

# Enterprise at Work

LEVEL 2		15 TCE CREDIT POINTS
COURSE CODE	EPW215122	
COURSE SPAN	2022 — 2026	
READING AND WRITING STANDARD	NO	
MATHEMATICS STANDARD	NO	
COMPUTERS AND INTERNET STANDARD	NO	

This course was delivered in 2023. Use [A-Z Courses](#) to find the current version (if available).

**Enterprise at Work Level 2 is a practical course that introduces learners to existing or new enterprises as they learn what it means to be an enterprising person**

Learners will discover their enterprising strengths, develop targeted transferrable enterprise skills and gain insight into future job clusters, including options for self-employment. Learners will take active roles, as part of a team, in one or more enterprise projects related to events, products, services or social enterprises. This will prepare them to undertake an individual or collaborative enterprise project aligned with their interests and ideas. Learners will develop the creativity, problem-solving and collaboration skills that are critical to founding new enterprises and for individuals to work in, work for and work with these enterprises.

## Focus Area

# Work-based Learning

Courses aligned to the Years 9 to 12 Curriculum Framework belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

*Enterprise at Work* Level 2 is a Work-based learning course.

Work-based learning enables learners to acquire workplace skills either through a TASC-accredited course or nationally recognised training within an industry developed training package. Inclusion of Work-based learning as a focus area is a response to a range of contemporary research findings that highlight the value of work-based learning. Work-based learning, when connected to quality curriculum, equips young people to navigate the changing nature of work, successfully transition to post-school options, and thrive in a complex and changing world.

Work-based learning courses have three key features that guide teaching and learning:

- prepare for workplace learning
- undertake workplace learning
- reflect and exhibit/present

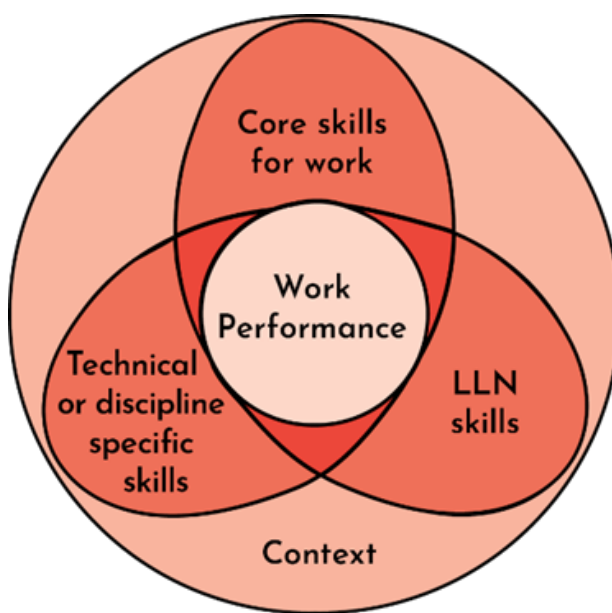


Figure 1: Core skills for work in context

In this course learners will do this by:

- undertaking a version of the three key features of Work-based learning courses, that is prepare, undertake and, reflect and exhibit/present in relation to actual or simulated workplace learning experiences in each module
- developing an understanding of their personal entrepreneurial strengths and preferences, and how these can be developed
- undertaking a range of enterprise-related activities with gradual release of responsibility from providers to learners.

## Rationale

*Enterprise at Work* Level 2 engages learners by activating their confidence, creativity and capability to reach their potential and lead productive and fulfilling lives.

According to The Foundation for Young Australians (FYA) New Work Order research (FYA, 2018), enterprise skills are transferable employability skills that enable young people to engage with a complex world and navigate the challenges they will inherit. Enterprise skills are not just for entrepreneurs; they are skills that are required in many jobs. The terms used to describe these skills vary across different contexts: sometimes called generic, soft, or 21st century skills.

The nature of work is rapidly changing. An enterprising mindset and entrepreneurial behaviours have been identified as important transferrable characteristics that are powerful predictors of long-term job success. Research has identified a strong positive correlation between family background in business and enterprise skills in students (Education Development Trust, UK, 2020). *Enterprise at Work* Level 2 provides a way for all learners to develop an enterprising mindset and entrepreneurial behaviours, embedded in digital ways of working, which will support them to be confident and creative individuals, able to adapt to their circumstances and be successful.

The purpose of Years 9 to 12 Education is to enable all learners to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

## Learning Outcomes

On completion of this course, learners will be able to:

1. communicate knowledge and information about enterprise skills
2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
5. work in a team to undertake an enterprise project
6. apply skills and knowledge to plan an enterprise project
7. apply skills and knowledge to undertake an enterprise project
8. present information on an enterprise project supported by digital technologies.

## Pathways

This course is designed for learners who are interested in developing entrepreneurial skills. It builds on learners' prior learning in Years 9/10 Australian Curriculum Work Studies.

A concurrent or previously completed VET program could be a pathway into *Enterprise at Work* Level 2. The practical skills they learned in the VET program could be applied in student-managed enterprise projects.

*Enterprise at Work* Level 2 provides a pathway to TASC *Business Studies* Level 3 or the University of Tasmania's University Connections Program Entrepreneurship (BAA203).

## Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Information and communication technology capability
- Literacy
- Numeracy
- Personal and social capability

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

## Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

## Course Structure

This course consists of three 50-hour modules.

Module 1: The enterprising person

Module 2: The enterprising experience - guided team project

Module 3: Collaborative or individual enterprise project

## Course Delivery

The three modules should be delivered in order 1, 2, 3.

