

Student Information

LC Business

Business Alive Investigative Study 2027



Mark allocation - 200 marks

- ☐ Introduction – 20 marks
- ☐ Investigation, Findings, Analysis and Evaluation – 100 marks
- ☐ Conclusion – 30 marks
- ☐ Overall Coherence – 50 marks

Project Timeline for Students - 6 Months

| Month | Activities | Methods/considerations | Output | ✓ |
|-------------------------------------|---|---|---|---|
| 1. Project preparation | <ul style="list-style-type: none"> Select project topic and research question Identify organisation or industry to be studied Create project plan and timeline | Review Business Alive learning outcomes Define key terms: digitalisation, productivity, remote working etc | <ul style="list-style-type: none"> ➤ Final research question ➤ Project plan (approved) ➤ Initial background research. | |
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| 2. Secondary research | <ul style="list-style-type: none"> Research existing studies Review government publications (e.g. gov.ie) Analyse business articles and reports Identify benefits and challenges discussed in sources | Resources Required Gov. websites – reports e.g., Dept of Enterprise Business journals and newspapers Academic articles – business and HR Company websites – policies and reports | <ul style="list-style-type: none"> ➤ Secondary research summary ➤ List of referenced sources. ➤ All resources referenced using Harvard method | |
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| 3. Primary research design | <ul style="list-style-type: none"> Decide on applicable primary research methods e.g., Design employee questionnaire Prepare interview questions Pilot survey with a small group Make improvements based on feedback | Resources Required Survey tool (Google Forms or Microsoft Forms) Spreadsheet software (Excel) Time for research and analysis | <ul style="list-style-type: none"> ➤ Final questionnaire design ➤ Final interview guide ➤ Ethical considerations addressed (anonymity, consent) | |
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| 4. Primary data collection | <ul style="list-style-type: none"> Distribute surveys to employees Conduct interviews if applicable Collect and organise responses Ensure data is reliable and unbiased | Ethical Considerations Participation is voluntary Responses are anonymous Data is used for educational purposes only No personal or sensitive information collected | <ul style="list-style-type: none"> ➤ Completed survey responses ➤ Interview notes or transcripts ➤ Ethical considerations included. | |
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| 5. Data analysis | <ul style="list-style-type: none"> Organise data into tables and charts Analyse trends and patterns Compare findings with secondary research Identify key findings e.g., productivity and wellbeing | Possible Limitations Small sample size Limited access to organisations Subjective responses from employees Time constraints | <ul style="list-style-type: none"> ➤ Data tables and graphs ➤ Written analysis of results. | |
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| 6. Evaluation and report completion | <ul style="list-style-type: none"> Evaluate findings: Answer the research question Identify limitations of the study Make recommendations for employers/employees Reflection (To Be Completed at Project End) What skills were developed during the project? What challenges were encountered? How could the project be improved? Has your understanding of digitalisation improved? | Expected Outcomes Greater understanding of how digital tools affect productivity Identification of best practices Practical recommendations for businesses Strong links to Business Alive course content Proofread and finalise report | <ul style="list-style-type: none"> ➤ Completed investigative study report ➤ Conclusion and recommendations made. ➤ Reflection on project. | |
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Topic for the Business Alive Investigative Study



Complete a **Business Alive Investigative Study and Report** based on the following:

‘Digitalisation is a major driver of productivity growth through the improvement of process efficiency and the quality of products and services. The growing adoption of technologies is disrupting traditional roles and transforming the world of work.’

