

# Sample Scope and Sequence

Enterprise at Work, EPW215122



## Scope and Sequence

Below is a possible sequence of content for Enterprise at Work, EPW215122. This example supports teachers to develop their own scope and sequence documents to meet the needs of learners.

Work requirements have been identified within this possible sequence of content. Providers must ensure there are sufficient opportunities for learners to demonstrate improvement over time and/or consistency of achievement against each criterion.

This sample scope and sequence must be adapted by schools in order to meet the Office of TASC's [Standards for Providers](#)<sup>1</sup> including ensuring that internal assessments are fair, equitable and comparable.

Providers can use the [Assessment Documentation: Self-Evaluation Toolkit for Teachers](#)<sup>2</sup> to check their plans for assessment, assessment tools and assessment records.

The Office of TASC have specific advice and requirements for the development of school-based scope and sequence documents. Please visit the [TASC website](#)<sup>3</sup> for more information.

## Context Statement

This sample scope and sequence was developed for a class size of 8-25 learners in a 7-12 secondary college environment. Learners participate in 3 x 90-minute lessons per week. Learners should be able to access Canvas every lesson, either through school desktop computers or their own device.

## Course Specific Advice

This document is part of a set of baseline resources to support teachers to implement Enterprise at Work, EPW215122. When developing their own scope and sequence, teachers should view the accredited [Course Document](#)<sup>4</sup> and [Course Implementation Guide](#)<sup>5</sup>. A Community of Practice exists for this course, please visit our [website](#)<sup>6</sup> for more information.

† In this example, criterion standard elements are indicated by 'E' (for Element) and a number (their position in the criterion standards of the course document).

### Term 1: Module 1 - The Enterprising Person (50 hours)

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, client, problem or solution.

### Term 2: Module 2 - The Enterprising Experience - Guided Team Project – guided team project (50 hours)

Learners will participate, as part of a team, to develop 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 workplaces of related businesses and may access the expertise of mentors. Where students have established their own business, this may form the focus of study in this module.

<sup>1</sup> <https://www.tasc.tas.gov.au/providers/quality-assurance/standards-for-providers/>

<sup>2</sup> [https://www.tasc.tas.gov.au/wp-content/uploads/2022/06/SelfEvaluation\\_AssessmentDocumentation.pdf](https://www.tasc.tas.gov.au/wp-content/uploads/2022/06/SelfEvaluation_AssessmentDocumentation.pdf)

<sup>3</sup> <https://www.tasc.tas.gov.au/>

<sup>4</sup> <https://www.tasc.tas.gov.au/students/courses/mixed-field/>

<sup>5</sup> <https://1land12.education.tas.gov.au/learning-areas/mixed-field/>

<sup>6</sup> <https://1land12.education.tas.gov.au/communities-of-practice/>

### Term 3: Collaborative or individual enterprise project (50 hours)

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.

The enterprise project scale and complexity must be within the available resources (time, human, materials, equipment and cost) but sufficient to produce evidence for assessment. Appendix 6 – Enterprise Project Approval Procedure provides details of criteria to be applied to determine if a proposed project is suitable.

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 1 - Week 1 Module 1 - The Enterprising Person	<p>What is an enterprising person?</p> <ul style="list-style-type: none"> <li>In Week 1 students will define entrepreneurship and enterprise skills. Teachers are encouraged to remind students that online sources might label or define enterprise skills in slightly different ways, however this course will refer to the definitions provided by The Foundation for Young Australians and Young Change Agents.</li> <li>These definitions will be learnt through a case study. The Canvas module supplies one possible case study – <i>Sticky Pronk</i> – however teachers are encouraged to source examples of local entrepreneurship where possible.</li> <li>A sample self, peer and teacher audit task has been uploaded to Canvas.</li> <li>Introduce and explain Enterprise Skills Badges/Cards as peer-awarded and a form of course currency.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Define entrepreneurship.</li> <li>Define enterprise skills.</li> <li>Conduct an enterprise skills audit.</li> <li>Develop SMART goals as part of a skills improvement plan.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>What is an enterprising person? (see Canvas).</li> <li>Enterprising person activity sheet (see Canvas).</li> </ul>					
Term 1 - Week 2 Module 1 - The Enterprising Person	<p>Assessing my own enterprise skills and setting improvement goals:</p> <ul style="list-style-type: none"> <li>At the end of Week 1, students understand key definitions and have identified skills they can improve upon.</li> <li>Week 2 delves deeper into a student's values and motivations and how these</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>Which career cluster might suit me?</li> <li>Enterprise Skills Profile (introduced).</li> </ul>	<p><b>Module 1 – Work Requirement 1 of 2</b></p> <p><b>Title of work requirement:</b> Enterprise skills profile</p> <p><b>Mode or format:</b> folio</p> <p>See the course document for more information.</p>	Major	Yes	C1 C4	E1, E2, E3 All