In Module 1, providers will communicate to learners the scope of enterprise projects that can be undertaken within their context in Modules 2 and 3. Providers can define the scope of enterprise projects by listing a range of resources available.

## Course Requirements

### Access

There are no pre-requisites for this course, but Australian Curriculum Work Studies may be an advantage.

### Resource requirements

Learners will need access to the following resources:

- access to internet-connected devices and a range of relevant software and apps
- access to businesses, workplaces, mentors†
- specific resources may be required to undertake individual or collaborative projects as negotiated between the provider and the learner.

While not a requirement, *Enterprise at Work* Level 2 is ideally delivered to a group of learners. In situations where learners are required to undertake the course in isolation, the teacher can take on a role as 'team member'.

† If the context is excursion or incursion, then usual school procedures regarding risk management should be applied. If the context is workplace learning, then the cross-sectoral document [Requirements and Guidelines for Work-based Learning delivered to school students](#) must be followed.

## Module 1: The enterprising person

In this module learners will investigate case studies and engage with the world of work to learn about enterprise skills desirable for all forms of current and emerging work, and how they relate to employability skills†. They will gain an understanding of their enterprise strengths and how to develop specific enterprise skills. Initially, learners may be guided through structured processes to develop their understanding of enterprising thinking. They will consider opportunities, underlying problems or needs and begin to propose and test ideas relating to the customer, client, problem or solution.

† Appendix 2 is a list of enterprise skills and their definitions mapped to employability skills as defined in the Core Skills for Work Developmental Framework.

### Module 1 learning outcomes

The following learning outcomes are a focus of this module:

1. communicate knowledge and information about enterprise skills
2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
5. present information on an enterprise project supported by digital technologies.

### Module 1 content

#### Prepare for workplace learning

Learners will be introduced to the idea of entrepreneurship, what enterprise skills are and why they are important for future career success, whether an individual is starting, operating or working in an enterprise. Learners will audit their enterprise skills, identify skills gaps, set a goal and develop an action plan to improve their targeted skills. Learners develop an initial enterprise skills profile.

#### Undertake workplace learning

Learners will be exposed to a variety of case studies, personal stories, in-person or virtual guest speakers and workplace visits to enable them to authentically develop foundational concepts, terminology and contemporary ideas related to entrepreneurship. They will engage in research and practical activities to develop their knowledge and understanding and undertake an industry case study of an Australian business.

#### Reflect and exhibit or present

Throughout the module, learners will monitor their progress towards their goals and update their enterprise skills profile at least once. They will present their industry case study findings using digital and other technologies.

#### Module 1 key knowledge

- enterprise skills and how are they different from technical skills
- enterprise skills and relationship to employability skills (see Appendix 2)
- reasons why enterprise skills are important for all future jobs
- job clusters of the future and the enterprise skills they most require, referencing research such as Foundation for Young Australians (FYA) New Work Order series
- the benefits of recording working life, education and learnings, and ways to do this
- concept of key business functions of marketing, finance, operations and human resources, for example business planning, production schedules, inputs and outputs, budgeting, marketing, tools and strategies for monitoring production, quality control, market research, competition analysis, supply and demand
- legal rights and responsibilities in relation to work health and safety requirements, intellectual property, personal information privacy, anti-discrimination, cultural safety, online safety and security
- forms of business ownership available in Australia and their basic legal requirements.

#### Module 1 key skills

- setting goals and developing action plans for improving targeted skills
- identifying opportunities for developing enterprising skills in and out of the school setting
- working in a digital world:
  - selecting and using ICT software and apps for productivity, such as word processing, spreadsheets, presentation software, email and calendar applications, integrated business software
  - using ICT for research, including evaluating and documenting sources
  - using ICT to access and apply information about legal and ethical compliance requirements
  - authoring emails, letters and social media posts and other work-related correspondence
  - establishing a professional and safe online presence, both personally and for an enterprise
  - strategies for just in time learning and just in case learning
  - strategies to create digital artefacts from non-digital sources
  - saving, storing, organising and retrieving digital files
- collecting and appraising general business information to inform the process of developing a case study.

### Module 1 work requirements summary

The work requirements for this module include:

- one folio (enterprise skills profile)
- one investigation (industry case study)

See Appendix 3 for the full specifications of the work requirements of this course.

## **Module 1 assessment**

This module has a focus on criteria 1, 2, 3, 4 and 8.

## Module 2: The enterprising experience – guided team project

Learners will ideally participate as part of a team to undertake a small enterprise project, such as planning and organising a school or community event, or developing a product, service or social enterprise. They will be guided to take on roles to apply and develop their enterprise skills. As a class or individually, they will spend time in real or simulated workplaces related to their project and may access the expertise of mentors.

Where learners have established their own business, this may form the focus of study in this module. In this situation, learners will need to identify a specific new project or improvement strategy within their current business.

### Module 2 learning outcomes

The following learning outcomes are a focus of this module:

2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
5. work in a team to undertake an enterprise project.

### Module 2 content

Learners will develop and apply their skills in identifying and solving problems that matter to identified groups of people in a community and stakeholders. They will iteratively propose and test possible solutions and refine the definition of the problem in the process. As learners gain confidence in the process, they will extend their skills to work collaboratively, and to identify and solve problems themselves. Learners will, as part of a team, and with guidance from the teacher and mentors:

- generate and assess ideas for a small enterprise and describe the human, physical and financial resources required for the enterprise
- identify sources of funding
- identify methods for the determination of a fair price
- create an appropriate marketing plan for the enterprise
- demonstrate enterprising skills by participating in the planning and execution of the enterprise.

