# Pre-approved Learning and Assessment Plan

Stage 2 Industry Connections (20-credits)

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.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  | 2022 | **2** | **I** | **C** | **A/B/C** | **20** |  |

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

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| 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.   **This Learning and Assessment Plan is designed to meet the needs of students with an Entrepreneurial Focus. Students undertaking this LAP will have industry connections either through their own venture / enterprise, or will be working alongside local entrepreneurs or entrepreneurial partners.**  **Students will be working with an identified ‘mentor’ from industry or an enterprise agency (Social Enterprise Schools / Young Change Agents / New Venture Institute, etc) throughout the program.** |

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.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Industry Connections – 20 credits

**Industry Area:** Entrepreneurship - Microbusiness

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: Portfolio of Work Skills – weighting 50%

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| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Knowledge and Understanding (KU1, KU2) |
| **Business Planning**   * Students choose from a range of different planning models (Lean Canvas / Blue Ocean Model / Traditional Business Plan) * Students complete and present the plan to an investment panel for feedback. | KU1 | Students present their business plan as a ‘professional’ hard copy or digital multimodal presentation to their mentor  Students can present their plan either as a video or audio presentation |
| **Financial Planning**   * Students prepare a detailed funding model for their business, including:   + Costings and current income / expenditure   + Tax and other financial understanding   + Seed Funding Proposal and investor return schedule | KU2 | Students complete and submit a Seed Funding Application’ including a detailed spreadsheet or other financial template outlining expenditure / income and financial plans for *at least* the current financial year. |
| **Project Planning**   * Students use a project management tool or template to set their work goals and plan for success over time. Examples can include Gantt Charts with Project outlines, Trello, Canva Business Plans, etc.) | KU1  KU2 | Students submit their project planning documentation as a portfolio of supporting evidence, which can be presented digitally or hard copy. |
| **Pitching**   * Students develop a pitch deck for their business, including the 30 second ‘elevator pitch’ and a longer 4-minute pitch for investors including   + financial modelling   + an ‘ask’ for Seed Funding   + Their USP   + Market Research | KU1  KU2 | Students complete and present their pitch deck to their mentor for feedback before presenting to the official ‘funding’ panel.  Students will then receive a funding report based on their proposal. |

Assessment Type 2: Reflection – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| Reflection and Consideration |
| **Entrepreneurial Learning Reflection**   * Students will reflect on their learning of new knowledge, concepts, skills and new understandings of Entrepreneurship through their experience planning and trading. * Students will reflect on the value of their learning to their career pathway, the development of their capabilities through practical learning as an entrepreneur, and development of planning, organisational, problem solving and decision-making skills through work | RC1, RC2, RC3 | Student evidence is collected through a series of recorded reflection opportunities with the student’s enterprise mentor. Each reflection Interview will focus on a Performance Standard.  Evidence will be provided as:   * Conversation notes from mentor and mentee * Recording of conversation (video or audio) * Artifacts and other evidence to support reflective practice   1500 words written, 9 minutes oral or Multimodal equivalent |

Assessment Type 3: Industry Project – weighting 30%

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| Assessment details | Assessment Design Criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| *External assessment*  **Trading**  Over the course of the year, students utilise a 10-week trading period (or longer) to sell their product or service, seeking feedback and advice from their industry mentor. This can be in-person, online or a combination of both.  Students will maintain detailed portfolio of their trading, including:   * Trading opportunities (markets / shopfronts / online / social media, etc.) * Financial Records (spreadsheet and other evidence) * Strategic Planning / Project Planning and other organisational documents * Marketing and other evidence of engagement with clients and customers   *Students maintain financial records, record of sales, and other business expenditure and income over time. Students also maintain their digital ePortfolio as evidence of their work including images, advertising and other records.*  *They may choose to discuss a product, service or task completed at work in the interview as evidence of their application of trade skills and their connection to industry.*  *This assessment is designed by the student. Where an industry project is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.*  *The industry project may be undertaken in a workplace or simulated workplace, including a Trade Training Centre.* | *AC1*  *AC2*  *AC3* | *For a 20-credit subject the industry project should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form.*  *Multimodal evidence is encouraged to capture planning activities, strategies to implement activity discussions with others, activity being undertaken, and communication of connectedness and future possibilities.*  *Students may provide evidence of their industry project in a range of forms, such as:*   * *Photo story or photo journal* * *Video documentary* * *Report* * *Blog or Vlog* |

*Five or six assessments.**Please refer to the Stage 2 Industry Connections subject outline.*

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| **Stage 2 Industry Connections Performance Standard** | | | |
|  | **Knowledge and Understanding** | **Application and Connection** | **Reflection and Consideration** |
| **A** | **Comprehensive** development of specific knowledge and **insightful** understanding of concepts related to the selected industry focus.  **Proficient** development of specific skills related to the selected industry focus. | Demonstration of **well-considered**, relevant connections between the industry project, **a range of** industry specific knowledge and skills, and one or more chosen capabilities.  Demonstration of **focused** planning, organisation, **and development of clear strategies** to undertake the industry project.  **Perceptive** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Critical** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus.  **Critical** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project.  **Insightful** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **B** | **Thorough** development of specific knowledge and **sound** understanding of **some** concepts related to the selected industry focus.  **Mostly** proficient development of **some** specific skills related to the selected industry focus. | Demonstration of **clear**, relevant connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities.  Demonstration of **thoughtful** planning, and organisation to undertake the industry project.  **Thoughtful** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Thoughtful** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus.  **Thoughtful** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project.  **Thoughtful** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **C** | Development of **some** specific knowledge and **one or more** concepts related to the selected industry focus.  Development of **one or more** skills related to the selected industry focus. | Demonstration of **some** clear, relevant connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities.  Demonstration of **some** planning, and organisation to undertake the industry project.  **Some** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Considered** reflection on the development of some knowledge, concepts, skills and new understandings related to the selected industry focus.  **Considered** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project.  **Some** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **D** | Development of **some basic** knowledge and **basic understanding of one or more concepts** related to the selected industry focus.  **Some** development of **a specific skill** related to the selected industry focus. | **Some** demonstration of **basic** connections between the industry project, some industry specific knowledge and skills, and one or more chosen capabilities.  **Some** demonstration of **basic** planning, and organisation to undertake the industry project.  **Basic** connection of the benefits and future possibilities of the industry project to the industry and/or themselves | **Basic description** of the development of some knowledge, concepts, skills and/or new understandings related to the selected industry focus.  **Some** reflection on the development of **basic** planning, organisational, problem solving and decision-making skills through their industry project.  **Basic** consideration of the development of one or more SACE capabilities using **some** evidence of actions taken. |
| **E** | **Limited** development of **some** knowledge and **a concept** related to the selected industry focus.  **Limited** development of **a skill** related to the selected industry focus. | **Limited** demonstration of connections between the industry project, industry knowledge and skills, and one or more chosen capabilities.  **Limited** demonstration of planning, and organisation to undertake the industry project.  **Attempted** connection of **a benefit and future possibility** of the industry project to the industry and/or themselves. | **Limited description** of the development of knowledge, and/or concepts, skills and/or new understandings related to the selected industry focus.  **Some recount** on the development of planning, organisational, problem solving and decision-making skills through their industry project.  **Limited** consideration of the development of one or more SACE capabilities using **limited** evidence of actions taken. |