

Sample Scope and Sequence – Enterprise at Work EPW215122

Enterprise at Work, EPW215122

Sample scope and sequence

Below is a possible sequence of content for Enterprise at Work, EPW215122. This is an example only; to be used to support teachers to develop their own scope and sequence documents that meet the learning needs of their learners. While Work Requirements have been identified within this possible sequence of content, additional opportunities to elicit evidence of learning provided by the teacher should also be included in the development of a localised scope and sequence.

The Office of TASC have specific advice and requirements for the development of school-based scope and sequence documents for the purposes of quality assurance. Please visit the [TASC website](#) for more information.

Context statement

This sample scope and sequence was developed for a class size of 8-25 learners in a single campus senior secondary environment. Learners would 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. Teachers are encouraged to view the accredited [Course Document](#) and [Course Implementation Guide](#) to assist them in developing their own scope and sequence for their specific context. A Community of Practice exists for this course, please visit our [website](#) for more information.

Term I: 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. Guide learners through a structured process to develop their understanding of underlying problems or needs and begin to propose and test hypotheses relating to the customer, client, problem or solution.

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion Assessed	Criterion Elements
Term I - Week 1 The Enterprising Person	What is an enterprising person? <ul style="list-style-type: none"> In Week 1 learners will define entrepreneurship and enterprise skills. Teachers should remind learners that online sources might label or define enterprise skills in slightly different ways, however this course will refer to 	Activity 1.1: What is an enterprising person?	<i>A selection of activities will make up the Enterprise skills folio (Work requirement 1) for</i>	No	CI	EI
		Activity 1.2: Enterprising person Activity Sheet			CI	EI

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion Assessed	Criterion Elements
	<p>the definitions provided by The Foundation for Young Australians and Young Change Agents</p> <ul style="list-style-type: none"> • These definitions will be learnt through a case study. For example <i>Sticky Pronk</i>. Source examples of local entrepreneurship where possible. • A self, peer and teacher audit task will be used <p>Learners will:</p> <ul style="list-style-type: none"> • Define entrepreneurship • Define enterprise skills • Conduct an enterprise skills audit • Develop SMART goals as part of a skills improvement plan. 	Introduction of Enterprise Skills Badges/Cards as peer-awarded and a form of course currency- Explain	<i>Module 1. These will include the assessments and may include any of the other activities as needed.</i>			
Term 1 - Week 2 The Enterprising Person	<p>Assessing my own enterprise skills & setting improvement goals</p> <ul style="list-style-type: none"> • At the end of Week 1, learners understand key definitions and have identified skills they can improve upon • Week 2 delves deeper into a learner's values and motivations and how these might influence the kinds of industries to which they are drawn. <p>Learners will:</p> <ul style="list-style-type: none"> • Compare and contrast enterprise skills and technical skills • Identify job clusters of the future • Create an "enterprise skills profile" using ICT software illustrating their values, enterprise skills, career ambitions and goals for the course. 	Activity 1.3 Who am I?		No	CI	E2, E3
		Activity 1.4 Which career cluster might suit me?		No	CI	E2, E3
		Activity 1.5 Enterprise Skills Profile (introduced)	Minor	Yes	CI	E1, E2, E3
Term 1 - Week 3 The Enterprising Person	<p>Introduction to design thinking</p> <ul style="list-style-type: none"> • By Week 3, learners have reflected on their skills, course goals and career aspirations. • Before delving into problem solving, learners are introduced the design thinking model as an iterative and creative problem-solving process <p>Learners will:</p> <ul style="list-style-type: none"> • Define "mental models" • Define each step of the design thinking process • Reflect on a local example of design thinking in action • Apply design thinking to a small class challenge 	Activity 1.6 Design thinking case study			C3	E1, E2
		Activity 1.7 Design thinking challenge				
		Activity 1.5 Initial Enterprise Skills Profile Due (part of Enterprise Skills Folio Work Requirement)	Major	Yes	CI	E1, E2, E3

