



Teaching the Business Management Study Design 2010–2014

Key Knowledge and Key Skill Changes

This document will address some of the key changes to the key knowledge and key skills statements in the 2010–2014 VCE Business Management Study Design.

There has been re-wording for clarification throughout the Study, such as to the rationale and introductory area statements. You should take your time to fully familiarise yourself with the new study prior to teaching this course in 2010.

This teacher version of the study design is provided for educational purposes to assist teachers in preparing for the revised course and should not be used with students.

Unit 1: Small business management

Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

AREA OF STUDY 1

Introducing business

In this area of study, students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia.

Business ethics and socially responsible management are also important considerations for businesses and will have an impact on the various stakeholders of all businesses.

In investigating these business characteristics, students gain an understanding of the interrelationships that affect, and are affected by, business activity.

Outcome 1

On completion of this unit the student should be able to explain a set of generic business characteristics and apply them to a range of businesses.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 1.

Key knowledge

This knowledge includes

- features of organisations including for profit and not-for-profit organisations;
- objectives of different types of businesses;
- distinctions between small, medium and large businesses;
- the contribution of small business to the economy;
- the internal and external (operating and macro) environments of business;
- business ethics and socially responsible management and their impact on various stakeholders.

Comment [A1]: Previous KK about business and support services and performance indicators have been moved into AOS2 to align these two points better with the concept of decision making and evaluation as the title for AOS2 suggests.

Comment [A2]: Made into a separate key knowledge statement (KK)

Comment [A3]: A new KK designed to align with Unit 3.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- recognise and classify types of businesses;
- acquire and exchange business information and ideas;
- research aspects of business management using print and online sources;
- apply business management knowledge to practical and/or simulated business situations;
- analyse business information and data.

Comment [A4]: Some re-wording to simplify and clarify the key skills expected, but otherwise generally the same as previous study design.

AREA OF STUDY 2

Small business decision-making, planning and evaluation

There are many decisions to be made and considerable planning to be undertaken prior to the commencement or purchase of a small business. Students also examine the ongoing decisions and planning that must occur throughout the life of the business. Evaluation of the performance of a business is vital; students examine the performance of a business using a range of measures including key performance indicators. The management practices of small businesses are also considered with respect to their ethical and socially responsible approach to decision-making, planning and evaluation.

Outcome 2

On completion of this unit the student should be able to apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and socially responsible small business.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 2.

Key knowledge

This knowledge includes:

- the motivation behind starting a small business, **including the desire for independence, to make a profit and to fulfil a market need;**
- major factors that influence decisions made when establishing a small business, including decisions concerning:
 - business concept development and **initial market research;**
 - **innovation and entrepreneurship as a source of business opportunity;**
 - forms of business ownership and business structure
 - purchasing an existing business or establishing a new business, including franchise operations
 - location options, **shopping centre, retail shopping strips, online presence and home-based businesses and the factors that affect that choice;**
- **business support services including legal, financial, technological, community-based, formal and informal networks;**
- major business planning **throughout the life** of a small business, including:
 - human and physical resource needs
 - financial planning and sources of finance
 - marketing strategy;

Comment [A5]: Expanded statement to make the intention clearer

Comment [A6]: This has been added as this would seem to be the logical precursor to later business decisions

Comment [A7]: This has been added from one of the previous AOS3 options as it is seen as vital for success in the future of business management

Comment [A8]: Made more detailed and explicit

Comment [A9]: Moved from AOS1 as it is more appropriate to study the support these groups can provide whilst looking at how to plan a business

Comment [A10]: Replaces the words “at the commencement phase” of a small business, as planning should be an ongoing activity.

- strategies used to undertake ongoing evaluation of small business, including **key performance indicators**;
- an overview of key legal and government regulations affecting the operation of a small business;
- practices which contribute to ethical and socially responsible management with respect to decision-making, planning and evaluation.

Comment [A11]: The distinction and confusion between financial and non-financial indicators has been removed, and they are referred to globally as key performance indicators throughout the study

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of small business management using print and online sources;
- acquire and exchange business information and ideas;
- explain the importance of complying with legal and government regulations relevant to the small business;
- apply small business management knowledge and concepts to practical and/or simulated business situations;
- evaluate management practices with respect to decision-making and planning.

