Work-based Learning

Mixed Field

Enterprise at Work 2

COURSE DOCUMENT

DRAFT

PHASE 3 CONSULTATION

Catholic
Education
Tasmania

INDEPENDENT
SCHOOLS
TASMANIA

Years 9 to 12 Learning

Tasmanian
Government

Table of Contents

Enterprise at Work, 150 hours – Level 2

This course is the Level 2 component of the Enterprise at Work program.

Aims

The purpose of Years 9 to 12 Education is to enable all students 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 supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

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.

Focus Area – Work-based Learning

Work-based Learning enables students to acquire workplace skills either through a TASC accredited course or through 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
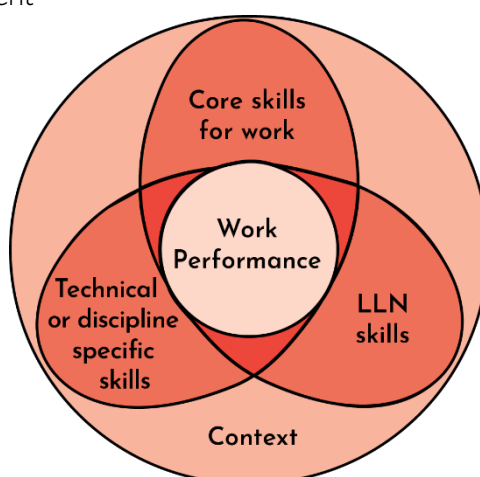- reflect and exhibit/present

Figure 1: Core skills for work in context (source: https://www.dese.gov.au/uncategorised/resources/core-skills-work-developmental-framework)

In this course learners will do this by:

- undertaking a version of the three-part process of prepare, undertake and reflect/exhibit 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.

Rationale

According to The Foundation for Young Australians (FYA) New Work Order research (FYA, 2018)[1], enterprise skills are transferable 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. They have been found to be a powerful predictor of long-term job success. 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. Enterprising mindset and entrepreneurial behaviours have been identified as important characteristics for long term job success. Research has identified that there is a strong correlation between family background and enterprise skills (Education Development Trust, UK, 2020)[2]. 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 succeed in life.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

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

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Course Description

Enterprise at Work Level 2 is a practical course that connects learners to existing or new enterprises as they learn what it means to be an enterprising person. They will discover their strengths, develop

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[1] *The New Work Order - Report Series* 2018, Foundation for Young Australians, viewed 18 March 2021, https://www.fya.org.au/wp-content/uploads/2017/07/NWO_ReportSeriesSummary-1.pdf

[2] Hughes, D, Smith, G 2020, *Youth transitions: creating pathways to success*, Education Development Trust, UK, viewed 18 March 2021, https://www.educationdevelopmenttrust.com/our-research-and-insights/research/youth-transitions-creating-pathways-to-success

targeted transferrable skills and gain insight into future job clusters, including options for self-employment.

Students 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 related to their interests and ideas.

With mentor support, learners will develop the creativity, problem-solving and collaboration skills that are critical to the founding of new enterprises and also for individuals to work in, work for and work with these enterprises.

Studying *Enterprise at Work* Level 2 may also enrich the lives of learners and contribute to a resilient and interconnected society in which people not only survive but thrive.

Pathways

Enterprise at Work Level 2 enables learning continuity:

- pathway in from Years 9/10 *Australian Curriculum Work Studies*
- pathways out to *Business Studies Level 3* or *Enterprise at Work Level 3* which is likely to be based on the University Connections Program *Enterprise U*.

Course Requirements

Access considerations

- there are no pre-requisites for this course, but Australian Curriculum Work Studies may be an advantage
- while not a requirement, the course is ideally delivered to a group
- access to businesses, workplaces and a mentor.

Resources

- access to internet connected devices and a range of relevant software and/or apps
- specific resources may be required to undertake individual or collaborative projects as determined by the learner.

## Course Structure, Delivery and Progression

Structure

This course consists of three 50-hour modules.