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion Assessed	Criterion Elements
Term 1 - Week 4 The Enterprising Person	<p>Researching my problem</p> <ul style="list-style-type: none"> By Week 4, learners are attuned to their skills and interests, and understand how to apply design thinking models to solve problems. In Week 4, learners will explore problems that may present themselves in the workplace. They will investigate the scope, causes and impacts of the problem on their community. Learners are encouraged to use digital technologies to reach out to local 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>Learners will:</p> <ul style="list-style-type: none"> Identify common workplace problems Articulate that workplace problems can be quantified by investigating their causes, scope and impacts Research a common workplace problem using digital technologies Present their findings verbally 	<p>Activity 1.8: Understanding a workplace problem (MS PowerPoint)</p> <p>Some websites that list common business problems are:</p> <ul style="list-style-type: none"> The Top 20 Challenges Australian Business Owners Face 7 COVID-19 Struggles Small Businesses are Facing and How to Overcome Them 6 Small Business Challenges During COVID-19 (+ How to Overcome Them) 			C2 C3	E2, E3 E1, E2
Term 1 - Week 5 The Enterprising Person	<p>Problem in practice</p> <ul style="list-style-type: none"> Learners will move into Week 5 having researched a common workplace problem, In Week 5, learners 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 <p>Learners will:</p> <ul style="list-style-type: none"> Use workplace ICT such as email, social media, video conferencing or phone calls to liaise with a local business Apply the design thinking structure to empathise with the local business to understand how their chosen problem manifests in real life Understand the workplace tools that assist the business in finding solutions to common business problems 	Activity 1.8: Case Study Part A	Major	Yes	C1 C2 C3 C4	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3
Term 1 - Week 6 The Enterprising Person	<p>Creating a case study</p> <ul style="list-style-type: none"> By the end of Week 5, learners will have collated interviews and survey data from a local workplace. In Week 6, learners will turn those findings into a report. Scaffolds will be provided for the purposes of differentiation <p>Learners will:</p> <ul style="list-style-type: none"> Synthesise their findings from Week 5 into a report (scaffold will be supplied) 	Activity 1.8: Case Study Part B	Major	Yes	C1 C2 C3 C4	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion Assessed	Criterion Elements
Term I - Week 7 The Enterprising Person	<p>Offering recommendation</p> <ul style="list-style-type: none"> Learners will enter Week 7 with the beginnings of a report that incorporates primary data and research on the workplace problem of their choosing. In Week 7, they will research possible recommendations to help improve upon the identified problem <p>Learners will:</p> <ul style="list-style-type: none"> Conduct their own research into the problem and digital business tools to offer their own recommendations for the workplace problem 	Activity 1.8: Case Study Part C	Major	Yes	C1 C2 C3 C4	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3
Term I - Week 8 The Enterprising Person	<p>Organising information</p> <ul style="list-style-type: none"> Learners will enter Week 8 with their data, research and recommendations. Week 8 will walk learners through the format and presentation of the final case study. Scaffolds may extend or support their learners <p>Learners will:</p> <ul style="list-style-type: none"> Organise their observations, research and recommendations into a formal case study 	Activity 1.8: Case Study Submission	Major	Yes	C1 C2 C3 C4 C8	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3
Term I - Week 9 The Enterprising Person	<p>Learner Exhibition Preparation</p> <ul style="list-style-type: none"> Learners will prepare to exhibit their learning. One suggestion is a “science fair” style gallery. Local businesses will be invited to view learner work. <p>Learners will:</p> <ul style="list-style-type: none"> Communicate their findings through a final visual product/poster Reflect on the strengths and weaknesses of their case study 	Activity 1.9: Reflection	Minor	No	C1 C2 C3 C4 C8	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3
Term I - Week 10 The Enterprising Person	<p>Learner Exhibitions</p> <ul style="list-style-type: none"> Learners will exhibit their learning (case studies). One suggestion is a “science fair” style gallery. Local businesses will be invited to view learner work. <p>Learners will:</p> <ul style="list-style-type: none"> Communicate their findings through a final visual product/poster Reflect on the strengths and weaknesses of their case study 	Activity 1.9: Reflection	Minor	No	C1 C2 C3 C4 C8	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3
		Activity 1.10 – Submission of updated Enterprise Skills Profile due	Major	Yes	C1 C4	E1, E2, E3, E4, E5 E1, E2, E3

Term 2: The enterprising experience – 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 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 learners have established their own business, this may form the focus of study in this module.