Comment [A12]: Previous key skill on “solve problems, plan and make decisions” has been incorporated in this point. Key skill now more clearly related to key knowledge

AREA OF STUDY 3

Day-to-day operations

In this area of study, students examine the essential, on-going activities which sustain an ethical and a socially responsible small business and promote its successful growth. To manage a small business, knowledge and skills should be developed in areas including introductory accounting, management of staff, effective use of information and communications technology and introduction to legal requirements. Students examine **one or more** of these topics.

Outcome 3

On completion of this unit the student should be able to **discuss one or more** of the day-to-day activities associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

To achieve this outcome the student will draw on key knowledge from **one or more** of the options outlined below, and the key skills outlined in area of study 3.

Comment [A13]: Previous 6 options reduced to 4, but as in previous study the intent is that students examine “one or more” dependent on time and student interest etc. Could equally be incorporated into your teaching of AOS2. Future development and growth and dynamic management options removed with some of their content absorbed into other AOS.

Key knowledge

Introductory accounting for small business

This knowledge includes

- reasons for keeping source documents;
- elements of a cash book;
- taxation obligations and the implications for decisions on business structure;
- purpose of the Goods and Services Tax (GST);
- concepts used within simple financial reports, such as the Profit and Loss Report, Cash Flow Report or Balance Sheet;
- price setting strategies, including the calculation of break-even point;
- ethical and socially responsible management of accounting practices.

Comment [A14]: New KK added

Comment [A15]: KK extended to study the benefits of different structures under different taxation schemes

Comment [A16]: General “purpose” to replace actual “calculation of obligations” in previous study

Comment [A17]: KK extended to add more clarity on the types of financial reports to study

Comment [A18]: Added to each of the options.

Comment [A19]: Stock control KK removed

OR

Management of staff in small business

This knowledge includes

- types of recruitment methods and selection processes;
- reasons for, and distinction between, employment arrangements including full-time, part-time, casual status;
- an overview of relevant legislation such as Occupational Health and Safety (OH&S) and Equal Employment Opportunities (EEO);
- ethical and socially responsible management of employment practices

Comment [A20]: added

OR

Information and communications technology (ICT) in small business

This knowledge includes

- strategies to select appropriate hardware and software to meet small business needs;
- possible use of available technologies such as databases, spreadsheet, presentation software, Internet, podcasts, SMS, blogs or emerging technologies;
- uses of e-commerce;
- implications of the use of available technology and e-commerce such as benefits and costs to the small business;
- reasons for, and methods of, ensuring the security of technology and information;
- ethical and socially responsible management of ICT in small business.

Comment [A21]: new KK added to study how a small business prepares for these decisions

Comment [A22]: KK extended to allow for future developments

Comment [A23]: New KK added

Comment [A24]: New KK added to deal with the new implications for small business in terms of issues such as online payments etc

OR

Introduction to legal requirements of small businesses offering goods and services

This knowledge includes

- an overview of the various levels of government creating relevant legislation;
- the types of legislation created by the Federal Government, such as the Trades Practices Act which impact upon small business;
- the types of legislation created by state governments, such as the Consumer Affairs Act which impact upon small business;
- the types of legislation created by local government, such as local laws affecting food handling, which impact upon small business;
- the legislation created by common law, such as contract and negligence;
- ethical and socially responsible management of the legal requirements of small businesses.

Comment [A25]: New KK added

Comment [A26]: New KK added

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research the selected day-to-day operation/s of a small business using print and online sources;
- acquire and exchange business information and ideas.
- apply the selected day-to-day operation/s to a practical and/or simulated business situation;
- discuss the ethical and socially responsible management of the selected day-to-day operation/s;

Comment [A27]: Generally the same key skills just rewording, reordering etc

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Comment [A28]: The assessment requirements remain the same, and are underlined here to remind teachers.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are chosen from the following:

Comment [A29]: The range of assessment tasks remain the same

- case study analysis;
- business research (print and online);
- development of a business plan;
- interview and report on contact with business;
- business simulation exercise;
- school-based, short-term business activity;
- essay;
- test;
- computer applications and simulations;
- business survey and analysis;
- analytical exercises;
- media analysis;
- investigation and report (written, visual, oral).

