**Megan Jeffery** - Welcome, everyone, to the VCAA implementation webinar for VCE business management, designed to address the teaching of the 2023 to '27 business management study design. Before I start, I'd like to begin by acknowledging the traditional custodians of the many lands upon which we make meet. For me here in Melbourne, it is the Wurundjeri people of the Kulin Nation. I wish to pay my respects to their elders past, present and emerging, and I extend that respect to Aboriginal and Torres Strait Islander peoples here today.

This study has been through a minor review, involving changes to enhance an already quite very successful study with very healthy numbers. And enrolments have remained very high, and it's one of the largest studies offered at the VCE level. The two presenters we've got have been involved in the development of this study and in the minor review. Both are highly experienced and practising teachers, and also have been involved for a long time in resource development, over a number of years for business management. So, I'd like to, without too much ado, hand over to Alan Wharton and Kirsten Furness to commence their presentation. Just a quick note. If you've got any questions, please put them in the Q and A, and we'll try and address them as they come through. If there's anything that needs a bit more detail, we'll get back to you later, but I'll try and address them as they come up. Thank you. Thanks. Over to Alan and Kirsten.

**Alan Wharton** - Okay. And welcome, everyone. Thank you so much for joining us on this, what is it? Looking out the window here, a sunny afternoon, blue sky. So, thank you so much for giving up of your time after school to join us for this presentation. Hopefully we'll be able to address all the questions you will have in preparation for next year and the launch of the 2023 study design. Just as a quick thing, just to test your Q and A buttons, we thought, just as a nice, little activity, pick a number between one and four. So, number one, if this is brand new to you, if you haven't taught business management before, and you're joining us today to get an understanding what you're in for, for next year.

Pick number two, so number two, if you are currently teaching the present study design and haven't yet really had enough time to get your head around the new study design readiness for next year. Number three if you're an experienced professional and you're feeling very comfortable with it. You've probably seen a little bit already, but you're interested to hear about the support materials that VCAA are presenting. So, if you're in that category three. And then maybe four, we'll have a category four for you just need to get some PD for your VIT. And you're just here in the background, just observing. So, one, two, three or four, just to give us an idea of where everyone's sitting in terms of the group. So, we'll just be watching those numbers come through. We see a few fours, we'll be a bit nervous, but that's probably okay for everyone. So welcome.

**Kirsten Furness** - I'm just driving there.

**Alan Wharton** - Questions as well.

**Kirsten Furness** - Here. Just to have a look.

**Alan Wharton** - There we go.

**Kirsten Furness** - Just having a look. Oh, we're just making this a bit bigger now. Good.

**Alan Wharton** - A few twos.

**Kirsten Furness** - Twos. Threes.

**Alan Wharton** - Welcome, a number one. So welcome.

**Kirsten Furness** - Absolutely. So, it seems like the majority of people who are joining us are experienced business management teachers, and either just beginning to get their head around the new study design or wanting to hear more about those support materials. And another welcome to a couple of more ones. Welcome to our wonderful subject. All right. Great. Thank you.

**Alan Wharton** - All right, then. So, without ado, here we go. So, this is our presentation for this afternoon. We're going to work through, just very briefly, how we got to this point in terms of the minor review process. And then, obviously, what we're really focused on today is the 2023 study, looking at the changes for Units 1, 2, 3, and 4, and then any questions and support materials as well beyond that. We'd obviously love you to walk away with a smile on your face. So hopefully this is going to meet all your intentions for today. That you're going to get an understanding of what has changed and what's been reviewed. The new changed areas for assessment and study, and opportunity to have any questions and ideas or thoughts addressed from this, but also for us to share some of the additional supporting material that we've got, and then you can have a look at this in more detail later on.

Okay, so just a very brief overview 'cause some of you, I can see, put down number three, so you get an understanding of where we've come from, but it is a great study. So, if you picked a number one, welcome to what is, unarguably, and I'm very biased, very strong, positive study with great student and stakeholder response. So, at the very beginning there, obviously, there was a lot of surveys conducted to see how students feel, see how teachers feel, to see how schools feel about the subject. And I think congratulations to everyone out there who's a practising teacher. We have such positive responses.

