

# E235 SMALL BUSINESS MANAGEMENT AND ENTERPRISE (YEAR 12) – 2008-2009

## Rationale

The study of Small Business Management and Enterprise is responsive to the ever increasing importance of the role of small business in the economy. Business has a complex and dynamic organisational structure which requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. Additional emphasis will be placed on embedding enterprise skills and attitudes and endorsing enterprising behaviour.

This subject is based on the three important stages in the life cycle of a business: establishment; day to day running; and continuing viability. The study of Small Business Management and Enterprise develops a range of generic skills, knowledge and understanding required for small business. It will also provide students with an understanding of the technology process including a participative enterprise approach. The existence of an enterprise is an essential component of this subject. Schools have the flexibility to choose the context in which the outcomes are achieved e.g. agriculture, hospitality, manufacturing and retailing.

Small Business Management and Enterprise encompasses all types of businesses and facilitates links with Food and Materials Technology, Hospitality, Animal/Plant Production and Marketing, Materials Technology, Tourism and Social Studies.

Through the creation of a positive enterprise culture and the development of management and business skills, this subject permits access to a small business enterprise experience. It is broad enough to have links with a range of vocational opportunities, including self-employment and post secondary studies.

## Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. A set of content and skill components is listed under each outcome. These components amplify the context and meaning of the outcome. They are specified for the development of each outcome and indicate how students will demonstrate achievement of the outcomes in this subject. The teaching/learning program will give coverage to all components in order to ensure each outcome is appropriately addressed.

**If schools wish to vary these components they may do so, provided it can be demonstrated that the outcomes are able to be achieved and that the subject is assessed through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.**

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance on a subset of subject outcomes. A generalised set of performance criteria supports the assessment framework.

A procedure for rating student performance on each outcome and allocating grades has also been stipulated.

## Subject Outcomes

Within the context of Small Business Management and Enterprise, the student is provided with opportunities to meet each of the following outcomes:

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| <p><b>Outcome 1:</b> Reports on the impact of technology on small business.</p> <p><b>Outcome 2:</b> Evaluates health and safety practices in a variety of small business enterprises.</p> <p><b>Outcome 3:</b> Locates and uses suitable information to formulate decisions for small business enterprises.</p> <p><b>Outcome 4:</b> Demonstrates role flexibility within a project team.</p> <p><b>Outcome 5:</b> Uses appropriate technologies for small business.</p> <p><b>Outcome 6:</b> Explains the importance of small business to the economy.</p> <p><b>Outcome 7:</b> Develops a business plan.</p> <p><b>Outcome 8:</b> Establishes a small business enterprise.</p> <p><b>Outcome 9:</b> Practises the running of a small business.</p> <p><b>Outcome 10:</b> Reviews human resource issues in small business.</p> |
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## Components of Outcomes

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| <p><b>Outcome 1:</b> Reports on the impact of technology on small business.</p> |
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The following components amplify the context and meaning of the outcome. The student:

- researches current and potential innovations of technology in small business
- investigates technological advances which may create business opportunities
- reports on social and environmental issues created by the application of technology in small business.

**Outcome 2:** Evaluates health and safety practices in a variety of small business enterprises.

The following components amplify the context and meaning of the outcome. The student:

- identifies health and safety requirements of individuals in workplaces
- accounts for the health and safety of self and others
- applies and reviews ergonomic factors to improve comfort and productivity.

**Outcome 3:** Locates and uses suitable information to formulate decisions for small business enterprises.

The following components amplify the context and meaning of the outcome. The student:

- collects and analyses relevant information using a variety of methods and strategies
- presents information in a format to enable effective decision making.

**Outcome 4:** Demonstrates role flexibility within a project team.

The following components amplify the context and meaning of the outcome. The student:

- negotiates the roles and responsibilities of members of a work group
- monitors the achievement of the project goals
- participates effectively as a team member, leader or manager
- evaluates the individual's contribution to the effectiveness of the team.

**Outcome 5:** Uses appropriate technologies for small business.

The following components amplify the context and meaning of the outcome. The student:

- evaluates existing processes and systems for specific applications
- recommends processes/systems to facilitate the running of a small business.

**Outcome 6:** Explains the importance of small business to the economy.

The following components amplify the context and meaning of the outcome. The student: recognises the diverse nature of small business

- analyses the contribution of small business to the economy
- explores the contribution of small business to exporting.

**Outcome 7:** Develops a business plan.

The following components amplify the context and meaning of the outcome. The student:

- generates ideas for business opportunities
- recognises the qualities and skills necessary for small business success
- analyses and utilises required information to complete a business plan.

**Outcome 8:** Establishes a small business enterprise.

The following components amplify the context and meaning of the outcome. The student:

- organises resources identified in the business plan
- sets up necessary record-keeping systems
- determines operational policies and strategies.