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 2 - Week 1 The Enterprising Experience	<p>What is the enterprising experience?</p> <ul style="list-style-type: none"> Learners will understand that Term 1 focused on: <ul style="list-style-type: none"> Key definitions Identifying individual skill strengths and weaknesses The way enterprise skills are not just for entrepreneurs – they can also make you a very valuable employee Learners will then be given an overview of their Term 2 project <p>Learners will:</p> <ul style="list-style-type: none"> Understand that Term 2 will progress them from “enterprise skills” to the entrepreneurial process Outline methods of collecting information to identify potential opportunities within the school or community Hypothesise about possible problems that might exist in the local community that could be solved through enterprise 	Activity 2.1: Problem Gathering Task Teacher to explain	<i>A selection of activities will make up the Enterprise experience folio (Work requirement 1) for Module 2. These will include the assessments and may include any of the other activities as needed</i>	No	C2 C3	E1, E2 E1, E2
Term 2 - Week 2 The Enterprising Experience	<p>Solving problems through enterprise</p> <ul style="list-style-type: none"> Learners 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 In Week 2, learners will use the design thinking process individually or in teams to generate and evaluate ideas for a small enterprise <p>Learners will:</p> <ul style="list-style-type: none"> Employ design thinking strategies to empathise with problems and create possible solutions Define “red teaming” Conduct a “red teaming” activity and refine their idea after receiving feedback Identify mentors to assist them through the process 	Activity 2.2 Red-teaming reflection	Minor	No	C2 C3 C4 C5	E1, E2 E1, E2, E3 E2 E3
Term 2 - Week 3 The Enterprising Experience	<p>Project Planning Tools</p> <ul style="list-style-type: none"> By week 3, learners will have decided on the problem they wish to solve and the enterprising “solution” they wish to carry out 	Activity 2.3 Appendix 6 Proforma	Major	Yes	C2	E1, E2, E3

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<ul style="list-style-type: none"> Learners will stress-test their idea against Appendix 6 and this proforma will be both compulsory and pass/fail Learners will begin learning about different online project planning tools Learners will: <ul style="list-style-type: none"> Understand the structure and function of a Gantt chart Undertake a SWOT analysis on 2-3 different free ICT project management tools (eg Notion, to-doist, airtable, teams) and choose one to use over the course of the term Map out their project plan through to completion. 	Activity 2.4 Project Planning SWOT analysis			C3	E1, E2, E3
		Activity 2.5 Gantt Chart & Cap Table	Major	Yes	C4 C5	E1, E2, E3 E1, E2, E3
Term 2 - Week 4 The Enterprising Experience	Resources, Finances, Price Points <ul style="list-style-type: none"> By Week 4, learners will have their broad project plan and will begin sourcing resources and considering business risks Learners 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. Learners will then develop a risk assessment to help mitigate against any factors preventing them from success. 	Activity 2.7 Risk Management Plan	Minor	No	C2 C3 C4 C5	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3
Term 2 - Week 5 The Enterprising Experience	Logos and advertising <ul style="list-style-type: none"> Learners will draw a visual representation of their “dream customer” – considering their age, location, lifestyle, values and income. From this, they will learn about and determine the best possible marketing mediums (eg social media? Local newspaper?), a logo and a slogan for their enterprise. They will be introduced to an online tool e.g. Canva in order to assist with the creation of their logo. Learners will: <ul style="list-style-type: none"> Be able to define target audience and outline their “dream customer” Be able to identify the codes and conventions of advertising Be able to identify the triggers of viral advertising Be able to define various mediums for advertising, and determine the best fit for their product and customer 	Activity 2.8 Dream Customer Representation			C2 C4 C5	E1, E2, E3 E2 E3
		Activity 2.9 Logos, slogans, and campaign medium	Minor	No	C2 C4 C5	E1, E2, E3 E2 E3
Term 2 - Week 6 The Enterprising Experience	Sales <ul style="list-style-type: none"> In Week 1 of selling, learners will sell and test their Minimum Viable Product (MVP) at a price point they hypothesise will do well They will keep a logbook of every sale they make, calculating weekly profits and costs. 	Activity 2.10a Profit/Loss table	Minor	No	C5	E1, E2, E3
		Activity 2.11a End of week reflection				