Department of Enterprise, Tourism and Employment Adapted from www.gov.ie

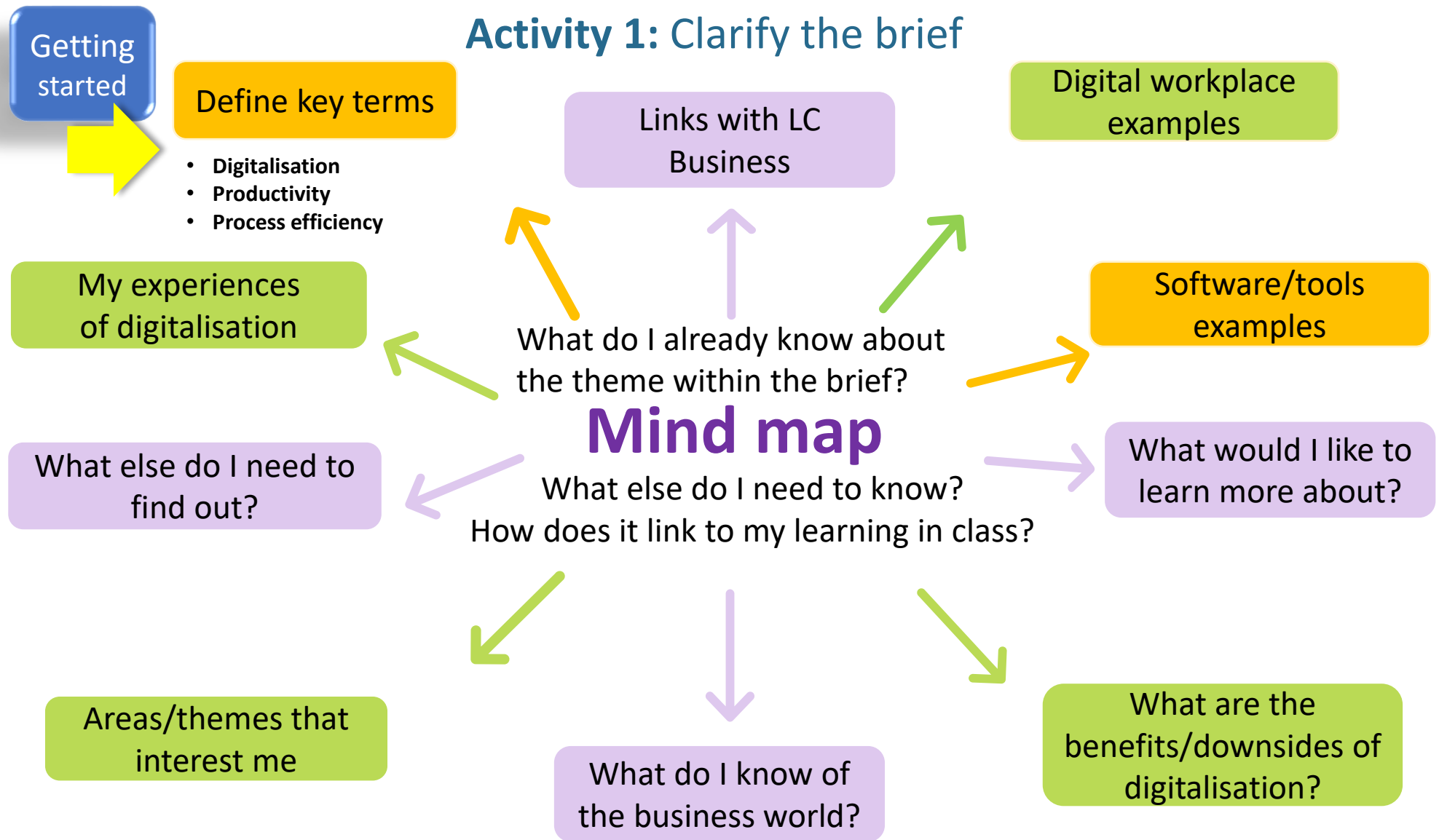
You are required to **investigate** how a **work practice** that uses **digital technology** is **impacting** either employers or employees. Support your investigation with appropriate primary and/or secondary data.

Digitalisation – is the **conversion** of data, documents, information, and physical or manual work processes into a **digital format**

Productivity growth – measured by an **increase** in output, **per unit** of input

