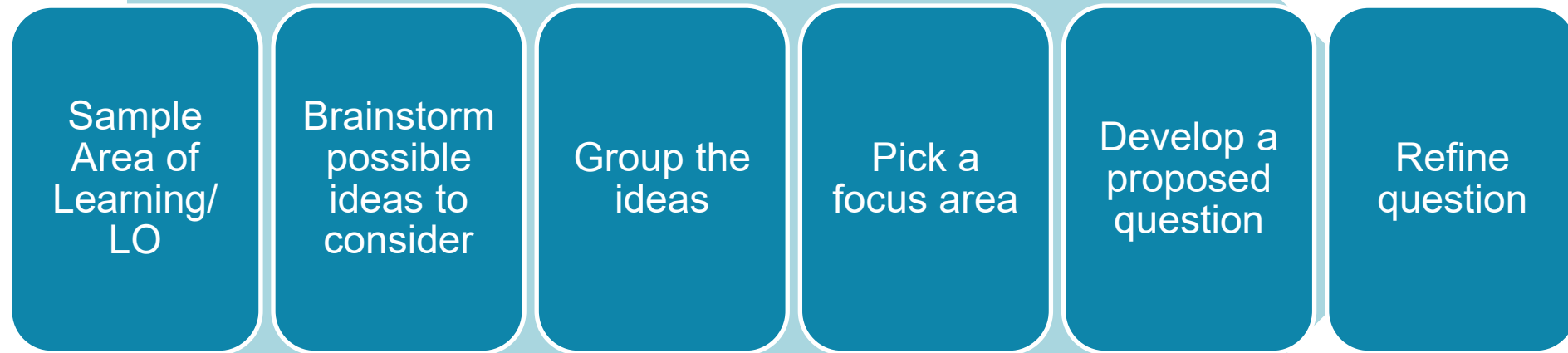
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Developing Questions to Research: Brainstorm Strategy

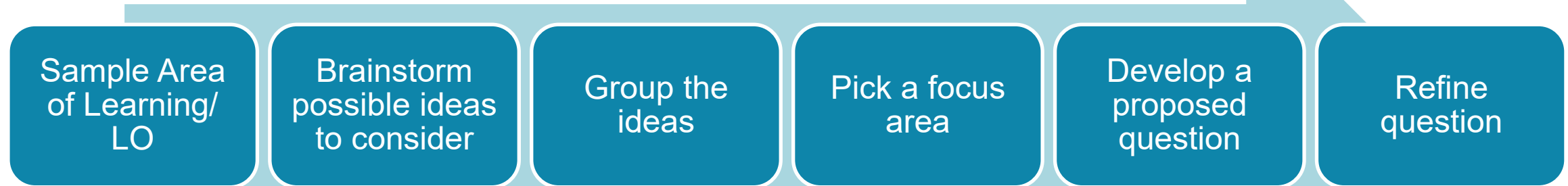


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Developing Questions to Research:

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LO S3.2.4:
Investigate the
factors that impact
on employee
motivation

- Types of motivation – intrinsic v extrinsic
- Business operations/ workplace environment: flexible working, salaries/benefits, culture
- Economic environment: competition for jobs, employment rates, skills development, exposure to particular markets/technology
- Global trends
- Change drivers/ technology / gig economy /
- Ethics & sustainability