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<p>might influence the kinds of industries to which they are drawn.</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Compare and contrast enterprise skills and technical skills.</li> <li>• Identify job clusters of the future.</li> <li>• Create an “enterprise skills profile” using ICT software illustrating their values, enterprise skills, career ambitions and goals for the course.</li> </ul>						
Term 1 - Week 3 Module 1 - The Enterprising Person	<p>Introduction to design thinking:</p> <ul style="list-style-type: none"> <li>• By Week 3, students have reflected on their skills, course goals and career aspirations.</li> <li>• Before delving into problem solving, students are introduced the design thinking model as an iterative and creative problem-solving process.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Define “mental models”.</li> <li>• Define each step of the design thinking process.</li> <li>• Reflect on a local example of design thinking in action.</li> <li>• Apply design thinking to a small class challenge.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Design thinking case study.</li> <li>• Design thinking challenge.</li> <li>• Initial Enterprise Skills Profile due.</li> </ul>					
Term 1 - Week 4 Module 1 - The Enterprising Person	<p>Researching my problem:</p> <ul style="list-style-type: none"> <li>• By Week 4, students are attuned to their skills and interests, and understand how to apply design thinking models to solve problems.</li> <li>• In Week 4, students will explore problems that may present themselves in the workplace. They will investigate the scope, causes and impacts of the problem on their community.</li> <li>• Students are encouraged to use digital technologies to reach out to local</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Understanding a workplace problem (MS PowerPoint).</li> <li>• Some websites that list common business problems are: <ul style="list-style-type: none"> <li>» <a href="https://www.altusfinancial.com.au/blog/the-top-20-challenges-australian-business-owners-face">The Top 20 Challenges Australian Business Owners Face</a><sup>7</sup></li> <li>» <a href="https://due.com/blog/small-businesses-struggle-in-pandemic/">7 COVID-19 Struggles Small Businesses are Facing and How to Overcome Them</a><sup>8</sup></li> </ul> </li> </ul>					

<sup>7</sup> <https://www.altusfinancial.com.au/blog/the-top-20-challenges-australian-business-owners-face>

<sup>8</sup> <https://due.com/blog/small-businesses-struggle-in-pandemic/>

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	<p>workplaces about the problem – it would be helpful if this was linked to the workplace they intend to observe (virtually or physically) in Week 7.</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Identify common workplace problems.</li> <li>Articulate that workplace problems can be quantified by investigating their causes, scope and impacts.</li> <li>Research a common workplace problem using digital technologies.</li> <li>Present their findings verbally.</li> </ul>	<p>» <a href="https://later.com/blog/small-businesses-challenges">6 Small Business Challenges During COVID-19 (+ How to Overcome Them)</a><sup>9</sup>.</p>					
Term 1 - Week 5 Module 1 - The Enterprising Person	<p>Problem in practice:</p> <ul style="list-style-type: none"> <li>Students will move into Week 5 having researched a common workplace problem.</li> <li>In Week 5, students will reach out to a local business to ask them about the ways that specific problem manifests in their context. They will investigate: the causes of the problem; the impacts of the problem; any solutions the business has attempted to apply to overcome that problem.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Use workplace ICT such as email, social media, video conferencing or phone calls to liaise with a local business.</li> <li>Apply the design thinking structure to empathise with the local business to understand how their chosen problem manifests in real life.</li> <li>Understand the workplace tools that assist the business in finding solutions to common business problems.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Case study.</li> </ul>	<p><b>Module 1 – Work Requirement 2 of 2</b></p> <p><b>Title of work requirement:</b> Industry case study</p> <p><b>Mode or format:</b> investigation</p> <p>See the course document for more information.</p>	Major	Yes	C1 C2 C3 C4 C8	All All E3 All E1, E2, E3
Term 1 - Week 6 Module 1 - The Enterprising Person	<p>Creating a case study:</p> <ul style="list-style-type: none"> <li>By the end of Week 5, students will have collated interviews and survey data from a local workplace.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Case study.</li> </ul>					