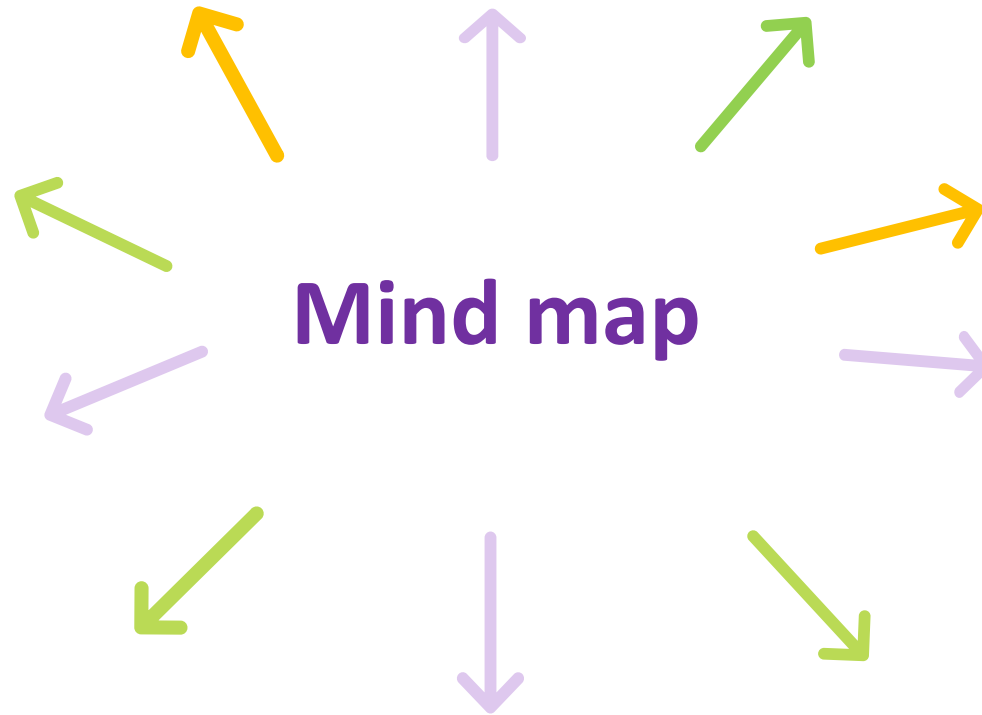
Process efficiency – describes how **efficient workflows** in a business transform the input resources into **valuable outputs**, reducing waste and improving quality and reliability.

Activity 1: Clarify the brief



Create a **mind map** or **list** to help you clarify the theme of the brief

Activity 1: Clarify the brief



Activity 2: Developing ideas for a question

Developing a question to research



My theme:

Background research needed?



Gaps in my knowledge?

Main issues or problems I may encounter?

- Digitalisation
- Productivity
- Process efficiency



| Theme | Ideas for a question | Notes: research needed, gaps, issues |
|-------|----------------------|--------------------------------------|
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Developing
a question
to research

Activity 3: Developing a question using SMART objectives

My
theme:

Background
research
needed?

Gaps in my
knowledge?

Main issues
or problems
I may
encounter?

Are my
objectives
SMART?

| SMART | Refine your research question | Notes – reflect, consider |
|-------------------|--|---------------------------|
| Specific | <p>Is my question linked to the theme in the brief? Why and how is it linked? (research might be useful here) Is my question clear and focused? Does the question state exactly what I want to answer? Is there anything I could change to make it clearer?</p> | |
| Measurable | <p>Can I find enough information to respond to my question from a range of different sources? Should I use primary and/or secondary sources? Will I be able to access the information I need? If not, should I rethink my question?</p> | |
| Achievable | <p>Where will I find the information, I need? What sources might I use and how will I access these sources? Are there sufficient sources of information or data available?</p> | |
| Relevant | <p>Is my question helping me to develop my understanding of the theme within the brief? Is it linked to what I am learning in my Business class or to business in the world around me?</p> | |
| Timebound | <p>Having considered these questions: Can I use my research question to make a project plan for my investigation? Will I be able to carry out the plan in the time allocated? If not, do I need to reconsider or narrow my question?</p> | |

Activity 4: Developing a project plan



Questions to consider

Notes – reflect, consider

Objectives



What is the **purpose** of my research?
 What am I **aiming** to find out?
 How is this **linked to my research question**?
 How is this **relevant for business** locally, nationally or internationally?
 Why is it of **interest** to me?
 What are **my goals** for each stage of my work?

Role



What have I **learned previously** that might help me?
 What will I **need to do**?
 What **skills** will I need in doing this study?
 What **competencies** might I develop in doing this study?
 How will I **organise** my work and keep records?
 How will I **monitor and evaluate** my progress?



Resources



What **resources** will I need to access to answer my research question?
 When will I need **access**? How will I access these resources?
 Are these **resources suitable for the question** I have developed?
 Will they give me a **range of perspectives**?

Time schedule



What is the **time frame** for my study?
 What are the **main stages** involved in the study?
 What will I **need to do** and **when**?
 Have I **prepared a plan** to make best use of my time?
 Have I **allowed enough time** to **complete each stage** of the work?
 How and when will I **track my progress**?

Risks



Have I considered what **might go wrong or challenges I might encounter**?
 How might these risks impact on the progress or completion of my study?
 How might I overcome these?
 How will I identify what is working well?