Unit 2: Communication and management

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing and understanding of the important role these functions play in the ultimate success of a business.

AREA OF STUDY 1

Communication in business

This area of study introduces students to the concept of communication in business with an emphasis on its importance and the methods. Communication and its relationship to business objectives and business strategy are considered.

Management should understand that the type and purpose of the information that is to be communicated will depend upon the intended audience, such as employees, suppliers or customers.

Appropriate methods of communication for different management contexts and situations will be considered. Students learn to evaluate the appropriateness of methods of communication used in different business-related situations.

Outcome 1

On completion of this unit the student should be able to explain, apply and justify a range of effective communication methods in business-related situations.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 1.

Key knowledge

This knowledge includes

- communication and its relationship to business objectives and strategy;
- type and purpose of information which needs to be communicated;
- communication methods, including verbal (written, oral), and non-verbal (body language, visual, technology-based);
- types of audiences such as employees, suppliers and customers
- appropriate methods of communication for different management situations;
- effectiveness of methods of communication including barriers and/or actions which limit and/or enhance communication;
- communication behaviours that are considered unethical or illegal.

Comment [A30]: The confusing distinction between "methods" and "forms" has been removed and the generic term "communication methods" used instead.

Comment [A31]: New KK added which may include privacy issues etc.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research related aspects of communication using print and online sources;
- analyse business information and data;
- communicate effectively in business related scenarios;
- recommend and apply a range of communication methods to practical and/or simulated business situations;
- justify the use of different communication methods in business-related situations

Comment [A32]: New KS added to reflect practical skills as well as theoretical understanding associated with this AOS

AREA OF STUDY 2

Managing the marketing function

This area of study involves an examination of the planning used by management to position its products and services in the marketplace. Students consider the fundamental aspects of communication covered in area of study 1 in the context of the marketing function. Students learn the essential characteristics of effective marketing and apply selected market research methods to the business environment. Also, issues in marketing will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Outcome 2

On completion of this unit the student should be able to analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the marketing function and its relationship to business objectives and business strategy;
- market research processes, including information needs, data collection tools and techniques, analysis and interpretation;
- market attributes, including market dimensions, segments, consumer trends and behaviour;

- key elements of a marketing plan:
 - establishing objectives
 - market description
 - the marketing mix (product, price, place and promotion) and related strategies;
 - product life cycle: innovation, introduction, growth, maturity, decline and extension strategies such as exporting and diversifying;
- relevant performance indicators to evaluate effective marketing strategies;
- issues in marketing including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Comment [A33]: New KK added and incorporated from previous study's Unit 1 AOS3.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- acquire and exchange business information and ideas.
- analyse business information and data;
- research aspects of marketing using print and online sources;
- apply knowledge of marketing strategies to practical and/or simulated business situations;
- analyse issues related to marketing.

Comment [A34]: Minor rewording, reordering but generally the same as previous study design.

AREA OF STUDY 3

Managing the public relations function

This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication methods.

Public relations objectives and strategies are used in a range of planned and unplanned business situations. Students will use relevant performance indicators to analyse the performance of the management of public relations within a business. Also, issues in public relations will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Outcome 3

On completion of this unit the student should be able to apply effective public relations strategies to business-related situations and analyse their effectiveness.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 3.

Key knowledge

This knowledge includes

- the meaning of public relations and its relationship to business objectives and business strategy;
- the significance of image;
- the concept of 'publics' and their respective characteristics;
- public relations objectives and strategies used in a range of planned business situations for identified 'publics';
- public relations objectives and strategies used in a range of unplanned situations;
- relevant performance indicators to evaluate the performance of the public relations strategies;
- issues in public relations, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Comment [A35]: A generic term "strategies" has been used to overcome previous study design confusion between PR strategies and PR tactics.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of public relations using print and online sources;
- analyse business information and data;
- apply knowledge of public relations strategies to practical and/or simulated business situations;
- analyse issues related to public relations.

Comment [A36]: Some rewording and reordering, but generally the same as previous study design

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are chosen from the following:

- case study analysis;
- business research (print and online);
- **development of a marketing and/or public relations plan;**
- interview and report on contact with business;
- business simulation exercise;
- essay;
- test;
- computer applications and simulations;
- business survey and analysis;
- analytical exercises;
- media analysis;
- report (written, visual, oral).