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 2 - Week 7 The Enterprising Experience	Sales <ul style="list-style-type: none"> Learners will reflect on Week 1 and possibly iterate their product and price point to better fit the market 	Activity 2.10b Profit/Loss table			C5	E1, E2, E3
		Activity 2.11b End of week reflection				
Term 2 - Week 8 The Enterprising Experience	Sales – new iteration <ul style="list-style-type: none"> Learners will be given one final chance to iterate product and cost 	Activity 2.10c Profit/Loss table	Minor	No	C5	E1, E2, E3
		Activity 2.11c End of week reflection				
Term 2 - Week 9 The Enterprising Experience	Reflections <ul style="list-style-type: none"> Learners will submit a final folio which includes final versions of all minor assessment completed throughout the term 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 Learners will reflect on and update their term one SMART goal 	Activity 2.12 Enterprise Experience Folio Due	Major	Yes	C2	E1, E2, E3
					C3	E1, E2, E3
					C4	E1, E2, E3
					C5	E1, E2, E3
Term 2 - Week 10 The Enterprising Experience	Exhibitions <ul style="list-style-type: none"> Learners will complete another “gallery walk” “science fair” exhibition of the term’s learning 	Activity 2.13 Exhibition	Major	Yes	C2	E1, E2, E3
					C3	E1, E2, E3
					C4	E1, E2, E3
					C5	E1, E2, E3

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 determine if a proposed project is suitable.

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion Assessed	Criterion Elements
Term 3 - Week 1 Enterprise Project	<p>Reflection on Term 2 minor enterprise</p> <ul style="list-style-type: none"> Learners will consider the strengths and weaknesses of their Term 2 guided team project. If mentors were available to the learners, they will unpack their reflections with them. 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. <p>Learners will:</p> <ul style="list-style-type: none"> Employ design thinking strategies to empathise with problems and create possible solutions Conduct a “red teaming” activity and refine their idea after receiving feedback 	Activity 3.1: Problem Identification & Value Proposition (teacher explanation)	<i>A selection of activities will make up the Enterprise project folio (Work requirement 1) for Module 3. These will include the assessments and may include any of the other activities as needed</i>	No	C2 C3 C7	E1, E2 E1, E2 E1, E2, E3, E4
Term 3 - Week 2 Enterprise Project	<p>Project Planning Tools</p> <ul style="list-style-type: none"> By week 3, learners will have decided on the problem they wish to solve and the enterprising “solution” they wish to carry out Learners will stress-test their idea against Appendix 6 and this proforma will be both compulsory and pass/fail Learners will reflect on their last project planning tool and evaluate whether or not this will be effective for their final enterprise project. <p>Learners will:</p> <ul style="list-style-type: none"> Evaluate project management tool used last term Determine whether it is the tool of best fit for their new enterprise Reflect on feedback on last Gantt chart and iterate to make a more effective Term 3 Gantt chart 	Activity 3.2 Red-teaming and stress testing	Minor	No	C2 C3 C4 C6 C7 C8	E1, E2 E1, E2, E3 E2 E1 E1 E3 E4 E1 E2 E3 E4 E5
Term 3 - Week 3 Enterprise Project	<p>Resources, Finances, Price Points</p> <ul style="list-style-type: none"> By Week 3, learners will have their broad project plan and will begin sourcing resources and considering business risks Learners 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. Learners will then develop a risk assessment to help mitigate against any factors preventing them from success. <p>Learners will:</p> <ul style="list-style-type: none"> Consider feedback from their last Gantt Chart and apply it to the development of their Term 3 Gantt Chart. 	Activity 3.3 Appendix 6 Proforma Activity 3.4 Project Planning SWOT analysis Activity 3.5 & 3.6 Gantt Chart & Cap Table	Major Major	Yes Yes	C6 C2 C3 C4 C6 C7	E1, E2 E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3 E2, E3, E4

