



ABW Enterprise Education

and

Victorian Certificate of Applied Learning

www.abw.org.au

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Introduction

VCAL is all about applied learning and so is ABW. This document identifies ways of linking outcomes from VCAL – across all strands with the applied learning that takes place in ABW. You will need to be aware of the activities ABW puts students through before seeing how these activities connect with VCAL strands.

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

What is ABW?

The ABW Schools Program is an innovative Enterprise Education program for senior school students. ABW Enterprise Education involves students in an intensive one-week experience in which students learn many of the realities of operating a business using a 'hands-on' approach. The program has components which appeal to a wide spectrum of students whether they are studying business subjects or not.

The week's activities incorporate five main themes – all of which provided VCAL students with applied learning opportunities:

1. Information provision

Information is provided at plenary sessions in which the nature of the week is explained, informational videos are shown and guest speakers from business outline their own experiences and link these with the concepts covered in the videos. These sessions provide opportunities for interaction between the students and business speakers as students seek to clarify ideas and concepts in order to run their simulated companies.

2. Company Meetings

Each team meets regularly as a 'company' to plan their business strategy. The companies operate within a computer-based simulation. To start, the companies take over a manufacturing enterprise or hotel in mid-operation. Thus it comes into existence with a certain stock of assets and an operating history. Each team then runs their own company through quarters totally two years in competition with the other student companies. For each quarter, each team needs to make a complex set of decisions about its future strategy.

The decisions involve such issues as the number of units to be produced or hotels to lease in any quarter, the price, the labour force required and how they should be trained. Other issues concern advertising and marketing expenditures, the markets into which the product or service is to be sold and so on.

The simulation sets up for the students a range of competing demands. For example, producing high volumes of product reduces funding available for marketing. As well, it introduces competitive forces within the firm - the marketing team wants to maximise its activities, but this would have to be at the expense of production or profit.

All sets of decisions are processed within the computer simulation (run by a teacher) and a report is provided to each company on a range of outcomes such as the actual volume of sales, their market share (the companies are competing with each other) and their share price.

3. **Advertising Development**

In the manufacturing simulation companies are required to create a specific product or service they intend to manufacture and sell. In most cases they construct a mock-up of their product. In the case of the hospitality simulation, participants are required to identify their competitive advantage and market that particular aspect. All students regardless of simulation used are then required to produce a video advertisement for the product or hotel. This aspect of the program appeals to the more creative among the company members but also involves those with technical flair. This tends to be the primary responsibility of the "marketing team" within the company.

4. **Trade Display**

The program ends on the final day with a Trade Display in which each company is required to display its product or service. This will involve creating a display area with appropriate graphics, and, in the case of the manufacturing simulation, a mock-up of the product. The more creative and the more practical members of the company can show their talents and skills in the trade display and video advertisement.

5. **The Company Report**

On the final day each company must make its company report in which it describes its performance over the simulated two years. This involves both a written and an oral presentation.

The written report typically will involve a financial report, including graphical representations of performance over time or in different markets and a self-assessment by the company of their performance.

In the oral report, the major features of the company's achievements are presented as an address to shareholders. This is supported by graphs and diagrams either produced electronically or via overheads.

6. **Judging**

The final day of the ABW Enterprise Education program includes displays and presentations to an audience of fellow participants, supporters, sponsors and panels of judges. Every effort is made to show the companies' work in the best possible light. Companies are encouraged to use the combined initiative and resourcefulness of their team members to showcase their product, process or service.

Basically, the company reports, both oral and written should use the information provided by the computer simulation. The video advertisement and trade display focuses on any new product, process or service.

For more information go to www.abw.org.au

About VCAL

ABW integrates well with VCAL Units across all strands. It provides VCAL practitioners the ability to meet the delivery principals, practices and integration. ABW specifically addresses these items as listed in the table below.