Comment [A37]: Assessment task created from previous reference to a general "business plan" to make it more specific to this Unit.

Unit 3: Corporate management

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

AREA OF STUDY 1

Large-scale organisations in context

Large organisations are important for the Australian economy in creating employment, wealth and income. Every large-scale organisation operates within a unique context, characterised by its internal and external environment.

In this area of study, students examine the importance of large-scale organisations to the Australian economy. They identify and apply a range of performance indicators to evaluate the performance of a large-scale organisation.

A wide range of stakeholders exist for large-scale organisations. Students consider the organisation's impact on stakeholder interests, possible conflicts that may arise between different stakeholder interests and related issues of ethical and social responsibility.

Outcome 1

On completion of this unit the student should be able to **discuss** and analyse the context in which large-scale organisations operate.

Comment [A38]: Replaces previous study design's "describe" to indicate a higher order understanding expected.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 1.

Key knowledge

This knowledge includes

- **the context which contributes to the unique nature of large-scale organisations**
- characteristics of large-scale organisations;
- variations in types of large-scale organisations, their objectives and related business strategies;

Comment [A39]: A new KK – beginning with an overview of the unique nature of LSOs

- typical management functions in large-scale organisations, including operations, finance, human resources, marketing and research and development;
- contributions, both positive and negative, of large-scale organisations to the economy;
- internal and external (macro and operating) environments of large-scale organisations;
- performance indicators used to evaluate performance, including the percentage of market share, net profit figures, the rate of productivity growth, the number of sales, results of a staff and/or customer satisfaction survey, the level of staff turnover, level of wastage, number of customer complaints and number of workplace accidents;
- identification and characteristics of stakeholders of large-scale organisations, including their interests, possible conflicts and related ethical and socially responsible considerations.

Comment [A40]: This KK has been extended to clarify its intent. Note: 'including' indicates that students MUST study these functions.

Comment [A41]: This KK has been extended to clarify expectations.

Comment [A42]: Previous mention of the distinction between financial and non-financial indicators has been removed and the generic term "performance indicators" used instead to avoid confusion.

Comment [A43]: KK has been extended to add clarity. Students MUST study these specific indicators.

Comment [A44]: These terms have been added. As indicated before, the use of the term "including" means that students MUST study them.

Comment [A45]: The previous KS "evaluate perspectives on relevant concepts and issues" has been removed and there is no evaluation now in this AOS. Instead this new KS has been added which reflects an awareness of the environments in which an LSO operates.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of management of large-scale organisations using print and online sources.
- analyse business information and data;
- analyse the context in which large scale organisations operate;
- apply knowledge and concepts to practical and/or simulated representations;

AREA OF STUDY 2

Internal environment of large-scale organisations

Large-scale organisations, whether for-profit or not-for-profit, exist to achieve specific objectives. The success in achieving these objectives will be strongly influenced by the successful management of the internal business environment.

Students investigate key elements of the internal environment such as different management structures, corporate culture, management roles and policy development. Students apply management styles and skills to business situations and then evaluate them. They discuss the implications of ethical and socially responsible management for the internal environment of large-scale organisations.

Outcome 2

On completion of this unit the student should be able to discuss and analyse major aspects of the internal environment of large-scale organisations.

Comment [A46]: Replaces previous study design's use of "describe" and reflects higher order expectations.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 2.

Key knowledge

This knowledge includes

- management structures;
- corporate culture and its future development;
- key management roles:
 - planning: long, medium and short-term
 - organising: resource and task allocation techniques
 - leading: importance of leadership qualities, including interpersonal, informational and decision-making
 - controlling: financial and non-financial processes and control systems;

Comment [A47]: Deleted the previous term "including" to clarify that roles are POLC from a business management perspective.

- the need for, and process of, policy development and its application;
- different styles of management, including autocratic including autocratic, persuasive, consultative, participative and laissez-faire, and their appropriate application to various management situations;
- key management skills as appropriate to the process of effective management;
- the relationship between management styles and skills;
- implications of managing the internal environment of large-scale organisations in an ethical and socially responsible manner.

Comment [A48]: KK extended to clarify the need for policies, and the process of constructing them

Comment [A49]: This KK was extended for clarity, and these specific styles must be studied.