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion Assessed	Criterion Elements
Term 3 - Week 4 Enterprise Project	Logos and advertising <ul style="list-style-type: none"> Learners will learn more complex ways of capturing their “dream customer” by reading excerpts from marketing books such as “contagious” by Jonah Burger Learners will draw a visual representation of their “dream customer” – considering their age, location, lifestyle, values and income. From this, they will learn about and determine the best possible marketing mediums (eg social media? Local newspaper?), a logo and a slogan for their enterprise Learners will: <ul style="list-style-type: none"> Be able to define target audience and outline their “dream customer” Be able to identify the codes and conventions of advertising Be able to identify the triggers of viral advertising Be able to define various mediums for advertising, and determine the best fit for their product and customer Develop a content calendar for a complete social media marketing campaign. 	Activity 3.7 Risk Management Plan			C2 C3 C4 C6 C7	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3 E2, E3, E4
		Sales <ul style="list-style-type: none"> In Week 1 of selling, learners will sell and test their Minimum Viable Product (MVP) at a price point they hypothesise will do well They will keep a log book of every sale they make, calculating weekly profits and costs. 	Activity 3.8 Dream Customer Representation			C2 C4 C6
Term 3 - Week 5 Enterprise Project	Sales <ul style="list-style-type: none"> In Week 1 of selling, learners will sell and test their Minimum Viable Product (MVP) at a price point they hypothesise will do well They will keep a log book of every sale they make, calculating weekly profits and costs. 	Activity 3.9 Logos, slogans, and campaign medium				
		Sales <ul style="list-style-type: none"> Learners will reflect on Week 1 and possibly iterate their product and price point to better fit the market 	Activity 3.10a Profit/Loss table	Major	Yes	C6 C7
Term 3 - Week 6 Enterprise Project	Sales <ul style="list-style-type: none"> Learners will reflect on Week 1 and possibly iterate their product and price point to better fit the market 	Activity 3.1 1a End of week reflection			C5	E1, E2, E3
		Sales – new iteration <ul style="list-style-type: none"> Learners will be given one final chance to iterate product and cost 	Activity 3.10a Profit/Loss table	Major	Yes	C6 C7
Term 3 - Week 7 Enterprise Project	Sales – new iteration <ul style="list-style-type: none"> Learners will be given one final chance to iterate product and cost 	Activity 3.1 1a End of week reflection			C5	E1, E2, E3

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion Assessed	Criterion Elements
Term 3 - Weeks 8 and 9 Enterprise Project	Prepare for Exhibition and Reflections <ul style="list-style-type: none"> Learners will submit a final folio which includes final versions of all minor assessment completed throughout the term (they will be given additional time at the start of Term 4 to complete this) 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 Learners will reflect on and evaluate progress towards their term one SMART goals 	Activity 3.10a Profit/Loss table	Major	Yes	C6 C7	E3 E3, E4
		Activity 3.11a End of week reflection			C5	E1, E2, E3
Term 3 - Week 10 Enterprise Project	Exhibitions Learners will complete another “gallery walk” “science fair” exhibition of the term’s learning	Activity 3.12 Exhibition	Major	Yes	C8	E1, E2, E3, E4, E5

Term 4: Completion and curation of final enterprise project folio

Time / Module	Mapping to course content (Subtopic / learning activity)	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 4 - Week 1 Final Folio	Completion and curation of Final Enterprise Project Folios <ul style="list-style-type: none"> Learners will have two weeks to consolidate and submit their Final Folios 					
Term 4 - Week 2 Final Folio		Activity 3.13 Enterprise Project Folio Due	Major	Yes	C2 C3 C4 C6 C7	E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3 E1, E2, E3, E4
Term 4 - Week 3	Negotiated activities to optimise outcomes <ul style="list-style-type: none"> guide learners to review their year-to-date assessments and identify opportunities to be re-assessed in specific areas either to improve assessments OR to inform future planning 	Individual to learner	Minor	No	Individual to learner	Individual to learner
Term 4 - Week 4	Celebration and thinking ahead <ul style="list-style-type: none"> guest speakers in-person or online about enterprise-related further opportunities eg UCP Entrepreneurship applying learning to other contexts e.g. use guiding questions such as: <ol style="list-style-type: none"> How can I be entrepreneurial in taking charge of my own learning? What areas of my life can I apply my entrepreneurial skills? How can I use my entrepreneurial skills to turn challenges into opportunities? 	N/A				

CONTACT	years9-12learning@education.tas.gov.au
VERSION	1.0 – March 2022
REVIEW BY DATE	July 2022
THIS DOCUMENT REPLACED	Not applicable

DRAFT