**Outcome 9:** Practises the running of a small business.

The following components amplify the context and meaning of the outcome. The student:

- uses the record keeping systems
- monitors the day to day operations of a small business
- assesses the ongoing viability of the enterprise
- devises strategies for possible changes of direction of a small business
- applies skills in the running of a small business

**Outcome 10:** Reviews human resource issues in small business.

The following components amplify the context and meaning of the outcome. The student:

- identifies human resource issues for small business
- determines relevant staff training and development policies
- establishes human resource policies to resolve human resource issues.

## Common Assessment Framework

The framework outlined below specifies a series of common assessment tasks for this subject. The teacher has the flexibility to choose the outcomes to be assessed in each task. On the completion of the subject, the student must have been provided with at least two opportunities to demonstrate achievement of each outcome. All components must be covered at least once in the teaching/learning program.

Each common assessment task measures student performance on a subset of subject outcomes. For each outcome measured in a task, student performance will be rated as Very High (V), High (H), Satisfactory (S) or Not Demonstrated (ND).

Small Business Management and Enterprise		
Task	Specified Outcomes	Task Description
One	The teacher chooses the outcomes to be assessed in each task. Students must be given at least two opportunities during the subject to demonstrate achievement of each outcome.	Research Project
Two		Design Folio
Three		Group Project
Four		Major Project
Five		Group Presentation

## Common Assessment Tasks Booklet

The *Common Assessment Tasks* booklet for this subject further describes each task, and defines parameters for its completion. Schools are free to determine specific assessment details within these parameters. Copies of the booklet are available from the Curriculum Council and are included with the syllabus, on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

## Performance Criteria

### Outcome 1: Reports on the impact of technology on small business.

Satisfactory	High	Very High
Identifies and reports on the impact of technological, environmental and social factors on small business.	The student investigates, analyses and reports on the impact of technological, environmental and social factors on small business.	Through investigation, the student discusses, analyses and makes predictions about the impact of technological, environmental and social factors on small business.

### Outcome 2: Evaluates health and safety practices in a variety of small business enterprises.

Satisfactory	High	Very High
The student evaluates health and safety practices in various small business situations.	The student evaluates the appropriateness of health and safety practices in a variety of enterprises.	The student recommends improvements to existing health and safety practices in a variety of enterprises.

### Outcome 3: Locates and uses suitable information to formulate decisions for small business enterprises.

Satisfactory	High	Very High
The student researches suitable information to formulate decisions for small business enterprises.	The student researches and uses information to formulate decisions for small business enterprises.	The student researches, analyses and presents information to formulate decisions for small business enterprises.

### Outcome 4: Demonstrates role flexibility within a project team.

Satisfactory	High	Very High
The student works individually and as a team member.	The student works individually as well as negotiating team roles.	The student works effectively in a range of roles within the team.

**Outcome 5: Uses appropriate technologies for small business.**

Satisfactory	High	Very High
The student uses appropriate technologies for the small business situation.	The student uses and appraises appropriate technologies for the small business situation.	The student justifies the selection of, and uses, appropriate technologies for the small business situation.

**Outcome 6: Explains the importance of small business to the economy.**

Satisfactory	High	Very High
The student explains the importance of small business to the economy.	The student explains the diverse nature of small business and its contribution to the economy.	The student explains the diverse nature of small business and its contribution to the economy and the Australian export market.

**Outcome 7: Develops a business plan.**

Satisfactory	High	Very High
The student uses information to generate ideas and produces a business plan.	The student produces a business plan which contains the necessary details to implement the ideas generated.	The student produces a business plan which contains detailed information to implement the ideas generated and specifies the qualities and skills needed for small business success.

**Outcome 8: Establishes a small business enterprise.**

Satisfactory	High	Very High
The student shows evidence of having gathered essential resources and established appropriate record keeping systems.	The student has developed suitable operational policies.	The student has developed suitable operational policies and contingency plans.

**Outcome 9: Practises the running of a small business.**

Satisfactory	High	Very High
The student runs a small business enterprise and completes some record keeping.	The student runs a small business enterprise and completes all planned record keeping and monitoring policies.	The student runs a small business enterprise, completes all planned record keeping and adapts policies and procedures for ongoing viability.

**Outcome 10: Reviews human resource issues in small business.**

Satisfactory	High	Very High
The student explains the significance of addressing human resource issues.	The student explains the need to develop policies in order to address human resource issues.	The student develops policies to address human resource issues.

## Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

**Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:**

- the student has completed all the CATs incorporating that outcome; and
- the student has demonstrated S for that outcome in at least one task.

**The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.**

**Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.**

## Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

**A final rating of ND for any outcome will result in a grade of D being awarded.**

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* booklet.

## Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

## Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

## Resources

### Support Material

Support material for this subject can be ordered through the Curriculum Council Publications Catalogue and is available on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