Comment [A50]: The term “competencies” was removed from this KK for clarity.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of the internal environment of large-scale organisations using print and online sources.
- analyse business information and data;
- analyse major aspects of the internal environment of large scale organisations;
- apply knowledge and concepts to practical and/or simulated representations.

Comment [A51]: A subtle change to reflect the impact of ESR on managing the internal environment.

Comment [A52]: Previous study design KK “key aspects of corporate management theory” has been deleted.

Comment [A53]: New KS added

Comment [A54]: Previous KS “compare key aspects of corporate management theory with practice”, “evaluate theoretical perspectives of corporate management”, “solve problems, plan and make corporate management decisions” have been deleted.

AREA OF STUDY 3

The operations management function

Operations management combines the roles of management in order to transform inputs into outputs. The production of the product or service is the core objective of the large-scale organisation. The study of operations management enables students to consider the best and most responsible use of all the available resources for the production of a quality final good or service in a competitive, global environment.

Outcome 3

On completion of this unit the student should be able to discuss and analyse strategies related to operations management.

Comment [A55]: Replaces previous study design’s “identify and evaluate practices and processes”

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 3.

Key knowledge

This knowledge includes

- the operations function and its relationship to business objectives and business strategy;
- characteristics of operations management within large scale manufacturing and service organisations;
- key elements of an operations system (inputs, processes and outputs) in different types of large-scale organisations;
- productivity and business competitiveness, their importance for and impact on the operations system;
- strategies adopted to optimise operations, including:
 - facilities design and layout
 - materials management
 - management of quality
 - extent of the use of technology;
- ethical and socially responsible management of an operations system.

Comment [A56]: Previous KK has been extended to clarify expectations.

Comment [A57]: Reworded KK, with terms cost, quality and delivery removed.

Comment [A58]: Additional reference to “supply chain” has been removed.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of operations management using print and online sources.
- analyse business information and data;
- apply operations management knowledge and concepts to practical and/or simulated situations;
- discuss key aspects of operations management;
- analyse strategies that arise through practices within operations management

Comment [A59]: Previous study design KS “solve problems, plan and make operations management decisions” has been removed, and some of the other statements reworded.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment of levels of achievement

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Discuss and analyse the context in which large-scale organisations operate.	20	The student's performance on each outcome should be assessed using one or more of the following: <ul style="list-style-type: none"> • case study; • structured questions; • media analysis; • test; • essay; • report in written format; • report in multimedia format.
Outcome 2 Discuss and analyse major aspects of the internal environment of large-scale organisations.	40	
Outcome 3 Discuss and analyse strategies related to operations management.	40	
Total marks	100	

Comment [A60]: Weighting of outcomes changed from 25, 50, 25, to reflect depth and complexity of content in AOS3.

*School-assessed coursework for Unit 3 contributes 25 per cent.

Unit 4: Managing people and change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

AREA OF STUDY 1

The human resource management function

In this area of study, students examine the practices and processes of the human resource management in large-scale organisations in Australia. A general introduction to human resources is followed by an investigation of the two key aspects of human resource management: the employment cycle and employee relations. Students apply the principles of human resource management to a practical and/or simulated situation.

Outcome 1

On completion of this unit the student should be able to analyse and evaluate practices and processes related to human resource management.

Comment [A61]: Replaces "identify" in previous study to indicate higher order expectations.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 1.

Key knowledge

This knowledge includes

- factors involved in managing human resources:
 - relationship of human resource function to business objectives and business strategy
 - employee expectations, including conditions of employment, occupational health and safety (OHS), job security and work-life balance
 - key principles of Maslow's, Hertzberg's and Locke's theories of motivation
 - ethical and socially responsible human resource management;

Comment [A62]: KK extended with this additional term.

Comment [A63]: New KK with these three theories specifically stated to clarify expectations.