#### Module 2 key knowledge

- formal problem-solving techniques – defining the problem, generating alternative solutions, evaluating and selecting a solution, implementing the solution, evaluating results
- key elements of project management
- methods of collecting information to identify potential opportunities within the school or community
- design thinking
- problem analysis tools such as idea validation tools
- enterprise planning tools including provided software (for example MS Office 365) and other freely available tools
- decision-making tools, for example, to select the best idea by applying criteria (potential dates for an event taking into account competing events or financial feasibility)
- revenue models and pricing strategies
- fixed and variable costs and determination of break-even point
- legal requirements, ethical, sustainable and socially responsible practices relevant to the enterprise.

#### Module 2 key skills

- critical and creative thinking strategies to generate ideas and review results, for example, design thinking and rapid ideation
- collection and synthesis of business, customer and other stakeholder information to analyse problems through provided or freely available analysis tools
- collecting and analysing financial and business information to inform the process of proposing, developing and testing solutions
- development and application of strategies to test and refine proposed solutions, making effective decisions during the process
- the proposal, development and testing of alternative revenue models and pricing strategies within a business model.

### Module 2 work requirements summary

This module includes one folio work requirement (Enterprise experience folio).

See Appendix 3 for the full specifications of the work requirements of this course.

### Module 2 assessment

This module has a focus on criteria 2, 3, 4 and 5.

## Module 3: Collaborative or individual enterprise project

Learners will apply and extend their learning from Module 2 to plan and execute an enterprise project either individually or in collaboration within a small team. Their enterprise project must contribute to the good of the school, local or global community. It could be an improvement to an existing process, product or service, or something entirely new. Learners will continue to develop their enterprise skills and be guided by at least one mentor from a related enterprise or business.

The enterprise project scale and complexity must be within the available time, human, material, equipment and financial resources, but sufficient to produce evidence for assessment. Learners may also extend their project from Module 2 with a clearly defined new focus.

Where learners have established their own business, this may form the focus of study in this module. In this situation, learners will need to identify a specific new project or improvement strategy within their current business.

Learners will develop and submit a project proposal and draft project plan. Learners will only implement approved projects. Appendix 6, the enterprise project approval procedure, provides details of criteria to be applied to determine if a proposed project is suitable.

### Module 3 learning outcomes

The following learning outcomes are a focus of this module:

2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
6. apply skills and knowledge to plan an enterprise project
7. apply skills and knowledge to implement an enterprise project
8. present information on an enterprise project, supported by digital technologies.

### Module 3 content

Learners will identify an enterprise project such as planning and running an event; or developing and marketing a product, service or social enterprise idea. Learners will further develop and refine their research and learning skills to be agile in appropriately responding to the specific challenges that arise when developing their ideas and plans.

#### Module 3 key knowledge

- the nature of an enterprise project, for example, may be challenging, requires effort and initiative and may have risks
- use of templates or canvases to support project management strategies
- exploration and selective use of enterprise tools, for example, templates and canvases that support how new businesses are created in the contemporary digital era
- customer-centric ways of working
- ways to access expertise and advice
- methods for assessing business effectiveness, or degree of success or failure.

#### Module 3 key skills

- planning a project within available resources including but not limited to human, time, financial, physical
- project management skills - breaking a project down into smaller tasks, using timelines and sharing tasks between team members to achieve project goals, reflective skills
- skills for developing resilience, for example, risk-taking, responding to feedback, perseverance, adaptability.

### Module 3 work requirements summary

This module includes one folio work requirement (Enterprise Project Folio).

See Appendix 3 for the full specifications of the work requirements of this course.

### Module 3 assessment

This module has a focus on criteria 2, 3, 4, 6, 7 and 8.



## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course.

Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

## Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

### Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- scope and sequence documentation (Provider Standard 1):
  - course delivery plan
  - course assessment plan (assessment matrix)
- course provider procedures for approving learner Enterprise Projects (Provider Standard 1)
- student attendance records (Provider Standard 2)
- examples of assessments tools / instruments, and associated rubrics / marking guides (Provider Standard 3)
- examples of student work, including that related to any work requirements articulated in the course document (Provider Standard 1 & 3)
- class records of assessment (Provider Standard 4).

This process will be scheduled by TASC using a risk-based approach.

## Criteria

The assessment for *Enterprise at Work* Level 2 will be based on the degree to which the learner can:

1. identify and describe enterprise skills relevant to self
2. work digitally to conduct research, communicate with others and create solutions related to enterprise projects
3. apply problem-solving techniques to enterprise issues
4. apply self-management skills to meet timelines and team goals
5. research, plan, undertake and review an enterprise project as part of a team
6. apply skills and knowledge to plan an enterprise project
7. apply project management skills† when undertaking an enterprise project
8. present information on an enterprise project

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 8	2, 3, 4, 5	2, 3, 4, 6, 7, 8