Modules available
Core Module 1: The enterprising person
Core Module 2: The enterprising experience – guided team project
Core Module 3: Collaborative or individual enterprise project

CORE Module 1	CORE Module 2	CORE Module 3
The enterprising person	The enterprising expeience - guided enterprise team project	Collaborative or individual project
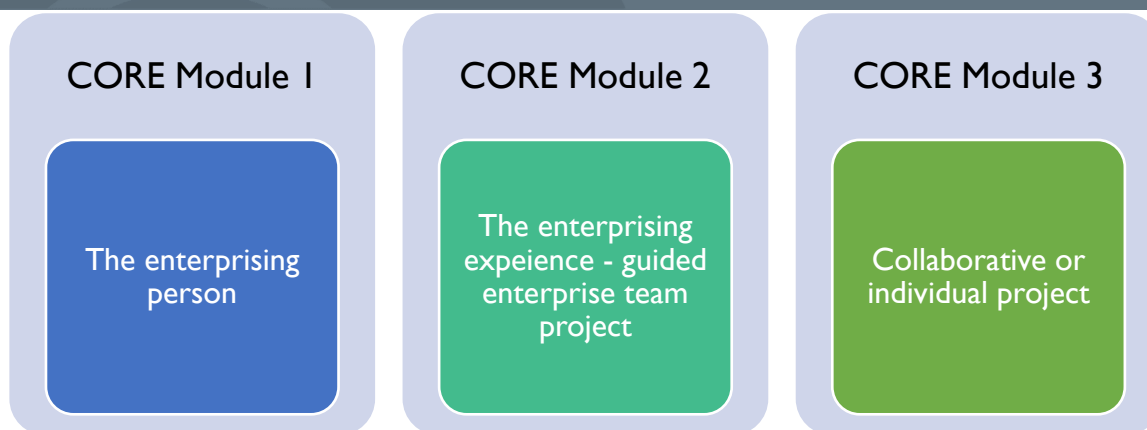
Delivery
The three modules should be delivered in order 1, 2, 3.

Developmental Progression
At both the module and course level the learner is introduced to and builds upon key ideas, concepts, skills, knowledge and understanding leading to performance of understanding reflected in the work requirements.

Individual modules have a developmental progression that introduces, builds upon and culminates in a performance of understanding in the work requirements. Between modules there is also a developmental progression that leads to a culminating performance of understanding in the final work requirements.

Module 1 - The enterprising person
In this Module learners will investigate case studies and engage with the world of work to learn about the enterprise skills, sometimes known as employability skills, desirable for all forms of current and emerging work. They will gain an understanding of their own enterprise strengths and how to develop specific enterprise skills. Initially, learners may be guided through structured processes to develop their understanding of underlying problems or needs and begin to propose and test hypotheses relating to the customer, problem and solution.

Module 1 Learning Outcomes
On successful completion of this module, learners will be able to:

1. identify and solve issues relevant to an enterprise project
2. use digital and other technologies to communicate with others, create solutions and conduct research
3. develop and deliver a presentation on an enterprise project, using appropriate digital and other technologies
4. identify and describe enterprise skills.

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 audit their own enterprise skills, identify skills gaps and set a goal and action plan to improve 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 including a case study of a Tasmanian or interstate business.

Reflect and Exhibit/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 case study findings using digital and other technologies.

Key knowledge:

- enterprise skills and how are they different to technical skills
- 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 FYA's New Work Order series)
- the benefits of recording working life, education and learnings, and ways to go about this
- concept of key business functions such as business planning, production schedules, inputs and outputs, budgeting, marketing, tools and strategies for monitoring production, quality control, market research, competition analysis, supply and demand, workplace health and safety
- forms of business ownership available in Australia and their basic legal requirements.

Key skills:

- setting goals and making action plans for improving targeted skills
- identifying opportunities for developing enterprising skills in and out of the school setting
- what it means to work in a digital world:
  - o selecting and using ICT software and apps for productivity, such as word processors, spreadsheets, presentation software, email and calendar applications, integrated business software
  - o using ICT for research including evaluating and documenting sources
  - o using ICT to access and apply information about legal and ethical compliance requirements
  - o authoring emails, letters and social media posts and other work-related correspondence
  - o having a professional and safe online presence – personally and for an enterprise
  - o skills for just in time learning and just in case learning.
- collecting and analysing financial and business information to inform the process of developing a case study.

Module 1 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.

The work requirements for this module include:

- one (1) folio (Personal Enterprise Skills Profile)

- one (1) investigation (Industry Case Study).

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 1 Assessment
This module will assess criteria 1, 2, 3, 4.

Module 2 - The enterprising experience – guided team project

Learners will participate, as part of a team, to develop an enterprise project such as planning and organising an 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 workplaces to access related businesses and the expertise of mentors.