VCAL Delivery Principles

The delivery of VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further vocational education and training and/or employment. Delivery and teaching strategies for VCAL learning programs should be based on adult learning principles and youth development principles including:

• curriculum content negotiated to build on the student's interests, abilities and strengths	Students engage in negotiating tasks and responsibilities within their ABW team
• curriculum content that focuses on practical 'hands on' opportunities	The program requires the development of products as a result of effort.
• curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program	Students benefit from the opportunity to develop skills in communication, leadership and team work.
• recognition of student achievement and student contributions that is both formal and informal	Formal recognition occurs in the minimum form of a certificate of participation. Higher level awards are also given. Informally student achievement is recognized through the support of staff and mentors.
• curriculum and delivery strategies that enable students to learn at their own pace	Students are given time limits within this program – but reporting back and completing VCAL tasks can have it's own timeline.
• curriculum and delivery strategies that enable students to learn in different ways according to different learning styles	Learning takes places through large group lectures, group activities, group meetings, one on one discussion, smaller teacher directed activities etc. There is a load of variety. This document suggests a lot or record book work for collection of evidence of completion for VCAL – but teacher observation, oral reports and video diaries can be just as effective.
• delivery and assessment that assists the individual to achieving positive educational outcomes	It is possible for students to achieve many VCAL outcomes through this program – some are likely to achieve more than others – this will depend on their learning needs.
• curriculum that values and engages the contribution of young people	ABW is all about the ideas of young people.
• curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours of young people	Risk is minimised through the guidance of staff and mentors. Positive behaviours are rewarded through the points allocations. Students are supported via the team.
• curriculum and delivery strategies that encourage civil and civic participation and promote active citizenship	The key element of ABW is team work and one's responsibility to the team. This concept applies in real life as a citizen.
• development of partnership approaches to program planning and delivery that link young people with the broader community.	The program is depended on the input of the local business community as sponsors, judges and mentors.

Educational and delivery practices

The VCAL awards are underpinned by the following curriculum principles:

<ul style="list-style-type: none"> • student centred approaches and decision making regarding program design, delivery and evaluation 	The focus in ABW is on students making decisions throughout the week
<ul style="list-style-type: none"> • opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes 	The program is all about the experience of running a business and if run at an appropriate time of the year can link with units 1 or 2 of VCAL strands.
<ul style="list-style-type: none"> • program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs 	Within their company team students select roles based on what they have to offer, or wish to develop.
<ul style="list-style-type: none"> • program delivery that builds resilience, confidence and self worth 	The students express satisfaction at the completion of ABW. They love it. Individuals are valued for the skills they can bring to the team.
<ul style="list-style-type: none"> • learning environments that strengthen connections with the community 	The programs builds team work and community within the group of participants
<ul style="list-style-type: none"> • students can enter and exit VCAL at each level to pursue a range of pathway options. 	Once students have been a participant in ABW, the impact of the program would not be the same second time around – but it does allow them to participate on a different level – as organisers or coordinators, and certainly leads them to the completion of other possible VCAL projects.

ABW provides an excellent opportunity for both integrated curriculum and assessment:

Integrating curriculum

The teaching and learning program for the various units, units of competence and modules that make up the learning program can be integrated. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from a VET unit or module. Record keeping for each curriculum component should reflect assessment of each learning outcome and/or unit of competence. Programs can be designed to include a thematic or project based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes. This might include combining the learning outcomes from different curriculum components in the same or different curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

Integrated assessment

Assessment in the VCAL can be integrated to focus on the assessment of integrated curriculum projects/activities rather than specific assessment tasks developed for individual learning outcomes or elements of competency. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or VET or FE learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project based or thematic activities.

However, assessment of VCE units must be in accordance with VCE Study Designs and cannot be integrated with other assessment.

ABW can be incorporated into assessment through the following:

- ABW Certificate of Participation
- share price increase
- products/enhancement created
- notes for oral presentation
- video commercial
- meeting deadlines
- reflective work journals
- student log books
- oral presentation
- oral explanation of progress and process
- written report
- physical demonstration of understanding of written or oral instructions
- discussion
- folios of tasks or investigations
- performing practical tasks.
- a portfolio of accumulated evidence
- mentor/teacher observation and/or checklists
- evidence accumulated through project or program participation
- self-assessment inventories
- Video and photographic evidence

VCAL WORK RELATED SKILLS STRAND AND ABW

Work Related Skills Purpose Statement

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways.

Work Related Skills Units

The Work Related Skills Units are designed for use within the Work Related Skills Strand of VCAL. The purpose of the Work Related Skills Strand is to develop skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways open to them.