## Criterion 1: identify and describe enterprise skills relevant to self

Criterion Elements	Rating A	Rating B	Rating C
E1 - Characteristics of an enterprising person	explains characteristics of enterprising people, providing examples from own experience	describes characteristics of an enterprising person	identifies characteristics of an enterprising person
E2 - Feedback to assess own enterprise skills	reflects on and responds, orally and in writing, to feedback from peers, teachers and other adults to assess own enterprise skills	reflects, orally or in writing, on feedback from peers, teachers and other adults to assess own enterprise skills	accepts feedback, orally or in writing, from peers, teachers and other adults to assess own enterprise skills
E3 - Set improvement goal(s) - identify goal - act on goal - monitor progress	identifies SMART goals for improving enterprise skills, creates and implements an action plan, and adapts the plan as required	identifies a SMART goal for improving an enterprise skill, creates and implements an action plan, and monitors progress	identifies a SMART goal for improving an enterprise skill, selects and implements an improvement strategy, and monitors progress
E4 - Identify own enterprise skills	describes own enterprise skills used when planning and undertaking enterprise activities, supported by evidence in digital form†	outlines own enterprise skills used when planning and undertaking enterprise activities, supported by evidence in digital form†	identifies own enterprise skills used when planning or undertaking enterprise activities, supported by evidence in digital form†
E5 - Advantages of enterprise skills to future career success	explains, verbally and in writing, advantages of enterprise skills to future career success.	describes, verbally or in writing, advantages of enterprise skills to future career success.	identifies, verbally or in writing, advantages of enterprise skills to future career success.

† Evidence in digital form includes the digitisation by learners of their non-digital artefacts.

## Criterion 2: work digitally to conduct research, communicate with others and create solutions related to enterprise projects

Criterion Elements	Rating A	Rating B	Rating C
E1 - Communicate and collaborate using digital technologies	uses a variety of digital systems and tools to establish and continue communication and collaborate with others on matters related to enterprise projects	uses a variety of digital systems and tools to communicate and collaborate with others on matters related to enterprise projects	uses digital systems and common digital tools to communicate with others on matters related to enterprise projects, to gain input from others
E2 - Research with digital technologies - find information - organise information - assess	uses advanced search tools or techniques, simulations or digital models to find or generate information, organises it in structured ways, and assesses the suitability of information using criteria	finds information using online search tools and techniques, organises it in meaningful ways, and assesses the suitability of information using criteria	finds information using online search engines and simple search functions, classifies it in meaningful ways, and assesses the suitability of information using provided criteria
E3 - Considers opportunities presented by digital technologies when creating solutions	researches and assesses opportunities presented by current and emerging digital or other technologies to create solutions related to enterprise projects.	researches and selects opportunities presented by current or emerging digital or other technologies, to create solutions related to enterprise projects.	as directed, investigates and selects opportunities presented by digital or other technologies, to create solutions related to enterprise projects.

## Criterion 3: apply problem-solving techniques to enterprise issues

Criterion Elements	Rating A	Rating B	Rating C
E1 - Identification of enterprise issues	investigates and describes a wide range of enterprise issues	investigates and describes a range of enterprise issues	investigates and identifies a limited range of enterprise issues
E2 - Addressing unfamiliar problems - types of problem solving - assessing options - validating before taking action	uses assessment processes to decide on a course of action when tackling unfamiliar problems, using suitable criteria for deciding between options, and seeks input and advice from others before taking action when necessary	applies formal problem-solving processes when tackling an unfamiliar problem, and seeks feedback or advice before implementing a solution	addresses unfamiliar problems by applying known solutions relevant to the current situation
E3 - Legal rights and responsibilities - identification - compliance	describes legal and regulatory rights and responsibilities relevant to an enterprise project, and complies with the practical implications for own role.	outlines legal and regulatory rights and responsibilities relevant to an enterprise project, and complies with the practical implications for own role.	identifies legal rights and responsibilities relevant to an enterprise project, and complies with the practical implications for own role, as directed.

## Criterion 4: apply self-management skills to meet timelines and team goals

Criterion Elements	Rating A	Rating B	Rating C
E1 - Strategies - accountability	considers, selects and uses strategies to achieve objectives of enterprise activities, within negotiated timeframes	uses strategies to achieve objectives of enterprise activities, within negotiated timeframes	uses strategies as directed to achieve objectives of enterprise activities, within negotiated timeframes
E2 - Interact with others - range of techniques	uses a range of communication techniques to effectively interact and	uses a range of communication techniques to interact and collaborate	uses a limited range of appropriate communication techniques to interact

- range of others - agreed codes	collaborate with peers and the wider community, following agreed codes of behaviour, in person and online	with peers and familiar contacts, following agreed codes of behaviour, in person and online	with peers, following agreed codes of behaviour, in person and online
E3 - Reflect on timelines and modify	reflects, orally and in writing, on planned timelines, suggests and makes modifications for improvement.	reflects, orally and in writing, on planned timelines, suggests and makes minor modifications for improvement.	reflects, orally and in writing, on planned timelines, and makes minor modifications as directed.

## Criterion 5: research, plan, undertake and review an enterprise project as part of a team

Criterion elements	Rating A	Rating B	Rating C
E1 - Team mechanics - roles, structures, responsibilities - contribution to team outcomes	explains the roles, structures and responsibilities of a team, and how these contribute to team outcomes	describes the roles, structures and responsibilities of a team, and how these contribute to team outcomes	identifies the roles, structures and responsibilities of a team, and how these contribute to team outcomes
E2 - Own role in team - what it is - relationship to others	explains own role within a team, and the way it relates to the others in the team	describes own role within a team, and the way it relates to the others in the team	identifies own role within a team, and the way it relates to the others in the team
E3 - Contribution to activities - reflect - identify	reflects, orally and in multimodal format, to explain own contribution to the successful completion of collaborative enterprise activities.	reflects, orally and in multimodal format, to describe own contribution to the successful completion of collaborative enterprise activities.	reflects, orally and in multimodal format, to identify own contribution to the successful completion of collaborative enterprise activities.