- Individual
- Business
- Environment
- Economy

Business

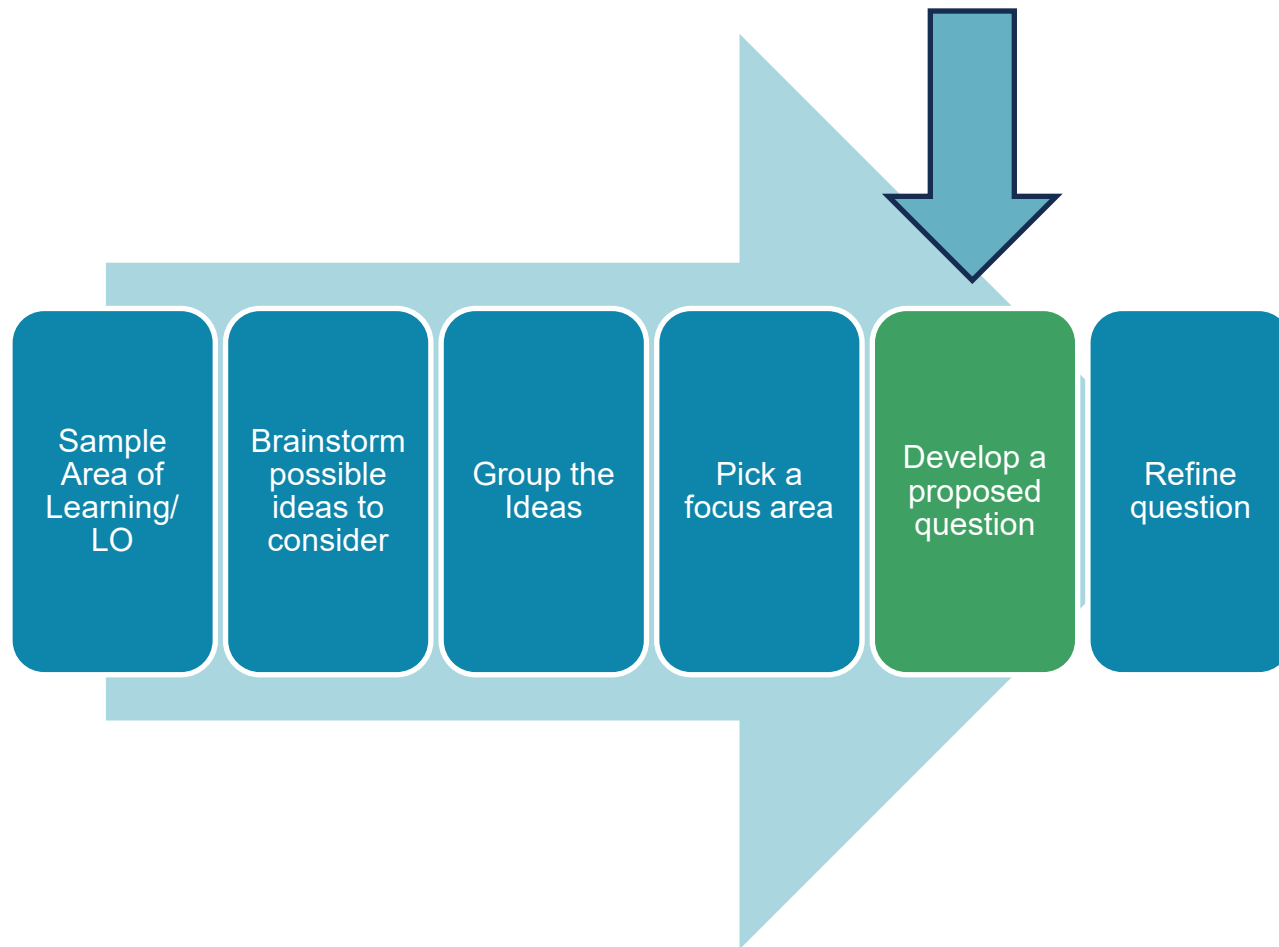
How effective is
flexible working in
motivating & retaining
staff?

How prevalent is
flexible working in
Ireland?