So, our study now, I think, is the seventh most popular subject. Like, there's 14,772 studying at VCE this year for 3/4. And so, with that wealth of background, it really was, with all the survey data, it was more a case of small, minor clarifications and small, minor review points, rather than a major review. So hopefully you'll see the terms of references. This project was very much about that, that clarity, about making sure people felt very comfortable with the material, and just fine-tuning bits and pieces behind it all. So that, then, obviously, led to the first draught. That, again, gets consultation. And many of you may have been involved with that. And it very much is a process of our voice, as collective opinions about how we can improve the study. And so, please, in the future, please continue to be part of that. All of those points were taken into consideration. All of those points were reviewed. And mainly within the minor review, that is the focus, is to make sure that people's voices and opinions are taken account of.

So that was the process. It then goes for further consultation, and the final study design approved. And as you'll now find on the website, you'll find that background material there. So, you can go straight in and see the full study at your leisure, but you'll also see on there support materials now. So, if you go to the VCAL website for business management, you'll find support materials. What was previously teachers advice is sitting on there for you, and a full raft of additional resources for implementation. So great resources to help you. And today, we'll look at the summary of the key changes. Okay, well, this is really capturing what I've already said, really, so you can see a very positive reaction, popular. There were bits and pieces, like in here, clarification on lean management, bits and pieces like that to be seen, but, again, a very positive response. So, this is really a minor review. And therefore, if you're a new teacher, you will find a whole host of resources available to you. You will find some previous materials which you can draw upon and obviously look at and fine tune in relation to the new study. You will find a whole wealth of resources that have been created at this point as well, getting ready for the new study design. So welcome, welcome.

**Kirsten Furness** - Okay. So, when we were reviewing the scope of study, the rationale and the aims, these were all developed and incorporated feedback from teachers. We also made sure that as we were refining these 3 areas, that we were taking into consideration feedback in the consultation phase as well. So, it's definitely worth reading these areas quite closely, even if you are an experienced business management teacher, as it will clarify some of those finer changes that have been made. Okay. So, if we were to look at the key changes in terms of the structure of Units 1 to 4, what you'll see is that you'll see that there are three highlighted areas. For those of us who are quite familiar with the current study design, what you'll notice straight away is that there have been three areas of study where there has been either a name change or an order change.

So, if we look at unit 1, in planning a business, we actually made the decision to change the order, the focus on internal business and the external environment. We've now placed it where we've got the internal environment first, and then the external environment as area of study 3. We've also slightly changed the name so that there is more clarity around the purpose of the area of study. And instead of it being internal environment, it's now internal business environment and planning, and then the same for external environment. Another key change that you'll see in unit 3, in terms of a name change, managing employees has changed to human resource management, which is more in line with the type of terminology that would be typical when we're talking about HR.

Another key change that kind of looks subtle, but actually does have quite an interesting impact, in terms of when you are designing your assessment tasks and when you're doing some of your practise questions and when you're actually piecing together your activities, is this presence of a consistent set of skills, okay? So where in the past, there might have been a more diverse range of skills and skills that were applied to very specific pieces of the content or the key knowledge, there is a more consistent set of skills now that you'll notice carrying through from unit 1 to unit 4. Obviously, the skills around proposing, justifying and evaluating strategies are not going to be present in areas of studies where there aren't actually management strategies that have been taught. But overall, what you'll notice is that there is a consistent development of these underlying core skills that underpin our subject.

Another key, and this is not just for Business Management, but another thing to draw your attention to is that VCAA has also published a glossary of command terms. And where this glossary of command terms is going to be very useful, not only for experienced business management teachers, but also teachers that are new to the subject, you're able to then get a very clear understanding of what each of those consistent skills that are sitting in the key skills section of each area of study. You can be very clear and consistent about how you're teaching those skills, by drawing on the glossary description, or the definition that appears in this glossary. So that can really help to support your students to be able to develop those skills over time.

Another change, and this is, again, this is happening not just for Business Management, but also happening across all of the subjects that are being rolled out and updated over time for VCAL is that the advice for teachers is now known as the support materials. And instead of it being presented to you as a PDF document that you're downloading, it is now more interactive. So, you'll see that if you, and I'm sure many of you have checked out the website, but you'll see that with the support materials, it's more interactive, and you're actually navigating through a webpage, rather than reading through a document that you download. So hopefully throughout those support materials, hopefully that will be able to give you access to the resources that you need to be able to respond to the changes in the study design and start to plan your teaching and learning programme.