Monitoring Evaluating



What is **working well**? How do I know?
 What **could be better**? How do I know/ What might I do to improve?
 How am I **progressing in line with my goals and timelines**?
 Do I need to **reconsider** my question?
 Do I need to **access additional sources** of information?
 What are the **limitations of my investigative study**?

| Activity 5: My project plan | | Time |
|-----------------------------|--|------|
| Title | | |
| Question | | |
| Rationale | | |
| Aims | | |
| Objectives SMART | | |
| Resources needed | | |



Progress check - ongoing monitoring and evaluating

Date:

Questions to consider



Notes: thoughts, reflection

Objectives



Are my **aims and purpose** still clear?
Have I **linked my research and findings to the question**?
Do I need to **reconsider** my question?

Role



What have I **learned previously** that is helping me?
What **skills** have I improved doing this study?
What **competencies** have I developed doing this study?
Is my work well-organised and have I kept **records**?

Resources



What **resources** have I **accessed so far**?
Are these **resources suitable for my question**?
Have these resources given me a **range of perspectives**?
Do I need to **access additional sources** of information?

Time schedule



Have I **prepared a plan** to make **best use of my time**?
Have I **allowed enough time to complete each stage**?
How am I **progressing in line with my goals and timelines**?

Risks



Have there been any **challenges**/things **gone wrong**?
Have these **challenges risked the progress** of my study?
How have I overcome these?

Monitoring Evaluating



What is **working well**? How do I know?
What **could be better**? How do I know?
What might I do to improve?
What are the **limitations of my investigative study**?
What are my **next steps**?

Progress check - ongoing monitoring and evaluating

Date:

Questions to consider



Notes: thoughts, reflection

Objectives



Are my **aims and purpose** still clear?
Have I **linked my research and findings to the question**?
Do I need to **reconsider** my question?

Role



What have I **learned previously** that is helping me?
What **skills** have I improved doing this study?
What **competencies** have I developed doing this study?
Is my work well-organised and have I kept **records**?

Resources



What **resources** have I **accessed so far**?
Are these **resources suitable for my question**?
Have these resources given me a **range of perspectives**?
Do I need to **access additional sources** of information?

Time schedule



Have I **prepared a plan** to make **best use of my time**?
Have I **allowed enough time to complete each stage**?
How am I **progressing in line with my goals and timelines**?

Risks



Have there been any **challenges**/things **gone wrong**?
Have these **challenges risked the progress** of my study?
How have I overcome these?

Monitoring Evaluating



What is **working well**? How do I know?
What **could be better**? How do I know?
What might I do to improve?
What are the **limitations of my investigative study**?
What are my **next steps**?


Referencing Secondary Findings - examples




Examples of in-text Citations and references for different types of sources

| Source type | In-text citations (in the document text) | References (a list at the end of the project) |
|---|---|--|
| Book | (p. 57, McLeskey, 2013) | McLeskey, J. (2013) Inclusion: effective practice for all students? 2nd edition |
| Articles Newspaper/Mag | (Hearne, J., 30/08/2024) | Hearne, J. (30/08/2024) 'How bad driving habits cost Irish motorists hundreds every year', Irish Examiner |
| Online text or image | (thelatinlibrary.com/101/RhetoricalDevices) | Latin Library, Principal Rhetorical and Literary Devices, (date written not available), http://www.thelatinlibrary.com/101/RhetoricalDevices.pdf , Date accessed: 17/6/25 |
| Online audio | (Ep. 10, rte.ie/radio/podcasts/22093250) | Philip Boucher Hayes, RTE, Hot Mess – Megawatts and Megabytes, Podcast, date created: 30/5/24, https://www.rte.ie/radio/podcasts/22093250-ep-10-megawatts-and-megabytes/ , Date accessed: 10/11/25 |
| Online video | (3:20 to 5:45, youtu.be/yCv4iyPqZKQ) | ApintTurtle, Zig & Zag – Christmas crises, Film, date created 20/12/2008, http://youtu.be/yCv4iyPqZKQ , 12/12/14, from 3 minutes 20 seconds to 5 minutes 45 seconds. |
| AI tools sharable URL | (chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940) | OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2025. https://chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940 |
| AI tools without sharable URL | (OpenAI (2023) ChatGPT, 20/10/2023) | OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2025. Prompt used and text generated. |