Developing Questions to Research: Brainstorm Strategy Activity



Oide



Using the strategy outlined, in your group:

- Using the sample brief
- Create a research question



10 mins

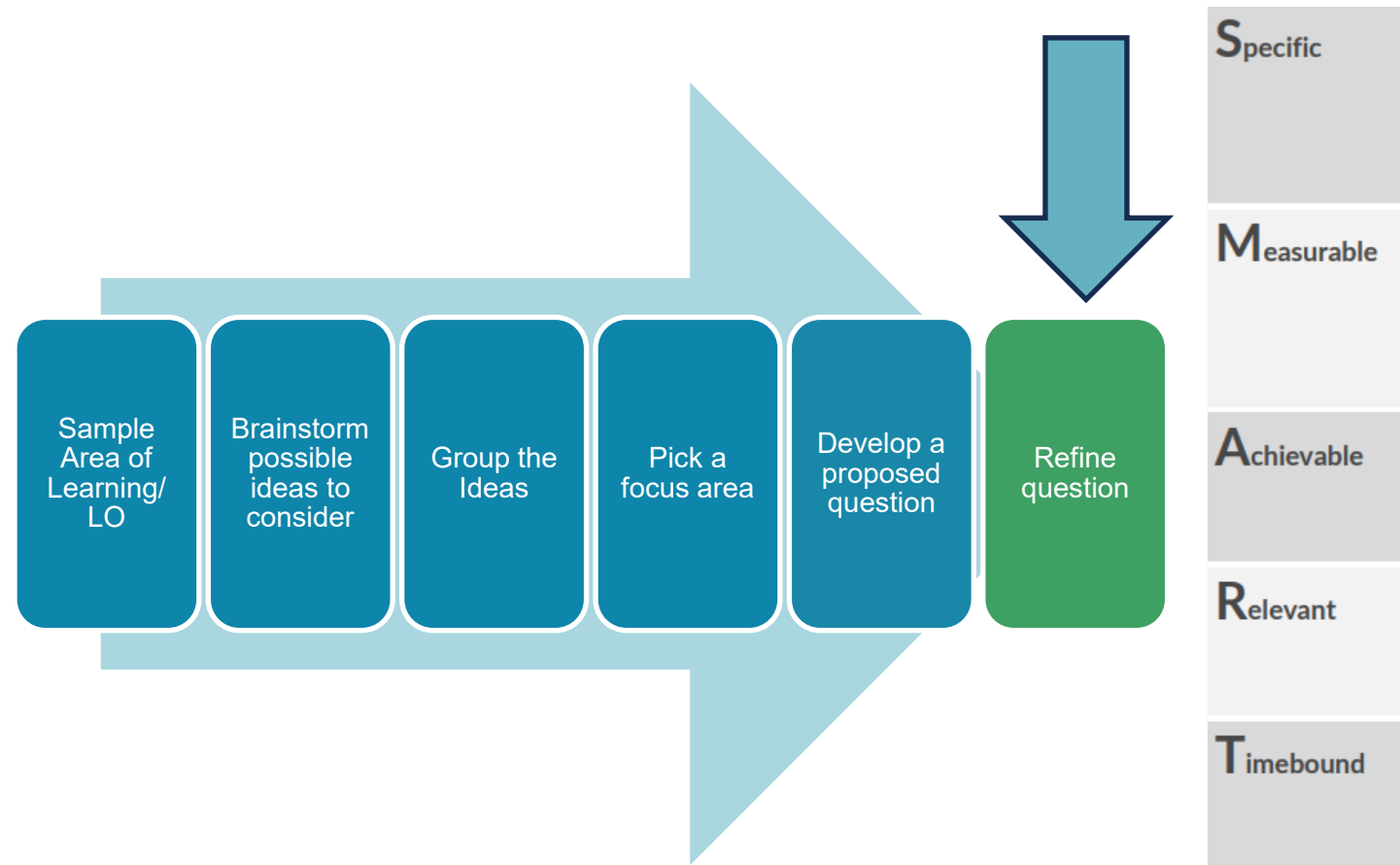


5 mins

Developing a Question to Research



Oide



- Is our question effective?
- How do we know?
- Let's apply Appendix 1 from the AAC to the question that you developed



10 mins



5 mins

Developing Questions to Research

Points to Note



Oide

- Creating questions gives opportunities to develop critical thinking skills
- Developing this competency prepares students for the AAC
- Students are not required to research every question
- “The unifying strand is designed to be woven throughout the contextual strands as appropriate”



(Business Specification, 2024, p. 10)



Personal Reflection

Consider:

- Could I use this “developing questions” strategy with my students?
- How can I help my students develop effective research questions?