So now what we're going to do is we're going to look at each of the key changes that have happened in unit 1 to unit 4. And we'll look at some samples of the support materials that have been included as well. We've basically colour coded this. So, if there's something new, it will be in yellow. And if it's an existing point or if there's an existing feature from the current study design that's been changed in some way. So it might be that there's been an order change, or it might be that something's shifted, that's where you'll see it in green. If we've flat out removed something, you'll see that there is a line through it. So, starting with unit 1, outcome 1, we've now shifted. Instead of entrepreneurship being a source of business opportunity, we've actually started with the concept of entrepreneurship.

So actually, teaching the concept of entrepreneurship as its own key knowledge dot point, rather than as part or framing it as a source of business opportunity. We've also changed the sequencing of some of the dot points as well. You will notice that another change that's been made is that not only are we looking at the importance of goal setting, but we're also focusing on the importance of decision-making in this planning phase as well. So, there's some of the key changes that have happened in unit 1, outcome 1. Okay. So quite a bit of yellow and green on here, but that's okay because most of it is actually around clarity in terms of what we're teaching in unit 1, outcome 2. So, this is now, instead of it being taught in unit 1, outcome 3, the internal environment is now being taught in outcome 2.

So, number one, the title of it has been changed. Yes, we understand that. And what you'll see is that we've also included social enterprise and government business enterprise into unit 1. And this is so that you've then got that link back to unit 3. So already starting to front load those concepts around social enterprise and government business enterprise from the very beginning of the course, rather than those two business types being introduced in unit 3. You'll also see that the order of the key knowledge dot points have changed as well. So, the actual knowledge hasn't changed, but the order in which the knowledge is sequenced has changed. When we come down to the sources of finance, you'll see that there's been some change to the wording, but there's also been an inclusion of the factors affecting the type and source of finance chosen. So that's really around making it quite clear how business owners would be making the types of decisions around where they're getting their financing from. That's just to add that kind of clarity to that dot point. Also, if we go down into the planning analysis, you'll see that the purpose of SWOT analysis has been made explicit.

So, it's around tools to determine strengths and weaknesses of decision, regarding internal factors, just to give some detail about where you are directing your focus. And another thing where there is more clarity is also around the overview of business plans and what it is that you need to be drawing your attention to. So, it's not necessarily writing a full business plan, but understanding what the key features are, understanding what the benefits of using them.

So, you don't have to be getting your students to be doing a really long business plan, but you've got more direction now. Also, some change to the terminology. Instead of using the word issues throughout unit 1 and 2, that was another decision that was made to mirror the language that's used in unit 3 and 4, and issues have been changed to considerations. Okay. Moving on to. Thank you, Alan. Okay.

So, moving on to unit 1, area of study 3. Okay, and again, the order change, which I'm sure you're now all familiar with, as well as the change to the title. So now being external business environment and planning. There have been some inclusions, and you'll see that there's also been some wording that has been cut out. So, where the economic conditions and how they affect business planning, it's more around just understanding what type of economic conditions influence businesses, not necessarily about planning. There's also consideration of how technological, how businesses adapt to technological changes and the development in technology. So, one of the things that we have to be really mindful of when we're writing curriculum like this is that we don't want the curriculum to go out date.

So, we want the business to be. Sorry, we want the study to be contemporary, but we also want to be able to shift with the times. So, this would be an example of a way of you being able to look at how businesses are changing with the times in response to the new technologies that are available to them. That'll be a really, really interesting one 'cause at the end of the day, we're projecting until the end of 2027. A lot can change in the tech space in five years. Again, just pointing out that the word issues has been replaced with considerations now. And in terms of corporate social responsibility, there's some clarity there around what to be attending to. So environmental considerations and then socially responsible production of goods and services. Down in the operating factors, you'll see that there is clarity around the supplies of business resources and consideration of the supply chain. And really just giving a little bit more direction around what to focus on when you're teaching supply chain. Okay.

So, if we have a look now, when we're putting together the support materials for unit 1. I'll put my hand up and say I put the research essay into here. One of the reasons why I've put this research essay into here as an example of an assessment task is that it really does give students the opportunity to start to develop some of their more longer-form writing around business themes. So, what you'll notice in this detailed example. Now, the example topic is just, obviously, you can change the topic. So, the example topic is how legal and government regulations affect businesses in the planning stage. And, obviously, you can change or alter that topic, but basically, this example is stepping you through how to develop an essay topic, and then how to. Sorry. I'm just going to move this as well. So, other examples. Sorry, the screen that I'm looking at, my eyesight is not that great, so I'm just looking at the big one that's next to me.