- management practices and processes associated with the key phases of the employment cycle:

Establishment phase:

- human resource planning related to business strategy
- job analysis and job design
- types of recruitment methods and selection processes
- employment arrangements and remuneration

Maintenance phase:

- induction
- training and development
- recognition and reward
- performance management

Termination phase:

- termination management including entitlement and transition issues;

- management practices and processes associated with employee relations:

- relationship to business objectives and business strategy
- the similarities and differences between centralised and decentralised approaches
- industry wide awards, collective agreements within an individual organisation and individual contracts
- the role of human resource managers in employee relations under a decentralised approach
- management styles and skills in employee relations, including their application to the resolution of conflict.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research related aspects of human resource management using print and online sources.
- analyse business literature, information and data;
- evaluate key aspects of human resource management theory
- apply human resource management knowledge and concepts to practical and/or simulated situations;
- evaluate different practices and processes for managing human resources;

AREA OF STUDY 2

The management of change

In this area of study, students examine the importance of change management to large-scale organisations. They consider ways in which change can be managed effectively in both theoretical and practical contexts. Students evaluate various strategies to effectively manage change. **This knowledge is then applied to one significant change issue for large-scale organisations. Teachers can select from a range of issues such as social responsibility, business ethics, globalisation, mergers and acquisitions, technological development, legislative compliance, privatisation or any other significant issue.**

Comment [A64]: Previous “policy development” term, replaced with “practices and processes”.

Comment [A65]: These practices and processes have been broken down into their respective “phases” to add to clarity.

Comment [A66]: Reworded term from “recruitment and selection” to add to clarity

Comment [A67]: Reworded KK from “employment arrangements (such as part-time, casual), packages, agreements and contracts” to allow for a variety of modern arrangements such as flexitime, shifts, performance related pay, bonuses, overtime etc.

Comment [A68]: These three terms have been separated to clarify.

Comment [A69]: These two new KK replace “characteristics of past and contemporary employee relations including centralised and decentralised employee relations”. The intent was to keep the key knowledge “general” and not specify acts/ legislation which may well change during the duration of the study design

Comment [A70]: The intention is that the students understand the differences between the three “approaches” but are not confused by specific terminology which may well change over the duration of the study design.

Comment [A71]: Previous KS “solve problems, plan and make human resource management decisions” has been deleted and some minor rewording of the other skills.

Comment [A72]: As we shall see in the KK, it is the “process of change management” that is studied. Any issue may be used to help demonstrate the process of change and is not limited to the ones mentioned here. These can be used to help assist teachers develop resources. This list remains the same as from the previous study.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large scale organisation

Comment [A73]: Has been added to the previous outcome statement

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the concept of organisational change;
- the dynamic nature of the internal and external (macro and operating) environments as sources of change;
- driving and restraining forces for change in large-scale organisations, including management, employees, time, competitors, low productivity, organisational inertia, legislation, cost;
- key principles of the Kotter theory of change management;
- a range of strategies for effective change management, including low-risk practices and high risk practices;
- **the process of effective change management in the context of a significant issue**;
- the role of leadership in change management;
- the possible impact of change on the internal environment of large-scale organisations, **including the functional areas of operations and human resources**;
- **ethical and socially responsible management of change**.

Comment [A74]: The KK has been extended to add to clarity, and again as this content has been "included" it must be studied.

Comment [A75]: One single change management theory has been identified to add clarity.

Comment [A76]: The previous statements "communication and support", "manipulation and threat" have been removed. They can still be studied as part of low and high risk practices.

Comment [A77]: This rephrasing of this KK is done to stress that it is the "process of" effective change management that is to be studied. The issue is used only to provide a "context" for analysing and evaluating the change management process.

Comment [A78]: The KK has been extended to "include" the study of the impacts of change on these two specific functional areas.

Comment [A79]: The previous KS "solve problems, plan and make management decisions" has been deleted

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research related aspects of change management using print and online sources.
- analyse business literature, information and data;
- use management theory to evaluate different strategies to manage change;
- apply change management knowledge and concepts to practical and/or simulated situations;
- analyse and evaluate effective change management in the context of the selected significant issue;

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and evaluate practices and processes related to human resource management.	60	The student's performance on each outcome should be assessed using one or more of the following: <ul style="list-style-type: none">• case study;• structured questions;• media analysis;
Outcome 2 Analyse and evaluate the management of change in a large-scale organisation, and evaluate the change on the internal environment of a large-scale organisation.	40	<ul style="list-style-type: none">• test;• essay;• report in written format;• report in multimedia format.
Total marks	100	

Comment [A80]: The list of assessment tasks remains the same as the previous study

* School-assessed coursework for Unit 4 contributes 25 per cent.