

## Pre-approved Learning and Assessment Plan

### Stage 2 Business Innovation

Pre-approved learning and assessment plans are for *school use only*.

- Teachers may make changes to the plan, retaining alignment with the subject outline.
- The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
- The plan does not need to be submitted to the SACE Board for approval.

School \_\_\_\_\_ Teacher(s) \_\_\_\_\_

SACE school code			Year		Enrolment code				Program variant code (A–W)
				2020	Stage	Subject code			
					<b>2</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>20</b>

### Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

### Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate

\_\_\_\_\_ Date \_\_\_\_\_

# Assessment overview

## Stage 2 Business Innovation – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

### Assessment Type 1: Business Skills – weighting 40%

Assessment details	Assessment design criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
	FSP	CA	AE	
<b>Designing Business Task 1: Standup Brief: Identifying customer needs and wants</b> Working collaboratively students use design thinking strategies to identify problems that matter in their lives. They collect information from a range of data sources to explore the potential market for solutions to these problems.  Students use this information to individually develop and record a 2-minute “stand-up brief” to their team supported by a lean validation board.	1	1,2,3		<b>Type:</b> Standup Brief supported by an annotated Lean Validation Board.  <b>Duration / Word Count:</b> Stand-up Brief: 2 Minutes Lean Validation Board: 400 Words
<b>Designing Business Task 2: Stand-up Brief: Value Proposition</b> Working collaboratively students use the customer requirements generated in Task 1 to develop, test and refine their solution hypotheses with identified customer segments.  Individual students take ownership of a particular customer segment and communicate insights from that perspective in order to pivot the group problem, customer and solution hypotheses, and develop a completed Value Proposition Canvas.	2	1,2,3		<b>Type:</b> Group Stand-up Brief supported by an annotated Value Proposition Canvas.  <b>Duration / Word Count:</b> Group Stand-up Brief: 2 Minutes per student / customer segment Value Proposition Canvas: 400 Words
<b>Transforming Business Task 3: Consultancy Report</b> Working as a ‘consultant’ students review an existing business model and identify areas for improvement. As a business consultant, they provide feedback to key stakeholders on opportunities to improve the potential viability of the business by identifying, exploring and communicating areas of risk. In their feedback, students will also explore the particular opportunities and challenges for that business in the digital age.		2	1,2	<b>Type:</b> Consultancy Report  <b>Word Count:</b> 750 words
<b>Transforming Business Task 4: Building the Financials</b> Students synthesise, evaluate and communicate information from a range of data sources to explore and develop viable revenue models and cost structures to support the recommendations of their consultancy report in the form of a Financial plan. This plan includes a Market Analysis, Revenue model and pricing strategy with supporting documentation.	2	1,2,3		<b>Type:</b> Business Financial Plan  <b>Word Count:</b> 750 words

## Assessment Type 2: Business Model – weighting 30%

Assessment details	Assessment design criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
	FSP	CA	AE	
<p><b>Business Model Development Portfolio</b></p> <p>Students work collaboratively to develop a business model in response to a customer problem or need identified through their learning in the Designing or Transforming Business tasks. Alternatively, students may identify and explore a new customer problem or need to develop the business model.</p> <p>During the development of the business model students maintain an individual portfolio of evidence of decision-making, collaboration, and their individual contribution to the business model. The portfolio includes evidence of:</p> <ul style="list-style-type: none"> <li>• application of decision-making and project management tools and strategies</li> <li>• the iterative development of the business model</li> <li>• collaboration, including peer and self-assessment</li> <li>• individual contribution to the creation of business intelligence and its application in the development of the business model.</li> </ul> <p>This portfolio is not directly assessed but forms the basis of the individual Business Model Evaluation.</p> <p><b>Business Model Evaluation</b></p> <p>Students present an individual evaluation of the business model. This evaluation should incorporate evidence of the development of the business model and provide commentary on:</p> <ul style="list-style-type: none"> <li>• the effectiveness of the decision-making and project management tools and strategies used to develop the Business Model</li> <li>• risks and opportunities, including those posed by digital technologies, and recommendations to improve the business model</li> <li>• student's individual contribution to the development of the Business Model including the creation and application of business intelligence</li> <li>• evaluation of the group's collaborative skills.</li> </ul>		1,2,3	1,2,3	<p><b>Type:</b> Student Portfolio (Not Assessed)</p> <p><b>Word Count:</b> N/A</p> <p><b>Type:</b> Business Model Evaluation</p> <p><b>Word Count:</b> Maximum of 9 minutes if oral, 1500 words if written, or the equivalent if multimodal.</p>

### Assessment Type 3: Business Plan and Pitch – weighting 30%

Assessment details	Assessment design criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
<b>Part A: Business Plan</b> Students develop a written business plan that builds on the information contained in a business model. The written business plan describes the goals and objectives of a business and the strategies it will use to achieve these.	1	2	2,3	<b>Type:</b> Business Plan <b>Word Count:</b> A maximum of 10 minutes if oral, or 1700 words if written, or the equivalent in multimodal.
<b>Part B: Pitch</b> Using the Executive Summary from Part A: Business Plan, students create and present a pitch to support and promote their business plan to an audience of potential stakeholders such as customers, investors, board members. The Pitch should be presented in multi-modal format.			3	<b>Type:</b> Pitch Maximum time: 2 minutes

**Six assessments.** Please refer to the Stage 2 Business Innovation subject outline.