But other examples would be things like discuss how the impact of changing economic conditions can have on small retail businesses. So that's where you could be teaming up the case studies that you're looking at. You could be then teaming that up with a particular essay topic. Analyse how corporate social responsibility considerations relates to business planning in manufacturing. Then teaming that up. Sorry, I've now lost. Where am I? Here we go. I'm not used to working with the split screen. Okay. Then what you'll see. And look, I'm not an English teacher, so teaching essays is something where I know myself, I need a little bit of guidance around that. So, you'll then see that there's some suggestions in terms of essay structures. There's also some other options to be able to link to a real-life case study, as well, okay, with some example topics. So, look, you may not want to go into the research essay, but there is an exemplar there for you if you do want to be able to develop some of that more longer-form writing for your students and to be able to get them to be thinking in, being able to pull together some of those bigger themes relating to outcome 3. Okay.

So, moving on. Oh, no, I've lost it again. Nope. I've got it now. There we go. Okay. So, what's different in unit 2? There are less changes in unit 2, as you'll be able to see. So, in outcome 1, an overview of the role of external professionals when establishing a business. So, in this case, it's just a little bit more clarity around what it is that you're teaching. And it's a bit more brief around the role that external professionals are playing when you are establishing a business. So still really important to be teaching that to the students, but instead of going into a lot of detail, you can keep it to an overview.

Another significant change, I think. And, again, remembering that it's very important for the curriculum to stay current. And as technology changes, it becomes really hard for curriculum to stay current. So, this is another one where being able to recognise that technological developments does impact marketing quite significantly. We've selected the aspects of technology where the last decade or two has shown minimal change or phasing out of these technologies. So social media appears to be here to stay. Email marketing appears to be here to stay. Things like search engine optimization. The use of artificial intelligence is on the rise. The importance of being able to engage with data and analysing data to inform marketing is more important than ever. And, also, the management of data as well. So being able to actually manage customers' data. And that's where those corporate social responsibility considerations also tie in. Because if a business is collecting a whole heap of data about their customers as part of their marketing efforts, then protecting that data and the customer privacy becomes really important as well. Whilst it is only two dot points in outcome 2 that have changed, hopefully it opens up some really interesting contemporary case studies that you can be using to explore these themes.

Okay, so in outcome 3, again, the changes that have been made is more around refining and also aligning with unit 3 and 4. So you'll see that employment arrangements, such as full time, part time, contractual and casual, has been removed. It's been replaced with an overview of the National Employment Standards. So basically, you're front-loading students for human resource management in unit 3 by introducing them to the concept of the National Employment Standards. And then within that overview, you're then able to look at things like what's the difference between full time, part time, contract and casual employees? You'll also see that we have combined the corporate social responsibility and the global considerations dot points so that we're able to basically streamline how those two dot points work together. Okay.

So, if we have a look at this teaching and learning example, this is another one where you're able to use unit 2 to be able to prepare students for unit 3, by doing things like creating an infographic. So, this is where, if you're lucky enough to have the same classroom, you can have them dotted all around. And then it means that students are able to be, to be able to take that infographic and pop it straight into their study notes for unit 3. So, this could be done, an infographic could be done digitally, or it could be done on paper. And there's a range of different infographic makers they could be using. There are just some tips here as well. And you may like to copy and paste them or include them in your notes somewhere, as they are some very generic tips that can help make infographics more effective. Okay. All right, so I'll hand over to Alan. Thank you.

**Alan Wharton** - Thank you. Just having a quick look here, just before we go on. Any questions from unit 1 or 2? I think we've covered them.

**Kirsten Furness** - If you're going to answer the three.

**Alan Wharton** - Yep. No, I think it's been answered. Thank you.

**Kirsten Furness** - Oh, really? Okay.

**Alan Wharton** - I think we'll get a copy of the slide deck presentation. All good.

**Kirsten Furness** - Yep.

**Alan Wharton** - Okay.

**Kirsten Furness** - Beautiful.

**Alan Wharton** - So we'll move on to unit 3, area of study 1. Now, obviously, these are the things that are different. So, the remaining of the course, the styles and skills, they're still there. The types of business are still there. If you're a number two teacher today, all the resources you've got from those things, keep going with them. These, we're going to focus on what's different. The first one is really this and that. So, we're adding into the objectives to improve efficiency and to improve effectiveness. Seasoned veterans of our subject will know that these get used a lot in terms of terminology. So, they've now been added as specific objectives within the business. So, to improve efficiency and improve effectiveness. Also, stakeholders were not listed beforehand. So now they've been made explicit. So that gives you a nice clarity in terms of delivering on owners, managers, employees, customers, suppliers and the general community. So, you can feel comfortable and confident in delivering straight to those stakeholders and making sure that they're covered for your students. The next one is a deletion.