5 mins



Planning Considerations

“The learning outcomes set out in this specification support the use of a wide range of approaches to teaching and learning...

In their planning teachers can provide ample opportunities for students to engage with topical issues and apply the learning set out in the unifying strand which will also be applied across the four contextual strands. Students benefit from this process being approached in a developmental manner with repeated exposure, in different contexts over time”

(Business Specification, 2024, p. 30)



Planning Considerations



Themes of interest

Relevant Learning outcomes

Unifying Strand

Cross Cutting Themes

Learner experiences

Key Competencies

Assessment

Inclusive Practice



Planning Considerations

Themes of interest	
Relevant Learning outcomes	
Unifying Strand	
Cross Cutting Themes	
Learner experiences	
Key Competencies	
Assessment	
Inclusive Practice	

Within your departments, create a plan for a theme of your choice considering all the elements



30 mins



10 mins



Personal Reflection: What Next?



Reflect on this PLE and your own experience of the new specification to date:

Identify **three** actions that you will take following this PLE day. In doing this consider both:

- Your individual practice
- Your subject department



5 mins



Learning Intentions: Session 3

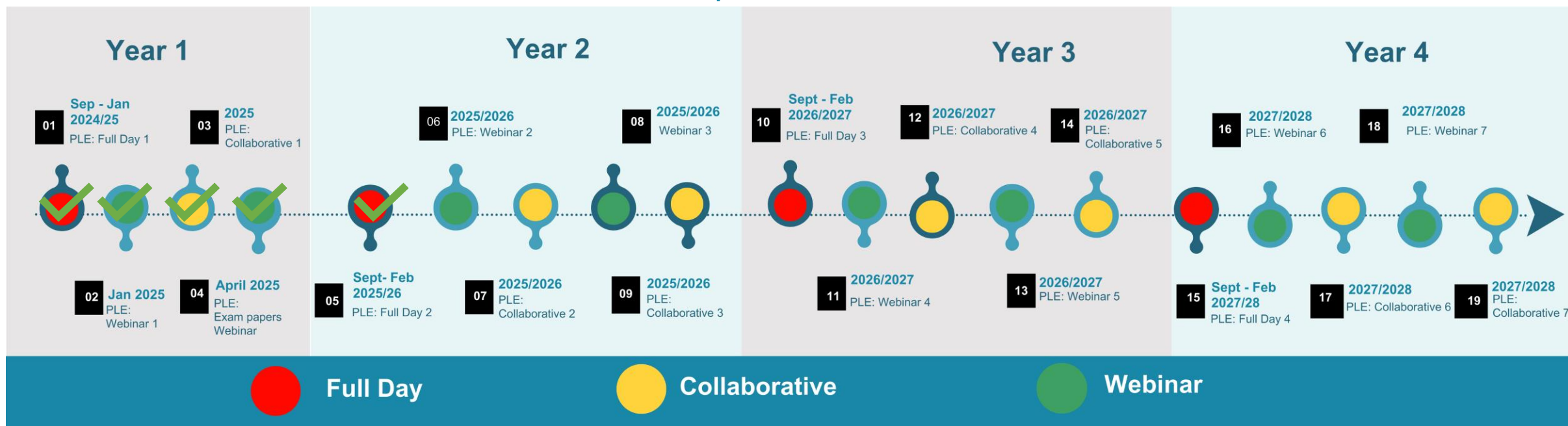
In this session, we...