The Key Competencies that are the basis of the Work Related Skills Units are as follows:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

These competencies focus on the skills, knowledge and understanding that need to be applied and integrated to achieve a purpose or complete a task at different levels of complexity. Employability skills are those that reflect personal attributes valued by employers including motivation, adaptability, enthusiasm, relationship management and work ethics. Skills in occupational health and safety and environment are also considered essential work related skills.

Aims

The Work Related Skills Units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of Key Competencies and employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop occupational health and safety awareness
- develop and apply transferable skills for work related contexts.

Structure

The Work Related Skills Units are designed at three levels: Foundation, Intermediate and Senior. Two units exist at each level:

- at Foundation level, a 'basic work related activity' means a single or basic grouping of activities at Certificate I level conducted under close supervision with access to high levels of direction
- at Intermediate level, a 'work related goal' means work undertaken at Certificate II level conducted under supervision and reasonably autonomous in regard to planning and work activities
- at Senior level, 'work environment' means work undertaken at Certificate II/III level, conducted under supervision and autonomous in regard to planning and work activities. At this level decisions made should take into consideration the environment in which the work is being conducted.

Delivery

Delivery is based on applied learning linked to community, work or school activities. Delivery will be determined by curriculum developed for the achievement of the Work Related Skills Unit learning outcomes and can include structured workplace learning, part time work and careers and enterprise education. VCAL providers will need to ensure that students will have opportunities to develop and demonstrate the VCAL Unit learning outcomes during the learning program e.g. the work placement.

ABW covers all outcomes and most assessment criteria for WRS

At all three levels of VCAL WRS there are possible applications in all outcomes and criteria. For a complete overview of the WRS outcomes and criteria and suggestions of how it links with ABW see the appendix ABW and WRS. The biggest task for teachers would be ensuring there are enough records kept, and following up the ABW with review and evaluation activities. The best way would be to put together a workbook that meets the outcomes and criteria you wish to address in your ABW program.

ABW and Oral Communication Skills

Oracy for knowledge focuses on spoken interactions involving presentations of information, principles, explanations and theories. The types of speech event most likely to occur in this domain include reports, talks, informative interviews, speeches, lectures, presentations and news broadcasts.

Oracy for practical purposes focuses on spoken interactions involving giving support, advice or expertise. The types of speech event most likely to occur in this domain include giving or responding to instructions or directions, exchanging goods and services, making appointments and job interviews.

Oracy for exploring issues and problem solving focuses on spoken interactions involving giving opinions, evidence and information and resolving issues. The types of speech event most likely to occur in this domain include public meetings, discussions, debates and meetings.

Students in a ABW program are participating in an oral form in a real life situation. This is a wonderful single concentrated activity for all of these outcomes. It's real, it's fun, and easy to record with a video camera and some reflection on the student's part.

ABW and Personal Development

VCAL Personal Development Skills units have been developed to recognise learning not recognised within other qualifications that leads to development of:

- individual and group responsibility
- self-confidence and resilience
- values of integrity, enterprise and excellence
- empowerment for active citizenship.

ABW encourages the development of these skills through it's very nature. For a complete run down of correlations between Personal Development Skills at all levels and ABW please see the appendix ABW and PD

ABW and Numeracy

There are a number of opportunities for students to demonstrate and develop numeracy skills through participating in ABW. The entire simulation game works on the basis of the mathematical skills of team members. In this area it is most likely some students will be able to cover more outcomes than others. At the senior level, organisers of ABW would keep accounts and could study the mathematics of the game itself.

For more details please see the appendix ABW and Numeracy

ABW and Literacy

There are a number of opportunities for students to demonstrate and develop literacy skills through participating in ABW. The entire week requires oral communication skills covering all three outcomes. In addition to this there are opportunities for reading and writing especially as they need to research and read their Participant Manual and reports generated by the simulation.

For more details please see the appendix ABW and Literacy

Appendices

ABW and Literacy

Following are some valuable links between ABW and Literacy skills. Remember all written tasks need to be of some length and processed through planning to finished product.