So, the areas were management responsibility. Some people liked that, some people didn't. In terms of the background, it did sometimes give ability for students who've studied marketing in unit 2 to have some prior knowledge on students that didn't. And it became really tricky in terms of, okay, we're setting an exam question on that, allowing for those differences of prior knowledge and how much additional content is really being drawn outside of the study design. So those have been taken out. Now, obviously, human resources and operations still exist. So those two management areas are still covered, but the finance, sales and marketing, and technology support are now being sort of taken away from that. You'll also see in the fine detail there, the corporate culture, it still exists, with both official and real, but the second part of that, the strategies for its development, hasn't been covered off, but it's been relocated to hopefully a more aligned space.

In unit 4, we're seeing how you manage all of that. So those are those fine-tuning details. Now, again, just taking in more detail. And hopefully this will provide additional clarity for all teachers and also additional confidence when you actually run your course. Go into the support materials on the website. Lots of the definitions. Sorry, I'll start again. Lots of the definitions have been clarified for you, so you can feel really comfortable using those with your students. So, if you've been visiting the economic session a day or two beforehand, you'll have seen that there's been some changes there. We're not requiring students to have an economic understanding of efficiency. For us, it's very much about how well a business uses its resources.

Thinking in terms of resources, time, raw materials, labour, machinery, technology, et cetera. So, this is a nice, simple concept, in a generic sense, efficiency. How well are you using your resources? Then for effectiveness, going alongside that, the extent to which you achieve your stated objectives. And, again, for many seasoned teachers, this isn't anything new. This is just adding clarity for us, but also for anybody new who's taking their subject next year, that you can feel very comfortable that that's what's being expected of you. Now, obviously, you may go, okay, on objective being achieved, being effective is the same as like some of the other ones you've already mentioned before, but also remember the word including isn't here.

So, if your objective for the business was to reduce waste, which isn't one of the defined ones, then you could be trying to be effective in achieving that. And that would be an additional one you could add in there. CSR, I think we've already covered, really, but it's, again, laid out very clearly there. If you were to Google it right now, you would come up with umpteen hundreds of definitions of what corporate social responsibility is. But, again, to give confidence to teachers and students about a clarity about where we, as a subject, are heading with this, we've got a definition there to use. So, it's generally applying to efforts to go above and beyond what may be legally required by regulators or environmental protection groups, as well as additional ethical considerations in the workforce and their families, et cetera. But, again, you can go to these documents and use them to assist you in giving clarity to the issues.

Okay, so what's different in the second part here? Off wrong side. Okay. So obviously, the first thing here is the title change, and that's really in line with industry expectations. So, the word human resource management is much more prevalent than managing employees, and it sort of accounts for that more wider usage of the terminology. But that's really all that's there, is happening. Beforehand, there was some sort of confusion, and this came up in the survey responses, between where support and sanction strategies the same thing or were they separate? So hopefully, again, when they were making this, very clearly, distinct entities. So, support strategies, encouraging your staff and giving them counselling, and helping them sanctions in terms of more fearful techniques or demanding things from them, and their fear of reprisals if they don't comply. Again, a clarity in the next one here. Entitlement and transition considerations were often seen together. Hopefully now they're clearly separate.

So, entitlement during termination. What are you legally entitled to, whether it be redundancy pay or paying out of your long service leave, redundancy pay packages, etcetera? Whereas transition considerations are things to consider as we go through transition, moving on. So, things like your outplacement services, et cetera. So hopefully those now are two clearly distinct categories and separate. And we'll see them mentioned in a minute. And then taking out the grievance procedures, which caused some students some concern. And so, again, just to make that nice and simple and clear. Just concentrating purely on disputes, proposed solution as a process. Steps that can be taken if you're resolving a dispute. Again, going through to the support materials, we're trying to give clarity, again, on the term strategies.