- Investigated a method for formulating effective research questions
- Identified planning considerations
- Reflected on this PLE and determined appropriate next steps



Leaving Certificate Business Support

Senior Cycle Redevelopment- Business Professional Learning Experience Proposed Timeline



4 x Full-Day PLEs

7 x Evening Collaboratives

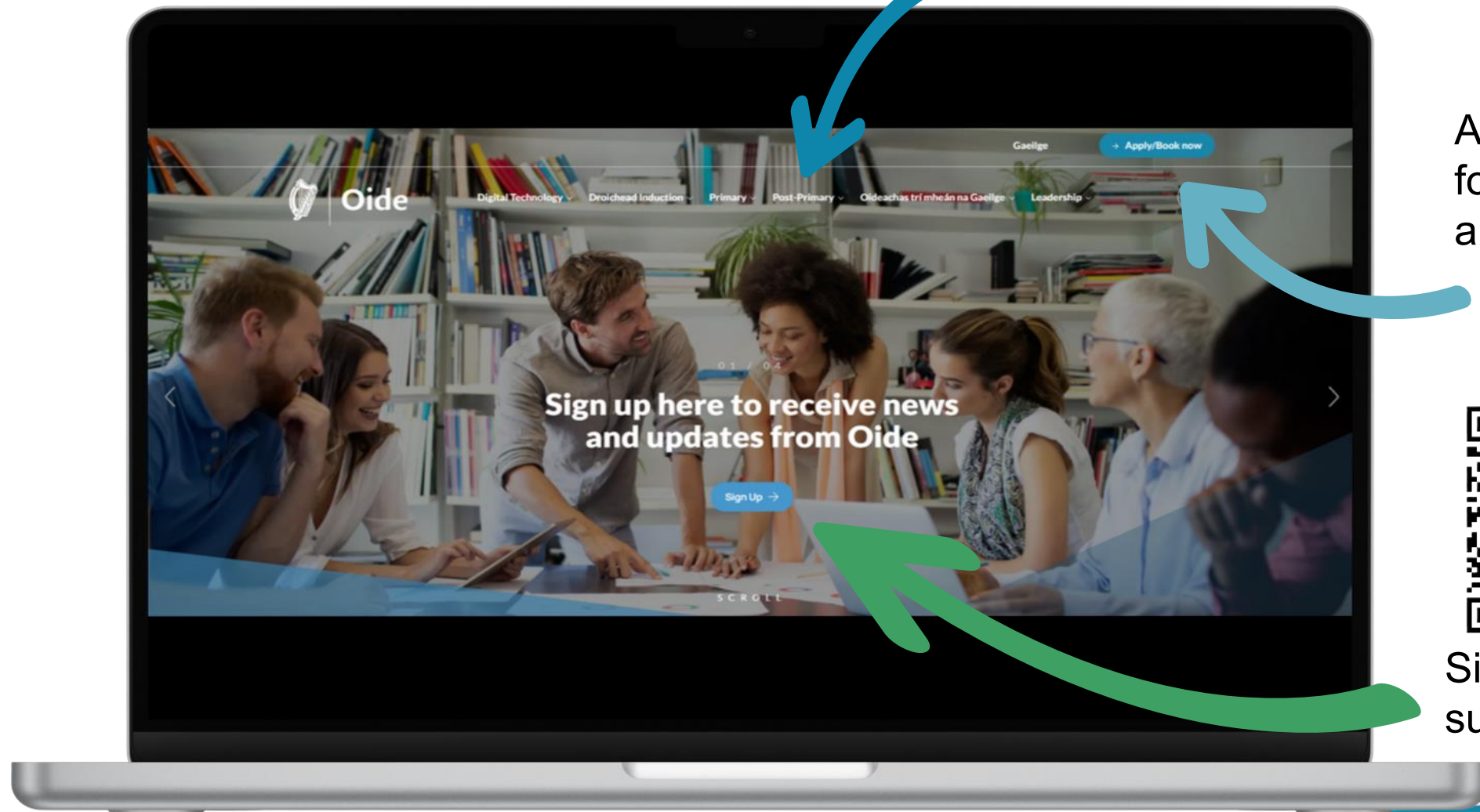
7 x Webinars

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All bookings
for teachers
and schools.