<sup>9</sup> <https://later.com/blog/small-businesses-challenges>

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<ul style="list-style-type: none"> <li>In Week 6, students will turn those findings into a report. Scaffolds will be provided for the purposes of differentiation.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Synthesise their findings from Week 5 into a report (scaffold will be placed on Canvas).</li> </ul>						
Term 1 - Week 7 Module 1 - The Enterprising Person	<p>Offering recommendation:</p> <ul style="list-style-type: none"> <li>Students will enter Week 7 with the beginnings of a report that incorporates primary data and research on the workplace problem of their choosing.</li> <li>In Week 7, they will research possible recommendations to help improve upon the identified problem.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Conduct their own research into the problem and digital business tools to offer their own recommendations for the workplace problem.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Case study.</li> </ul>					
Term 1 - Week 8 Module 1 - The Enterprising Person	<p>Organising information:</p> <ul style="list-style-type: none"> <li>Students will enter Week 8 with their data, research and recommendations.</li> <li>Week 8 will walk students through the format and presentation of the final case study. Scaffolds may extend or support their learners.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Organise their observations, research and recommendations into a formal case study.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Case study.</li> </ul>					
Term 1 - Week 9 Module 1 - The Enterprising Person	<p>Student Exhibition Preparation:</p> <ul style="list-style-type: none"> <li>Students will prepare to exhibit their learning. One suggestion is a “science fair” style gallery. Local businesses will be invited to view student work.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Communicate their findings through a final visual product/poster.</li> <li>Reflect on the strengths and weaknesses of their case study.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Reflection.</li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 1 - Week 10 Module 1 - The Enterprising Person	<p>Student Exhibitions:</p> <ul style="list-style-type: none"> <li>Students will exhibit their learning (case studies). One suggestion is a “science fair” style gallery. Local businesses will be invited to view student work.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Communicate their findings through a final visual product/poster.</li> <li>Reflect on the strengths and weaknesses of their case study.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Reflection.</li> </ul>					
Term 2 - Week 1 Module 2 - The Enterprising Experience - Guided Team Project	<p>What is the Enterprising Experience?</p> <ul style="list-style-type: none"> <li>Students will understand that Term 1 focused on: <ul style="list-style-type: none"> <li>key definitions</li> <li>identifying individual skill strengths and weaknesses</li> <li>the way enterprise skills are not just for entrepreneurs – they can also make you a very valuable employee.</li> </ul> </li> <li>Students will then be given an overview of their Term 2 project.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Understand that Term 2 will progress them from “enterprise skills” to the entrepreneurial process.</li> <li>Outline methods of collecting information to identify potential opportunities within the school or community.</li> <li>Hypothesise about possible problems that might exist in the local community that could be solved through enterprise.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Problem Gathering Task (teacher to explain).</li> </ul>					
Term 2 - Week 2 Module 2 - The Enterprising Experience - Guided Team Project	<p>Solving problems through enterprise:</p> <ul style="list-style-type: none"> <li>Students will arrive in Week 2 with a problem and target audience in mind. They will have at least anecdotal evidence to support their claim that the problem is one worth solving in the community.</li> <li>In Week 2, students will use the design thinking process individually or in teams to</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Red-teaming reflection.</li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<p>generate and evaluate ideas for a small enterprise.</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Employ design thinking strategies to empathise with problems and create possible solutions.</li> <li>• Define “red teaming”.</li> <li>• Conduct a “red teaming” activity and refine their idea after receiving feedback.</li> <li>• Identify mentors to assist them through the process.</li> </ul>						
<p>Term 2 - Week 3</p> <p>Module 2 - The Enterprising Experience - Guided Team Project</p>	<p>Project Planning Tools:</p> <ul style="list-style-type: none"> <li>• By week 3, students will have decided on the problem they wish to solve and the enterprising “solution” they wish to carry out.</li> <li>• Students will stress-test their idea against Appendix 6 and this proforma will be both compulsory and pass/fail.</li> <li>• Students will begin learning about different online project planning tools.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Understand the structure and function of a Gantt chart.</li> <li>• Undertake a SWOT analysis on 2-3 different free ICT project management tools (e.g. Notion, to-doist, airtable, teams) and choose one to use over the course of the term.</li> <li>• Map out their project plan through to completion.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Proforma.</li> <li>• Project Planning SWOT analysis.</li> <li>• Gantt Chart and Cap Table.</li> </ul>	<p><b>Module 2 – Work Requirement 1 of 1</b></p> <p><b>Title of work requirement:</b> Enterprise experience folio</p> <p><b>Mode or format:</b> folio</p> <p>See the course document for more information.</p>	Major	Yes	C2 C3 C4 C5	All All All All