Activity 6: Managing research and information from sources

| Date | Source (add reference) |  Key information found | Notes: thoughts and reflection |
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Activity 6: Managing research and information from sources

| Date | Source (add reference) |  Key information found | Notes: thoughts and reflection |
|------|------------------------|--|--------------------------------|
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Descriptors of Quality for the Business Alive Investigative Study

| | Students demonstrating a high level of achievement | Students demonstrating a moderate level of achievement | Students demonstrating a low level of achievement |
|---------------|---|--|---|
| Planning | <ul style="list-style-type: none"> demonstrate effective engagement with planning throughout their study and clearly reflect on and evaluate the extent to which the planning undertaken contributed to the effective completion of the study. develop a clear and probing research question that is underpinned by the relevance or importance of business locally, nationally and/or internationally. | <ul style="list-style-type: none"> demonstrate engagement with planning throughout their study and reflect on the extent to which the planning undertaken contributed to the completion of the study. develop a clear research question that is underpinned by the relevance or importance of business locally, nationally and/or internationally. | <ul style="list-style-type: none"> demonstrate limited engagement with planning throughout their study and present limited reflections on the extent to which the planning undertaken contributed to the completion of the study. develop some form of research question. |
| Investigating | <ul style="list-style-type: none"> identify and evaluate the potential value of a wide range of appropriate sources related to the research question created based on the brief. complete an in-depth analysis and evaluation of data and information from a range of reliable sources justifying the choice of sources. | <ul style="list-style-type: none"> identify and evaluate the potential value of a range of appropriate sources related to the research question created based on the brief. analyse and evaluate data and information from a range of reliable sources justifying the choice of sources. | <ul style="list-style-type: none"> identify a limited range of sources related to the research question created based on the brief. present limited analysis and evaluation of data and information from a range of sources. |

Descriptors of Quality for the Business Alive Investigative Study

| | Students demonstrating a high level of achievement | Students demonstrating a moderate level of achievement | Students demonstrating a low level of achievement |
|---------------------------|---|---|---|
| Investigating (continued) | <ul style="list-style-type: none"> present conclusions justified by the analysis and evaluation of the data and information, related to the research question developed. clearly identify limitations in the investigative study across the design of the research question, the research gathered and/or analysis conducted. | <ul style="list-style-type: none"> present conclusions related to the research question developed. identify some limitations in the study. | <ul style="list-style-type: none"> present limited conclusions demonstrating engagement with the topic. do not identify limitations in the study. |
| Applying | <ul style="list-style-type: none"> demonstrate capacity to reflect on how the findings relate to the world of business and business-related stories in the media where relevant, and how their perspectives have been influenced by the investigative study. clearly and appropriately relate the findings of the investigation to the cross-cutting theme(s) within the specification. | <ul style="list-style-type: none"> demonstrate some capacity to reflect on how the findings relate to the world of business, business-related stories in the media where relevant, and how their perspectives have been influenced by the investigative study. relate the findings of the investigation to the cross-cutting theme(s) within the specification. | <ul style="list-style-type: none"> demonstrate limited capacity to reflect on how the findings relate to the world of business, business-related stories in the media where relevant, and how their perspectives have been influenced by the investigative study. make limited links between the findings of the investigation and the cross-cutting theme(s) within the specification. |
| Communicating | <ul style="list-style-type: none"> present clear and appropriate data and information and analysis using a range of relevant graphics as appropriate. use coherent and consistent language throughout the report with clearly acknowledged appropriate supporting references and reflections on the study. | <ul style="list-style-type: none"> present adequate data and information and analysis; using relevant graphics as appropriate. use moderately coherent and consistent language throughout the report with some acknowledged supporting references and reflections on the research. | <ul style="list-style-type: none"> present limited data and information and analysis, limited or no use of graphics. present a report where the language used demonstrates limited coherence and consistency with limited supporting references and reflections. |

Table 3: Descriptors of Quality: Business Alive Investigative Study

Resources for LC Business and Economics

<https://www.myleavingcert.ie/>

Myleavingcert is a series of flexible, high quality on-line resources, aimed at helping **business and economics** students improve their grades and fill in knowledge gaps.

New LC Business coming soon!

What is included?

- ✓ **Key facts** in each topic to help students check knowledge and identify gaps
- ✓ **Important definitions** highlighted in every section
- ✓ **Detailed revision notes** organised by topic
- ✓ **Original diagrams** aimed to clarify topics and promote understanding
- ✓ **Audio files** to make revision more flexible
- ✓ **Quizzes** provided at the end of each topic aimed at improving retention
- ✓ All available **exam questions** included by topic, helping to focus the study.

Benefits for students and teachers

Students **have all the information** they need in one place for revision.

Teachers get updated **resources, teaching materials and ideas for lessons** and homework. We are always adding new materials to make the job easier.



 [myleavingcert.ie](https://www.myleavingcert.ie)

www.myleavingcert.ie

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