Learning outcomes and assessment criteria – Intermediate level	
Summary of learning outcomes	ABW activities
1 Writing for Self-expression Write a recount, narrative or expressive text	Personal journal or reflection on performance at the end of the week.
2 Writing for Practical Purposes Write an instructional or transactional text	Writing brochures, business cards, and company materials.
3 Writing for Knowledge Write a report or explanatory text	Preparation of company report Writing of personal ABW report
4 Writing for Public Debate Write an argumentative or discursive text	
5 Reading for Self-expression Demonstrate that meaning has been gained from reading a narrative, recount or expressive text	NA
6 Reading for Practical Purposes Demonstrate that meaning has been gained from reading an instructional or transactional text	Demonstrate that the ABW Participants Manual has been read.
7 Reading for Knowledge Demonstrate that meaning has been gained from reading an explanatory or informative text	Demonstrate that the ABW Participants Manual has been read.
8 Reading for Public Debate Demonstrate that meaning has been gained from reading a persuasive or argumentative text	NA
Learning outcomes and assessment criteria – Senior level	
1 Writing for Self-expression Write a complex recount, narrative or expressive text	Personal journal or reflection on performance at the end of the week.
2 Writing for Practical Purposes Write a complex instructional or transactional text	Writing a document of this nature for participants in ABW – eg the OH & S document
4 Writing for Public Debate Write a complex argumentative or discursive text	
5 Reading for Self-expression Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text	
6 Reading for Practical Purposes Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text	Demonstrate research undertaken in preparing for the ABW project
7 Reading for Knowledge Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text	Demonstrate research undertaken in preparing for the ABW project. Reading Participants manual.
8 Reading for Public Debate Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text	NA

ABW and Numeracy Outcomes

Without looking too closely at individual assessment criteria, the following valuable links between ABW and Numeracy can be made:

Summary of learning outcomes Intermediate Level	ABW possible applications
<p>1 Numeracy for Practical Purposes — Design Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects.</p>	<p>Mathematical activities related to the shape and design of the product produced by the team. Some team building activities also have students using these skills.</p>
<p>2 Numeracy for Practical Purposes — Measuring Can use straightforward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations</p>	<p>It is possible this may be included in product development – or in the Trade display.</p>
<p>3 Numeracy for Personal Organisation — Money and Time Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations.</p>	<p>Money is essential to ABW – teams are out to make money, so some preteaching and post ABW activities can tap into this for all students. Individual students (eg Financial director) would have ample opportunity to demonstrate skills in this area.</p>
<p>4 Numeracy for Personal Organisation — Location Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions.</p>	<p>Team Building activities will require the communication of these skills.</p>
<p>5 Numeracy for Interpreting Society — Data Can use and create everyday tables and graphs to represent and interpret public information which is of interest or relevance.</p>	<p>One way of examining team performance is to be able to read and understand ABW graphs, especially share price graphs. Tasks can be created around these.</p>
<p>6 Numeracy for Interpreting Society — Numerical Information Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance.</p>	<p>Students can determine from graphs and numerical representations how each team is performing. Numeracy is used extensively throughout the week in conversation.</p>
<p>Summary of learning outcomes Senior Level – assuming these students are organising the program.</p>	
<p>1 Numeracy for Practical Purposes — Design Can translate between 2-dimensional and 3-dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.</p>	<p>Set up of Trade Display from graphical layout</p>

<p>2 Numeracy for Practical Purposes — Measuring Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations.</p>	<p>Account keeping during the planning and execution of the ABW project. Setup of seating in plenary area, Trade Display and area for the company office.</p>
<p>3 Numeracy for Personal Organisation — Location Can use the conventions of distance, location and direction to read, create and use maps.</p>	<p>Create appropriate maps showing locations of teams and meeting areas. Provide map and directions for mentors and guests.</p>
<p>4 Numeracy for Interpreting Society — Data Can use and create graphs and charts, and calculate and use averages, in order to interpret and reflect on information of relevance to self, work or community.</p>	<p>Assists teams with the interpretation of ABW data from the computer simulation</p>
<p>5 Numeracy for Interpreting Society — Numerical Information Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.</p>	<p>Assists teams with the interpretation of ABW data from the computer simulation</p>
<p>6 Numeracy for Knowledge — Further Study in Maths (formulae) Can develop and use simple formulae to describe and represent relationships between variables in real life contexts.</p>	<p>Students could study how the mathematics of the game works to calculate share price and performance indicators.</p>
<p>7 Numeracy for Knowledge — Further Study in Maths (problem solving) Can use simple mathematical problem solving techniques to interpret and solve straightforward mathematical problems.</p>	<p>Calculate output of factories for different scenarios</p>