<p>Term 2 - Week 4</p> <p>Module 2 - The Enterprising Experience - Guided Team Project</p>	<p>Resources, Finances and Price Points:</p> <ul style="list-style-type: none"> <li>• By Week 4, students will have their broad project plan and will begin sourcing resources and considering business risks.</li> <li>• Students will first consider whether their sales will require physical or digital resources, cost of production and price points. They will understand that profits = price – cost of production.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>• Risk management plan.</li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<ul style="list-style-type: none"> <li>Students will then develop a risk assessment to help mitigate against any factors preventing them from success.</li> </ul>						
Term 2 - Week 5 Module 2 - The Enterprising Experience - Guided Team Project	<p>Logos and advertising:</p> <ul style="list-style-type: none"> <li>Students will draw a visual representation of their “dream customer” – considering their age, location, lifestyle, values and income.</li> <li>From this, they will learn about and determine the best possible marketing mediums (e.g. social media? Local newspaper?), a logo and a slogan for their enterprise. They will be introduced to Canva in order to assist with the creation of their logo.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Be able to define target audience and outline their “dream customer”.</li> <li>Be able to identify the codes and conventions of advertising.</li> <li>Be able to identify the triggers of viral advertising.</li> <li>Be able to define various mediums for advertising, and determine the best fit for their product and customer.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Dream Customer Representation.</li> <li>Logos, slogans and campaign medium.</li> </ul>					
Term 2 - Week 6 Module 2 - The Enterprising Experience - Guided Team Project	<p>Sales:</p> <ul style="list-style-type: none"> <li>In Week 1 of selling, students will sell and test their Minimum Viable Product (MVP) at a price point they hypothesise will do well.</li> <li>They will keep a logbook of every sale they make, calculating weekly profits and costs.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Profit/Loss table.</li> <li>End of week reflection.</li> </ul>					
Term 2 - Week 7 Module 2 - The Enterprising Experience - Guided Team Project	<p>Sales:</p> <ul style="list-style-type: none"> <li>Students will reflect on Week 1 and possibly iterate their product and price point to better fit the market.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Profit/Loss table.</li> <li>End of week reflection.</li> </ul>					
Term 2 - Week 8 Module 2 - The Enterprising	<p>Sales – new iteration:</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Profit/Loss table.</li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Experience - Guided Team Project	<ul style="list-style-type: none"> <li>Students will be given one final chance to iterate product and cost.</li> </ul>	<ul style="list-style-type: none"> <li>End of week reflection.</li> </ul>					
Term 2 - Week 9 Module 2 - The Enterprising Experience - Guided Team Project	<p>Reflections:</p> <ul style="list-style-type: none"> <li>Students will submit a final folio which includes final versions of all minor assessment completed throughout the term.</li> <li>It will end with a final reflection mapped to the 13 key enterprise skills, how they displayed them, and how they could have utilised them better.</li> <li>Students will reflect on and update their term one SMART goal.</li> <li>Module 1 - Work Requirement 1 of 1: Folio due.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Folio.</li> </ul>					
Term 2 - Week 10 Module 2 - The Enterprising Experience - Guided Team Project	<p>Exhibitions:</p> <ul style="list-style-type: none"> <li>Students will complete another “gallery walk” “science fair” exhibition of the term’s learning.</li> </ul>	<p>Activity:</p> <p>Exhibition.</p>					
Term 3 - Week 1 Module 3 - Collaborative or Individual Enterprise Project	<p>Reflection on Term 2 minor enterprise:</p> <ul style="list-style-type: none"> <li>Students will consider the strengths and weaknesses of their Term 2 guided team project. If mentors were available to the students, they will unpack their reflections with them.</li> <li>They will understand that Term 3 will involve repetition of the Term 2 process, expecting deeper thinking at each of the stages of enterprise development.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Employ design thinking strategies to empathise with problems and create possible solutions.</li> <li>Conduct a “red teaming” activity and refine their idea after receiving feedback.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Problem Identification &amp; Value Proposition (teacher explanation).</li> </ul>					
Term 3 - Week 2	Project Planning Tools:	Activity:					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Module 3 - Collaborative or Individual Enterprise Project	<ul style="list-style-type: none"> <li>By week 3, students will have decided on the problem they wish to solve and the enterprising “solution” they wish to carry out.</li> <li>Students will stress-test their idea against Appendix 6 and this proforma will be both compulsory and pass/fail.</li> <li>Students will reflect on their last project planning tool, and evaluate whether or not this will be effective for their final enterprise project.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Evaluate project management tool used last term.</li> <li>Determine whether it is the tool of best fit for their new enterprise.</li> <li>Reflect on feedback on last Gantt chart and iterate to make a more effective Term 3 Gantt chart.</li> </ul>	<ul style="list-style-type: none"> <li>Red-teaming and stress testing.</li> </ul>					