Where students have established their own business, this may form the focus of study in this module.

Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

1. identify and solve issues relevant to an enterprise project
2. use digital technologies to communicate with others, create solutions and conduct research
3. develop and deliver a presentation on an enterprise project, using appropriate digital and other technologies
5. research, plan, undertake and review an enterprise project as part of a team.

Module 2 Content

Learners develop and apply their skills in finding and solving problems that matter to customers and stakeholders by proposing and testing solutions. As learners gain confidence in the process, they extend their skills to work collaboratively to find and solve problems themselves. Learners will, as part of a team and with guidance from the teacher and mentors:

- generate and evaluate ideas for an enterprise
- analyse the resources required for the enterprise (human, physical and financial); sources of funding; determination of a fair price
- create an appropriate advertising and promotional plan for the enterprise
- demonstrate enterprising skills by participating in the planning and execution of the enterprise.

Key knowledge:

- key elements of project management
- methods of collecting information to identify potential opportunities within the school or community
- problem analysis tools such as idea validation tools
- exploration and use of freely available enterprise planning tools such as Business Model Canvas
- exploration and use of decision-making tools e.g., to select the best idea by applying criteria (e.g., potential dates for an event taking into account competing events, financial feasibility)
- legal, ethical, sustainable and socially responsible practices relevant to the enterprise.

Key skills:

- critical and creative thinking strategies to generate ideas and review results
- collection and synthesis of business, customer and other stakeholder information to analyse problems through tools such as root-cause analysis
- 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
- proposal, development and testing of alternative revenue models and pricing strategies within the business model.

Module 2 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.

The work requirements for this module include one (1) folio (Enterprise Experience Folio)

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 2 Assessment

This module will assess criteria 1, 2, 3, 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. They will continue to develop their enterprise skills and be guided by at least one mentor from a related enterprise or business.

Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. identify and solve issues relevant to an enterprise project
2. use digital technologies to communicate with others, create solutions and conduct research
3. develop and deliver a presentation on an enterprise project, using appropriate digital and other technologies
6. describe, demonstrate and review project management skills in an enterprise project.

Module 3 Content

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

Key knowledge:

- the nature of an enterprise project e.g. may be challenging, requires effort and initiative and may have risks
- use of templates or canvases to support methods of project management
- exploration and selective use of enterprise tools e.g. templates and canvases that support how new businesses are created in the digital era
- customer-centric ways of working
- ways to access expertise and advice.

Key skills:

- project management skills - planning, organising, controlling resources, monitoring timelines and activities, and completing a project to achieve a goal that meets identified criteria for judging success
- reflective skills
- resilience.

Module 3 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.

The work requirements for this module include one (1) folio (Enterprise Project Folio)

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

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.

Criteria

	Module 1	Module 2	Module 3	Notes
Criteria	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module

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

1. identify and solve issues relevant to an enterprise project
2. communicate with others, create solutions and conduct research using digital and other technologies
3. develop and deliver a presentation on an enterprise project, using appropriate digital and other technologies
4. identify and describe enterprise skills
5. research, plan, undertake and review an enterprise project as part of a team
6. describe, demonstrate and review project management skills in an enterprise project.

Standards

Criterion 1: identify and solve issues relevant to an enterprise project

Rating C	Rating B	Rating A
seeks assistance when problems are beyond immediate responsibilities or experience	understands when to take responsibility and when to notify others	recognises and addresses some unfamiliar problems of increasing complexity within own role, recognising when to seek the expertise of others
addresses unfamiliar problems by applying past solutions that may appear to have some relevance to the current situation	applies formal problem-solving processes when tackling an unfamiliar problem, breaking complex issues into manageable parts and identifying and evaluating several options for action, and where appropriate, seeks feedback or advice before implementing a solution	uses analytical processes to decide on a course of action, establishing criteria for deciding between options, and seeking input and advice from others before taking action when necessary
identifies main legal rights and responsibilities* and some practical implications for own role in an enterprise project.	takes some personal responsibility for adherence to legal and regulatory requirements and seeks clarification or other assistance when required.	takes personal responsibility for adherence to legal/regulatory responsibilities relevant to own role in enterprise project and draws attention to any issues that may affect self or others.