So, the idea being you'll see this a lot through the study design, there are motivation strategies, performance management strategies, operation strategies, et cetera, et cetera, et cetera. So, the idea being it's being used as a generic term to represent any business solution to a problem. So, if something's going wrong, we can ask all our students, what would be a strategy to solve that? So, a solution to a problem or a course of action to take advantage of an opportunity. Then we get. Being strategic advantages, what strategies can we employ? So, it's a generic term, supposed to be used widely, and you can see it's run throughout the study design.

So hopefully you're feeling comfortable with that. And then that being indifferent to the considerations, which are more about issues, something we can consider, something we can think about, to take into consideration. And so, it could be they're global considerations, being aware of global issues, and we're just going to consider them. Obviously, go together, the idea of being in terms of considerations for CSR, that we might then bring in, or waste considerations. We move on to having reduce, reuse, recycle as the strategy to resolve that, so there can be an alignment. But considerations of the issues we're taking into consideration, which is the same word, and the strategies is our method of resolving them or dealing with them.

Again, here, another clarification, just for anyone that's new to the study design. We really look at trying to have current examples used throughout the study, throughout your year with the students, but also that they can draw upon on the exam. It keeps our subject vibrant, dynamic, interesting, the fact that you can draw on things happening in the news right around you. And I think that students would argue is one of the great benefits of our subject, that it is so current, authentic and engaging. And so that four-year window occurs from the point at which the exam occurs in that year, going back four years. So, a full-year window of current examples. And really, as many as you can possibly do with your students that makes it interesting and engaging. I know that sometimes it's very hard to find one case study that encompasses all the different points. So having a few will allow you to hit all the key knowledge within the study design and feel that your students have got a good example they can draw upon if they were answering any questions in those areas.

Okay. Area of study 3. What's different here with operations? Okay, so we've got a bit of fine tuning. We've got some new additions in terms of keeping it contemporary, keeping it up to date. So, robotics, artificial intelligence comes in. So, start looking out for examples and case studies for that. There'll be a wealth of them, I'm sure. that you can draw upon with your students. And I think they'll find that really interesting. And then the clarity here about what was referred to before as website development, which, unfortunately, lured some students then to talk about marketing rather than operations principles. So do try and make that clearly separate, online services. So, businesses operating and providing operations in an online environment where orders are being placed and people can track their orders all the way through to the production of that good arriving at their home, which many of our students, again, have a wealth of knowledge on.

The next one, really, hopefully, again, is designed for clarity. It's separating out waste from lean management, which we'll get to in more detail in a minute. And so, the waste minimization process is specifically reduce, reuse, recycle, aiming to focus on that and how we can reduce waste throughout the production process. And then lean management is its own separate dot point, which I'll cover in a second. But the pull, one-piece flow, takt and zero defects strategy is the one to use with your students.

Again, if you're a practising teacher, there's been a wealth of those around before. And that was one of the big survey responses, was confusion about which ones to possibly cover, whether it be TIMWOOD or seven wastes, et cetera, et cetera, et cetera. But to give clarity to everyone, to the teachers and also the students, that there is one strategy to use with this, with lean management. And the next one, I think, will generally be seen as a positive one, where global considerations is a lot to take, involve with our students. It's really a rich, interesting area, but just taking out an area there, a small tweak, taking out the supply chain management, which, again, caused some students a bit of angst and a bit of confusion, but making hopefully that a lot simpler for them.

Again, so I've mentioned this already. You will find this at length in the support materials. So, you don't have to read, what are they always saying, never more than 16 words on the slide? There's significantly more than that right now, but just so you can see that the development of this area of lean management, we're trying to give, again, clarity for you to take to your students so you can see exactly where this content has come from. So, it follows the whole story here in terms of Toyota, the James Womack and Daniel Jones report, and then the strategies that they came up with, and the idea of being not only just lean manufacturing for goods, but it also can be applied to services. So, taking that further, we have now the four simplified principles of lean management. Again, designed to be really simple for students, and for us as teachers to deliver to them, which covers the key points of lean, which brings hopefully all of that together.

So, pull, the idea being, and I'm going to take off my VCAA hat for a second here and talk about as a practising teacher. I often do this with my students, the area of lean management, via making cakes. And so, the idea being you only make the cakes when the order comes through. So, the placing of the customer order is when the pull occurs on the production process. The one-piece flow, following one cake at a time. Making sure that everything's been done before you pass it onto the next person in the chain, so to speak. So, focusing on one good or service at a time to go through.