Term 3 - Week 3 Module 3 - Collaborative or Individual Enterprise Project	<p>Resources, Finances and Price Points:</p> <ul style="list-style-type: none"> <li>By Week 3, students will have their broad project plan and will begin sourcing resources and considering business risks.</li> <li>Students will first consider whether their sales will require physical or digital resources, cost of production and price points. They will understand that profits = price – cost of production.</li> <li>Students will then develop a risk assessment to help mitigate against any factors preventing them from success.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Consider feedback from their last Gantt Chart and apply it to the development of their Term 3 Gantt Chart.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Proforma.</li> <li>Project Planning SWOT analysis.</li> <li>Gantt Chart &amp; Cap Table.</li> </ul>	<p><b>Module 3 – Work Requirement 1 of 1</b></p> <p><b>Title of work requirement:</b> Enterprise project folio</p> <p><b>Mode or format:</b> digital folio</p> <p>See the course document for more information.</p>	Major	Yes	C2 C3 C4 C6 C7 C8	All All All E1, E2, E3 E2, E3, E4 All
Term 3 - Week 4 Module 3 - Collaborative or Individual Enterprise Project	<p>Logos and advertising:</p> <ul style="list-style-type: none"> <li>Students will learn more complex ways of capturing their “dream customer” by reading excerpts from marketing books such as “contagious” by Jonah Burger.</li> </ul>	<p>Activity:</p> <ul style="list-style-type: none"> <li>Risk Management Plan.</li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<ul style="list-style-type: none"> <li>Students will draw a visual representation of their “dream customer” – considering their age, location, lifestyle, values and income.</li> <li>From this, they will learn about and determine the best possible marketing mediums (e.g. social media? Local newspaper?), a logo and a slogan for their enterprise.</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>Be able to define target audience and outline their “dream customer”.</li> <li>Be able to identify the codes and conventions of advertising.</li> <li>Be able to identify the triggers of viral advertising.</li> <li>Be able to define various mediums for advertising, and determine the best fit for their product and customer.</li> <li>Develop a content calendar for a complete social media marketing campaign.</li> </ul>						
Term 3 - Week 5 Module 3 - Collaborative or Individual Enterprise Project	<p>Sales:</p> <ul style="list-style-type: none"> <li>In Week 1 of selling, students will sell and test their Minimum Viable Product (MVP) at a price point they hypothesise will do well.</li> <li>They will keep a logbook of every sale they make, calculating weekly profits and costs.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Dream Customer Representation.</li> <li>Logos, slogans and campaign medium.</li> </ul>					
Term 3 - Week 6 Module 3 - Collaborative or Individual Enterprise Project	<p>Sales:</p> <ul style="list-style-type: none"> <li>Students will reflect on Week 1 and possibly iterate their product and price point to better fit the market.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Profit/Loss table.</li> <li>End of week reflection.</li> </ul>					
Term 3 - Week 7 Module 3 - Collaborative or Individual Enterprise Project	<p>Sales – new iteration:</p> <ul style="list-style-type: none"> <li>Students will be given one final chance to iterate product and cost.</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Profit/Loss table.</li> <li>End of week reflection.</li> </ul>					
Term 3 - Week 8	<p>Reflections:</p>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Profit/Loss table.</li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Module 3 - Collaborative or Individual Enterprise Project	<ul style="list-style-type: none"> <li>Students will submit a final folio which includes final versions of all minor assessment completed throughout the term.</li> <li>It will end with a final reflection mapped to the 13 key enterprise skills, how they improved upon them from Term 2, and how they could have utilised them better.</li> <li>Students will reflect on and update their term one SMART goal.</li> </ul>	<ul style="list-style-type: none"> <li>End of week reflection.</li> </ul>					
Term 3 - Week 9 Module 3 - Collaborative or Individual Enterprise Project	Exhibitions: <ul style="list-style-type: none"> <li>Students will complete another “gallery walk” “science fair” exhibition of the term’s learning.</li> <li>Module 3 – Work Requirement 1 of 1: Folio due.</li> </ul>	Activities: <ul style="list-style-type: none"> <li>Exhibition.</li> <li>Folio.</li> </ul>					
Term 3 - Week 10 Module 3 - Collaborative or Individual Enterprise Project	Students will have a week to consolidate and submit their Final Folios.	Activity: <ul style="list-style-type: none"> <li>Folio.</li> </ul>					
Term 4 – Week 1 Modules 1 - 3	Revision.						
Term 4 – Week 2 Modules 1 - 3	Revision.						
Term 4 – Week 3 Modules 1 - 3	Revision.						
Term 4 – Week 4	Exams.						

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VERSION	Version 2 - January 2023
REVIEW BY DATE	December 2024
THIS DOCUMENT REPLACED	Version 1