* Legal rights and responsibilities include Work Health and Safety requirements, intellectual property, personal information privacy, anti-discrimination, online safety and security

Criterion 2: communicate with others, create solutions and conduct research using digital and other technologies

Rating C	Rating B	Rating A
uses digital systems, search engines and common digital tools to connect with others in immediate work context on matters related to enterprise projects	establishes and maintains online connections with others as an integral part of role, using a variety of digital tools and media to interact, collaborate and create in relation to enterprise projects	explores ways of connecting to others within and beyond the classroom context in order to access diverse perspectives and build on collective intelligence
finds information using search engines and simple search functions and classifies information in meaningful ways, assessing the suitability of information using a range of provided criteria	finds information using search facilities and organises information in meaningful ways, assessing the suitability of information using own criteria	uses advanced search tools or techniques, simulations or digital models to find or generate precise data or information that supports the development of new understandings
explores opportunities presented by digital and emerging technologies, with direction, when creating solutions.	explores opportunities presented by digital and emerging technologies, when creating solutions.	explores and analyses opportunities presented by digital and emerging technologies when creating solutions.

Criterion 3: develop and deliver a presentation on an enterprise project, using appropriate digital and other technologies

Rating C	Rating B	Rating A
expresses and organises ideas and information with some effectiveness	expresses and organises ideas and information with considerable effectiveness	expresses and organises ideas and information with a high degree of effectiveness
communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
uses conventions, vocabulary and terminology of entrepreneurship and business with some effectiveness.	uses conventions, vocabulary and terminology of entrepreneurship and business with considerable effectiveness.	uses conventions, vocabulary and terminology of entrepreneurship and business with a high degree of effectiveness.

Criterion 4: identify and describe enterprise skills

Rating C	Rating B	Rating A
identifies a limited range of key characteristics of an enterprising person	describes a range of characteristics of enterprising people	explains a range of characteristics of enterprising people, providing examples from own personal experience
identifies feedback from peers, teachers and other adults to assess own enterprise skills	reflects on feedback from peers, teachers and other adults to assess own enterprise skills	reflects and responds on feedback from peers, teachers and other adults to assess own enterprise skills
sets one or more SMART goals for developing a targeted enterprise skill and monitors progress	sets one or more SMART goals for developing a targeted enterprise skill, creates an action plan and monitors progress including seeking feedback from peers, teachers or other adults	sets one or more SMART goals for developing a targeted enterprise skill, creates an action plan and monitors progress including seeking and responding to feedback from peers, teachers or other adults
identifies business practices in an industry-related context.	describes appropriate business practices in an industry-related context.	describes and explains appropriate business practices in an industry-related context.

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

Rating C	Rating B	Rating A
identify the roles, structures and responsibilities of a team and how they contribute to team outcomes	describe the roles, structures and responsibilities of a team and how they contribute to team outcomes	explain the roles, structures and responsibilities of a team and how they contribute to team outcomes
identifies own role within a team and the way their role relates to the others in the team	describes own role within a team and the way their role relates to the others in the team	explain own role within a team and the way their position relates to the others in the team
uses ethical, social and technical protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.	uses appropriate protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.	uses and explains appropriate protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.

Criterion 6: describe, demonstrate and review project management skills in an enterprise project

Rating C	Rating B	Rating A
describes how their enterprise project contributes to meeting present and future needs using feedback from customers	explains the contribution of their enterprise project to the school community or wider society, using feedback from customers to justify claims	analyses the contribution of their enterprise project to the school community or wider society by collecting and analysing feedback from customers
uses appropriate technologies and techniques correctly and safely to plan, implement, manage and review an enterprise project	selects and uses appropriate technologies and techniques correctly and safely to plan, implement, manage and review an enterprise project	selects and uses appropriate technologies and techniques skilfully and safely to plan, implement, manage and review an enterprise project
records and follows enterprise project plans including production processes where applicable	applies project management skills to document and uses project plans to manage the enterprise project including production processes where applicable	applies project management skills to document and uses project plans to manage the enterprise project including production processes where applicable and making adjustments to plans when necessary
uses criteria for success, including considerations for sustainability and Aboriginal and Torres Strait Islander perspectives, to evaluate their enterprise project.	suggests criteria for success, including considerations for sustainability and Aboriginal and Torres Strait Islander perspectives, and uses these to evaluate their enterprise project.	develops criteria for success including considerations for sustainability and Aboriginal and Torres Strait Islander perspectives, and uses these to evaluate their enterprise project.