## Criterion 6: apply skills and knowledge to plan an enterprise project

Criterion elements	Rating A	Rating B	Rating C
E1 - Generate and select ideas	generates and assesses ideas for an enterprise project, selects a realistic project to plan and organise, and justifies selection	generates and compares ideas for an enterprise project, and selects a realistic project to plan and organise	generates ideas for an enterprise project and identifies a realistic project to plan and organise
E2 - Resource investigation - results of investigation - use of software - presentation	investigates and describes the resources <sup>‡</sup> required under scenarios for an enterprise project, and selects and uses suitable software to present the information, using a range of formatting features to aid communication	investigates and outlines the resources <sup>‡</sup> required for an enterprise project, and selects and uses suitable software to present the information, using formatting features to aid communication	investigates and lists the resources <sup>‡</sup> required for an enterprise project, and uses provided software to present the information, using a limited range of formatting features to aid communication
E3 - Financial assessment - costs and income - break-even point - utilise spreadsheet	lists two possible sets of fixed and variable costs, reflecting different quality options, and potential income to determine the break-even point, and presents the information in a digital spreadsheet, including relevant graphs	lists fixed and variable costs, and potential income to determine the breakeven point and provides the information in a labelled and formatted digital spreadsheet, including a relevant graph	lists fixed and variable costs, and potential income to determine the break-even point and provides the information in a digital spreadsheet with labels and formatting to aid meaning
E4 - Marketing plan - digital media	uses a wide range of strategies to create an appropriate marketing plan for an enterprise project and includes the use of a wide range of digital media.	uses a range of strategies to create an appropriate marketing plan for an enterprise project and includes the use of a range of digital media.	uses a limited range of strategies to create an appropriate marketing plan for an enterprise project and includes the use of some digital media.

## Criterion 7: apply project management skills<sup>†</sup> when undertaking an enterprise project

Criterion elements	Rating A	Rating B	Rating C
E1 - Determines value proposition of project	explains how an enterprise project contributes to the school community or wider society, using feedback from customers or clients to justify claims	describes how an enterprise project contributes to the school community or wider society, using feedback from customers or clients to justify claims	identifies how an enterprise project contributes to the school community or wider society, using feedback from customers or clients as examples to support claims
E2 - Technologies and techniques - selection - correct and safe use	selects and manipulates a wide range of appropriate technologies and techniques correctly and safely in enterprise activities	selects and uses a range of appropriate technologies and techniques correctly and safely in enterprise activities	uses provided technologies and techniques correctly and safely in enterprise activities
E3 - Tracking strategies - creating plans - following plans - production schedules	digitally documents aspects of a project and uses project plans to manage the project, including production schedules where applicable, and makes adjustments to plans when necessary	digitally documents aspects of a project and uses project plans to manage the project, including production schedules where applicable	digitally records and follows project plans, including production schedules where applicable
E4 - Appraisal - criteria - effectiveness - improvements	uses selected success criteria (from a given range) to assess the effectiveness of an enterprise project and describes suggestions for future improvement.	uses selected success criteria (from a given range) to describe the effectiveness of an enterprise project	uses given success criteria to identify the effectiveness of an enterprise project and identify one suggestion for future improvement.

		and identifies suggestions for future improvement.	
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## Criterion 8: present information on an enterprise project

Criterion elements	Rating A	Rating B	Rating C
E1 - Express ideas - modes - digital technologies	effectively communicates ideas and information using a logical structure, in multimodal format, using selected digital technologies to support, elaborate and enhance meaning	clearly communicates ideas and information using a logical structure, in multimodal format, using selected digital technologies to support, elaborate or enhance meaning	clearly communicates and sequences ideas and information in multimodal format, using provided digital technologies to support, elaborate or enhance meaning
E2 - Audience - interaction - response to questions	communicates ideas and information in multimodal formats to known audience using strategies to engage the audience, and gives thorough appropriate responses to all questions	communicates ideas and information in multimodal formats to known audience, and responds appropriately to most questions	communicates in multimodal formats to known audience and responds appropriately to some questions
E3 - Conventions and language	uses conventions, vocabulary and terminology of entrepreneurship and business to enhance communication, with a high degree of accuracy	uses selected conventions, vocabulary and terminology of entrepreneurship and business to add clarity, with a degree of accuracy	uses provided conventions, vocabulary and terminology of entrepreneurship or business to aid meaning, with some degree of accuracy
E4 - Academic integrity - identifies sources that are not learner's own	identifies the sources of ideas, images, words and information, that are not the learner's own with some degree of accuracy	lists sources of ideas, images, words and information that are not the learner's own	as directed, lists sources of ideas, images, words and information that are not the learner's own
E5 - Academic integrity - follows referencing conventions and methodologies	creates appropriate reference lists or bibliographies.	creates reference lists or bibliographies.	as directed, creates reference lists or bibliographies.

### Qualifications Available

*Enterprise at Work* Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT (EA)

HIGH ACHIEVEMENT (HA)

COMMENDABLE ACHIEVEMENT (CA)

SATISFACTORY ACHIEVEMENT (SA)

PRELIMINARY ACHIEVEMENT (PA)

### Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

Years 9 to 12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the [Years 11 and 12 website](#).

## Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation

Accredited on 24 November 2021 for use from 1 January 2022 until 31 December 2026.

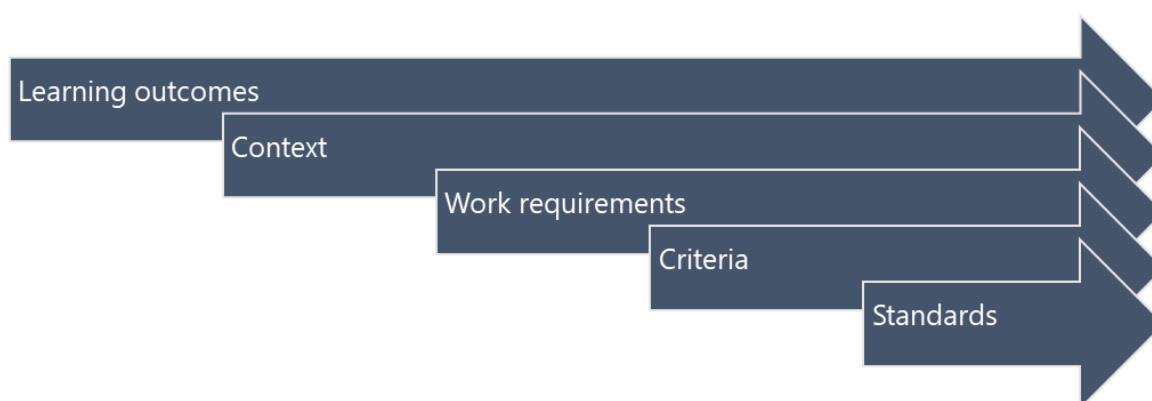
## Version History

### Version 1

Accredited on 24 November 2021 for use from 1 January 2022 until 31 December 2026.

## Appendix 1 – Line of sight

### Line of sight



Learning outcomes	Course content: module(s)	Work requirements: module(s)	Criteria	Criterion elements
1. communicate knowledge and information about enterprise skills	1	1	1	1, 2, 3, 4, 5
2. use digital ways of working when planning and undertaking enterprise projects	1, 2, 3	1, 2, 3	2	1, 2, 3
3. identify and solve issues relating to enterprise projects	1, 2, 3	1, 2, 3	3	1, 2, 3
4. apply self-management skills when undertaking enterprise activities	1, 2, 3	1, 2, 3	4	1, 2, 3
5. work in a team to undertake an enterprise project	2	2	5	1, 2, 3
6. apply skills and knowledge to plan an enterprise project	1	3	6	1, 2, 3
7. apply skills and knowledge to undertake an enterprise project	2	3	7	1, 2, 3, 4
8. present information on an enterprise project, supported by digital technologies	3	1, 3	8	1, 2, 3, 4, 5

## Alignment to curriculum frameworks

The enterprise skills used for this course are those identified by the Foundation for Young Australians (FYA) in their New Work Order report series. These enterprise skills also align with the employability skills specified in the Core Skills for Work Developmental Framework (CSFW). The following table explicitly shows the alignment.

Enterprise Skill (FYA)	Definition (FYA)	AC General capability (FYA mapping)	CSFW mapping (Employability skills)
Critical thinking	The ability to ask good questions, combine new information with prior knowledge, justify opinions, reflect on learning and transfer learning into new situations.	Critical and creative thinking	3d – create and innovate
Creativity and innovation	The ability to imagine possibilities, come up with new ideas and make those ideas reality.	Critical and creative thinking	3d – create and innovate
Problem solving	The ability to find effective solutions to varied and challenging problems.	Critical and creative thinking	3c – Identify and solve problems  1b – Work with roles, rights and protocols
Communication	The ability to speak clearly, listen actively and write for difference audiences to express thoughts and opinions, and disagree respectfully; ensuring that all voices are heard.	Personal and social capabilities	2a – Communicate for work
Presentation	The ability to confidently and clearly speak in front of an audience and to use digital technologies to support what is being communicated.	Literacy  ICT capability	2a – Communicate for work  3e – Work in a digital world
Collaboration and Teamwork  (FYA – Teamwork)	The ability to work in teams and collaborate with others to make decisions and reach shared goals; managing disagreements and respecting ideas different from your own.	Personal and social capability	2b – Connect and work with others  2c – Recognise and utilise diverse perspectives  3b – Make decisions
Project management	The ability to break a project down into smaller tasks, use timelines and share tasks between team members to achieve project goals.	Personal and social capability	3a – Plan and organise  3b – Make decisions
Financial capability	Being aware of the thinking and feeling that drives your financial decisions, using maths skills to manage money and using tools such as budgets to achieve future financial goals.	Numeracy  Personal and social capability  Critical and creative thinking	LLN  1a – Manage career and work life  3a – Plan and organise  3b – Make decisions  3c – Identify and solve problems
Digital literacy	The ability to use digital technologies to communicate with others, create solutions and do research.	ICT capability	LLN  3e – Work in a digital world
Global citizenship	Awareness that global issues can be seen within local communities and that global citizens can make positive change locally that affects global issues.	Personal and social capabilities  Ethical understanding	1b – Work with roles, rights and protocols  2c – Recognise and utilise diverse perspectives  3e – work in a digital world
Intercultural competency	The ability to communicate respectfully with people from different cultures and to appreciate different perspectives.	Personal and social capabilities  Intercultural understanding	2c – Recognise and utilise diverse perspectives
Confidence and agency	Feeling able to learn new things, work towards goals and bounce back from challenges.	Personal and social capabilities	1a – Manage career and work life
Enthusiasm for learning	Being motivated to seek out new learning and experiences.	Personal and social capabilities	LLN

**NOTE:**

The 2020 *Looking to the Future- report of the review of seniorsecondary pathways into work, further education and training* included the following in its recommendations:

**Recommendation 2** There should be agreement on a common language across the entire education and training system for what are variously described across sectors as general capabilities, employability skills, soft skills or graduate capabilities.