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subject mailing list.

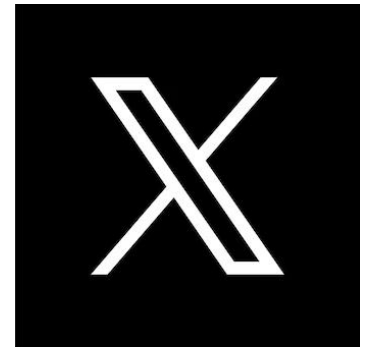
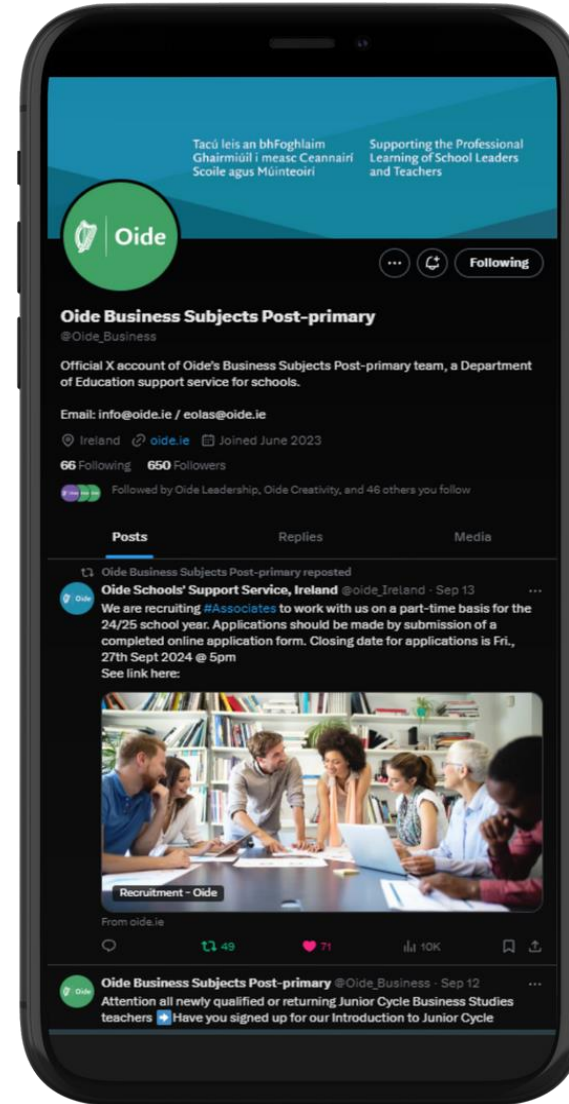
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End of session 3



References

Browne, O., and Robertson, D. (2025) 'Here's how financial literacy affects the money in your pocket', *RTE*, 29 January 2025, Available at: <https://www.rte.ie/brainstorm/2025/0129/1493145-financial-literacy-money-purchases-savings-debt-finance-subscriptions/> . (Accessed 10 March 2025)

NCCA (2024). *Curriculum Specification for Leaving Certificate Business*.

NCCA (2024). *Key competencies in senior cycle*.

NCCA (2024). *Guidelines to support the completion of the Business Alive Investigative Study*.

SEC (2025). *Leaving Certificate Business, Sample Brief (2025)*

Sheil, A., and Malone, D. (2025) 'How companies make it hard to cancel online subscriptions' *RTE*, 9 May 2024. Available at: <https://www.rte.ie/brainstorm/2024/0509/1448035-dark-patterns-cancel-online-subscriptions/> . (Accessed 10 March 2025)



Appendices

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Figure 3: NCCA (2024). *Curriculum Specification for Leaving Certificate Business, p.11*. Leaving Certificate Business: Specification Overview.

Figure 4: NCCA (2024). *Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.3*. Overview of the main stages of activity in the Business Alive Investigative Study.