Quality Assurance

- This will be determined by TASC at time of accreditation.

Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Enterprise at Work* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the ratings for an 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
- This will be confirmed by time of accreditation.

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 and Version History
- Details to be determined by TASC at time of accreditation.

Appendix 1 - Line of Sight
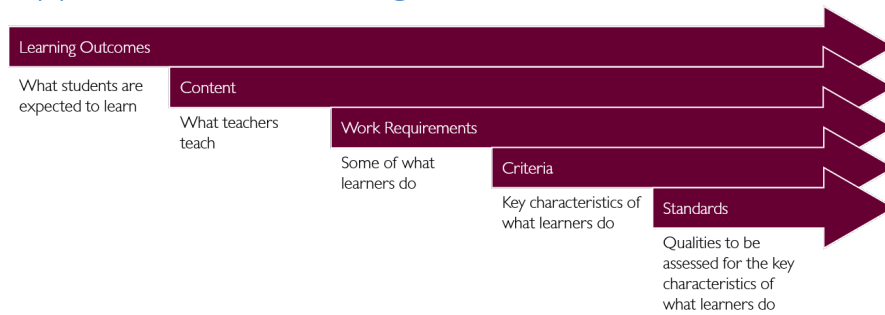
Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. identify and solve issues relevant to an enterprise project.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. use digital technologies to communicate with others, create solutions and conduct research.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. develop and deliver a presentation on an enterprise project, using appropriate digital and other technologies.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. identify and describe enterprise skills.	Module 1	Module 1	C 4	E 1, 2, 3	GC:

5.	research, plan, undertake and review an enterprise project as part of a team.	Module 2	Module 2	C 5	E 1, 2, 3	GC:
6.	describe, demonstrate and review project management skills.	Module 3	Module 3	C 6	E 1, 2, 3	GC:

Appendix 2 - 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 Core Skills for Work Developmental Framework (CSW). The following table explicitly shows the alignment

Enterprise Skill (FYA)	Definition (FYA)	AC General capability (FYA mapping)	Core Skills for Work Developmental Framework mapping
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 hears.	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 group/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	1A Manage career and work life

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Work-based Learning
Title of Work Requirement: Personal Enterprise Skills Profile
Mode /Format: Folio
Learning Outcome: 4
Description: The folio will contain a minimum of 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 (e.g., diary entries, learning journal, feedback from teacher or mentor)
- an updated enterprise skills audit (e.g., could include annotations about new areas to explore).

Size: maximum of 500 words in negotiated format of choice.
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 Criterion/criteria:

- Criterion 4

Focus Area: Work-based Learning
Title of Work Requirement: Industry Case Study
Mode /Format: Investigation
Learning Outcomes: 1, 2, 3
Description: Learners will complete at least one industry-based 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 multi-modal 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 mentors, employers or other adults relevant to the subject of their case study.

Relevant Criteria: Criteria 1, 2 and 3.

Module 2 Work Requirements Specifications

Focus Area: Work-based learning

Title of Work Requirement: Enterprise Experience Folio

Mode /Format: Folio

Learning Outcomes: 1, 2, 3, 5

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 personal enterprise skills audit

Size: maximum 1000 words or 6 minutes multimodal presentation

Timing: gathered over the course of the module

External agencies: engagement with relevant businesses and mentors is desirable

Relevant criteria: Criteria 1, 2, 3 and 5.

Module 3 Work Requirements Specifications

Focus Area: Work-based Learning

Title of Work Requirement: Enterprise Project Folio

Mode /Format: Folio

Learning Outcomes: 1, 2, 3 and 4

Description: The Enterprise Project Folio should include but not be limited to:

- a business model summary
- a project management plan
- evidence of the development of the project, demonstrating project management and one or more other enterprise skills
- an updated personal enterprise skills audit
- a presentation – as performance, poster or other negotiated format about the development of the enterprise project, its effectiveness and key personal learnings.

Size: Maximum of 2000 words or 10 minutes multimodal presentation.

Timing: the folio will be developed throughout the module.

External agencies: relevant business or industry engagement through workplace learning and/or mentoring (at least ten hours).

Relevant Criteria: Criterion 1, 2, 3 and 6

Appendix 4 – 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 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

Appendix 5 – Glossary
o   A central glossary will be added to the final draft of the course for consultation.