In the meantime, the following statements apply to all Work-based learning courses:

- Employability skills are those listed and described in the Core Skills for Work Developmental Framework.
- The Australian Curriculum General Capabilities, applied in a work-based setting, align with employability skills.
- Enterprise skills are employability skills developed or applied in an enterprise context.

**Employability skills (CSfW)**

The employability skill areas described in the Core Skills for Work Developmental Framework can be mapped to the list of enterprise skills, as shown in the table above. All 10 of the skill areas map at least once to the enterprise skills. The set of enterprise skills is inclusive of the employability skills but with different degrees of emphasis in detail.

**Structure of the CSfW**

Skill Cluster	Skill Area	Focus Area
Navigate the world of work	1a. Manage career and work life	Identify work options; Gain work; Develop relevant skills and knowledge
	1b. Work with roles, rights and protocols	Work with roles and responsibilities; Operate within legal rights responsibilities; Recognise and respond to protocols
Interact with others	2a. Communicate for work	Recognise to communication systems, practices and protocols; Speak and listen; Understand, interpret and act; Get the message across
	2b. Connect and work with others	Understand self; Build rapport; Cooperate and collaborate
	2c. Recognise and utilise diverse perspectives	Recognise different perspectives; Respond to and utilise diverse perspectives; Manage conflict
Get the work done	3a. Plan and organise	Plan and organise workload and commitments; Plan and implement tasks
	3b. Make decisions	Establish decision making scope; Apply decision-making processes; Review impact
	3c. Identify and solve problems	Identify problems; Apply problem-solving processes; review outcomes
	3d. Create and innovate	Recognise opportunities to develop and apply new ideas; Generate ideas; Select ideas for implementation
	3e. Work in a digital world	Use digitally based technologies and systems; Connect with others; Access, organise and present information; Manage risk
Performance Features	Each of the focus areas has a Performance Features table at Novice, Advanced Beginner, Capable, Proficient and Expert levels.	
Influencing Factors	Existing skills and knowledge  Familiarity with context  Complexity of tasks  Nature and degree of support  Level of autonomy	

## Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

### Module 1 work requirements specifications

#### Work requirement 1 of 2

**Title of work requirement:** Enterprise skills profile

**Mode or format:** folio

**Description:** The folio will contain a minimum of at least four artefacts including:

- an initial enterprise skills audit
- a SMART goal and action plan for further developing one or more targeted skills
- evidence of having implemented the plan including a reflective comment about the effectiveness of the plan, for example, diary entries, learning journal, feedback from teacher or mentor
- an updated enterprise skills audit which could include annotations about new areas to explore.

The folio must be available digitally.

**Size:** maximum of 500 words in negotiated multimodal format of choice. Note that the enterprise skills audit needs to be able to be viewed.

**Timing:** The folio should be developed over the course of the module.

**External agencies:** Learners may provide evidence from mentors, employers or other adults but this is not required.

**Relevant criteria:** 1 and 4

#### Work requirement 2 of 2

**Title of work requirement:** Industry case study

**Mode or format:** investigation

**Description:** Learners will complete at least one industry case study describing the process from producer to consumer, the value proposition and the underpinning business model. The findings will be presented, to a known audience, in a multimodal format of choice utilising digital and other technologies.

**Size:** maximum of 1000 words or 6 minutes multimodal format

**Timing:** The investigation may be conducted over an extended period of time.

**External agencies:** Learners must engage with employers, mentors or other adults relevant to the subject of their case study.

**Relevant criteria:** 2, 3, 4 and 8: all elements; Criterion 3: element 3

### Module 2 work requirements specifications

#### Work requirement 1 of 1

**Title of work requirement:** Enterprise experience folio

**Mode or format:** folio

**Description:** Learners will gather a folio of evidence of their participation and contribution to the team enterprise. The folio should include, but is not limited to, the following artefacts:

- learning journal including final reflection on overall learning
- a business plan, annotated to indicate the areas of active involvement
- a presentation, poster or other negotiated format about an aspect of the enterprise in which they took an active role
- updated enterprise skills audit.

The folio must be available digitally.

**Size:** maximum of 1000 words or 6 minutes multimodal format

**Timing:** The folio should be developed over the course of the module.

**External agencies:** Engagement with relevant businesses and mentors is desirable.



**Relevant criteria:** 2, 3, 4 and 5.

## Module 3 work requirements specifications

### Work requirement 1 of 1

**Title of work requirement:** Enterprise project folio

**Mode or format:** digital folio

**Description:** The Enterprise project folio should include but not be limited to:

- draft Project proposal including business model summary
- approved Project proposal including business model summary
- individual draft Project management plan
- approved individual Project management plan
- evidence of the development of the project, demonstrating project management and one or more other enterprise skills
- an updated Enterprise skills audit showing how the learner has grown
- a presentation – as performance, poster or other negotiated format about the development of the enterprise project, its effectiveness and key personal learnings.

The folio must be available digitally.

**Size:** maximum of 1500 words or 8 minutes multimodal presentation

**Timing:** The folio may be developed throughout the module.

**External agencies:** relevant business or industry engagement through workplace learning or mentoring for at least 10 hours

**Relevant criteria:** 2, 3, 4, 6, 7 and 8

#### Appendix 4 – General capabilities and cross-curriculum priorities

## General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

### General capabilities

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

### Cross-curriculum priorities

Cross-curriculum priorities enable students to develop an understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

## Glossary

### **business model canvas**

the business model canvas is a strategic tool used for visually developing or displaying a business model.

### **career**

the sequence and variety of work roles (paid and unpaid) undertaken throughout a lifetime, including life roles, leisure activities, learning and work.

### **entrepreneur**

someone who undertakes a significant project or activity finding new and better ways of doing things; they are opportunity aware, take risks and utilise a range of behaviours, such as initiative and innovation, that create value and contribute to their success.

### **entrepreneurial behaviours**

behaviours that demonstrate confidence, initiative, innovation and creativity, global competency and empathy, an awareness of opportunity and a willingness to take risks that can all be applied to a range of contexts.

### **entrepreneurial mindset**

someone who undertakes a significant project or activity finding new and better ways of doing things; they are opportunity aware, take risks and utilise a range of behaviours, such as initiative and innovation, that create value and contribute to their success.

### **enterprise**

an organisation such as a business, community or government agency.

A business unit, company or project that is profit-oriented, non-profit, privately owned or government-controlled and that combines scarce resources for the production and supply of goods and services, and especially may require boldness or effort. Alternatively, the term may refer to the undertaking of a project or business.

### **enterprise skills profile**

an inventory of enterprise skills, personal strengths, values, talents, motivations, goals, and experience that highlights personal attributes, skills and distinctiveness and can be used to enhance access to work opportunities.

### **intrapreneur**

a highly self-motivated, proactive and action-oriented individual who displays initiative, leadership, risk-taking and creative thinking within an organisation or workplace for the benefit of the organisation or workplace.

### **reflection**

the capacity for individuals to exercise introspection to learn more about their fundamental nature and purpose, their skill set, to learn from mistakes and gain deeper insight, to develop self-awareness and grow personally and professionally, to help with clarifying priorities, strengths and goals, and build resilience.

### **risk management**

the technique of identifying, assessing, minimising and preventing risks from occurring. Risks may be financial, physical or personal.

### **social enterprise**

a social enterprise is an enterprise that must do three things:

1. have a defined primary social, cultural or environmental purpose consistent with a public or community benefit, and
2. derive a substantial portion of their income from trade, and
3. invest efforts and resources into their purpose such that public/community benefit outweighs private benefit.

There are three Social Enterprise impact models:

- employment-generating: creates employment and training opportunities for marginalised people
- community need: delivers accessible products and services to meet community needs that are not met by the market
- profit redistribution – donates at least 50% of profits or revenue to charity.

### **social and policy entrepreneur**

an entrepreneur with a social mission to create and sustain social value; they pursue new opportunities to serve the social mission and engage innovation, adaptation and learning to add social value.

### SMART goals

goals that are Specific Measurable Achievable Relevant and Time-bound. These criteria guide in the setting of goals, for example in project management, employee-performance management and personal development.

### Work, Health and Safety

(Federal) legislation (2011) that covers the physiological and psychological wellbeing of people engaged in work and employment; employers and employees have a common law duty to take reasonable care to guard everyone's health and safety in the workplace.

See also Tasmanian legislation - [Work Health and Safety Act 2012](#)

### work

a set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering.

### work culture

the work environment including the policies, protocols and accepted practice of a particular workplace. It includes the way people interact with others in the workplace, go about their work and the practices they undertake in this environment.

## Appendix 6 - Enterprise project approval procedure

# Enterprise project approval procedure

All providers are required to have a documented procedure in place for approving individual learners' enterprise projects and to explain how project proposals that are not approved are managed.

The enterprise project approval procedure must be provided to learners enrolled in the course and supplied to TASC on request.

An enterprise project for *Enterprise at Work* Level 2 may be approved by the provider if, based on the project proposal and project management plan provided by the learner, the following criteria are met.

The project proposal and project management plan:

1. has a clear definition of the problem or opportunity that the project is addressing
2. is designed to enable iterations of processes to refine the solution
3. contributes to the good of the school, local or global community by improving an existing process, product or service, or something entirely new.

The provider determines that:

4. the project gives the learner sufficient opportunities to demonstrate achievement at the A standard of the relevant criteria
5. the project is capable of being implemented in the specified timeframe by the student
6. the provider has the human, physical and financial resources to support learners to implement the project
7. the enterprise secures capital, incurs expenses and generates income through sales or sponsorship to enable the student to learn the financial skills identified in the course and demonstrate achievement at the relevant standard.

The project does not:

8. involve the duplication of similar services and products already commercially available at the provider's location or nearby
9. require an ABN, legal contract, council or any other regulatory approvals
10. put the student or the provider into debt or incur any ongoing expense after the conclusion of the project.

The project must:

11. include in any pricing attached to products or services, an explicit statement about no GST being charged
12. adhere to relevant legal requirements† applicable to the context of the enterprise, for example, food handling
13. be governed by a risk assessment management plan approved by the provider in line with sector requirements.

† Further information to support providers:

- [Food Act 2003](#)
- [Work Health and Safety Act 2012](#)