The next, takt. Again, I'm going to hopefully use some vernacular that I use with my students. I call it like tick, tock, takt. It's like a rhythm. It's the rhythm where all the steps are being in a line. So, everything's in continuous flow. So, you don't have banking up of products at one point, and it's all moving nice and smoothly down the production line. And the zero defects, aiming for perfection, effectively. That every single one is delivered down the supply line in a really perfect way. Zero defects, and everything being achieved within that. So hopefully, again, take your time to go through the support materials and see that in more detail, but that is the strategy we're using for lean management.

Unit 4, again, we're only focusing here what's different. So proactive and reactive. It used to be within the rationale at the beginning, and now it's actually its own key knowledge point. So, it's just making, so where the, obviously, change can occur from responding to events that happen around us, so being reactive. And also, opportunities for businesses to take advantage of competitive advantage and trying to get ahead of their competitors by being proactive. So having that as an overarching statement at the beginning. I'll draw on that in a minute with a bit more on the support materials. Then within the key performance indicators, just, again, keeping them up to date with what's happening in technology. So, the number of website hits is a nice, easy one to add in there. And, again, I'm sure the students will easily relate to that. Again, some clarity for all of us with the key principles of the Force Field Analysis theory. So, adding in there. And, again, lots of teachers that have lots of different points of view with how this is approached but adding in the important things that all of us include, weighting, ranking, implementing a response and evaluating. So, making that specific. And, again, I'll draw that in in the next two slides.

And then, finally, here, just adding in the owners into the driving forces for change. So real just tweaking, fine tuning to, again, try and give clarity to everyone. Again, trying to draw out. Again, look at more detail on the support materials, but, again, making it very clear what we mean by proactive and what we mean by reactive. And you can see in here, there's some examples to draw upon as well. Taking advantage of approaches by seeking new opportunities, whereas reactive responding to key performance indicators about whether we're doing well or poorly in a certain area. And then the strategies obviously come as a result of that.

So, finding out that we're not doing so well, what strategies are we going to implement to try and overcome that issue? Again, a lot of detail here provided in the support materials, of the Lewin's Force Field Analysis theory. So, obviously, developed in 1951, the main idea being to reach this point where the driving forces overcome the resisting forces to allow you to achieve your change. And, again, the four steps are embedded in there. And then you can see how you can use that to include your weighting, the ranking, the implementation and the evaluation. So, the idea being, okay, working out whether you can achieve a change, how you can increase the driving forces or strengthen them to overcome the restraining forces and achieve your desired change.

And then, finally, unit 4, area of study 2. What's different? So, the management strategies were originally in two separate categories. And so now just going, okay, well, they're all strategies, okay? So, whether they're there to respond as reactive or to be proactive, we've now got them all together. So, the idea being is these are a raft of strategies you can use to respond to underperforming KPIs or to seek new business opportunities. So, all of those are put together, hopefully nicely, that you can use with your students. And, again, it can often be like a toolkit that your students draw upon to try and resolve a certain issue or something that's gone wrong. When they analyse the case study, these are the strategies you can put into place to resolve those. We talked about the corporate culture, having been brought across over. So, the idea being that it will link really nicely as you're going through the Senge Learning Organisation principles. That you can see, okay, well, that's really about improving the business and developing and allowing it to improve and learn and continuously develop. Well, that's obviously going to be emboldened by having a positive culture for change. So, developing the culture will allow that to occur, and hopefully in synchronisation with it. And then we've got the main point. So, in a minute, we'll go looking for any questions. Again, if you're a new person joining us, again, welcome. These are important terminology that you'll see throughout the study design.

So, unit 1 and 2, there's suggestions of things you can do. So, the words such as is giving you an indication of certain material or concepts or content you can use with your students. Where it becomes much more important in unit 3 and 4, obviously setting your students up for the examination. So, if the word including is there, you are required to include the material that follows that terminology. If you have an interest in additional material and you have the time to be able to do that, it's not restricting you, but it's important that you understand that the word including means that it can easily be included in the exam, and students should definitely include those key content. School-based assessment, the same as before.

So, if you've got your favourite activities that you like doing with your students to assess their knowledge, then please keep using them. So, the short-term business activity stays the same. Business simulation exercise. I use all of those. They stay the same. Business plans, business research reports, they're all there for you. So very much, again, just continuing with something that's been successful and allowing that to flow on. And the weighting also is unchanged. In terms of yours SACs assessment in unit 3 and 4, the weighting remains the same. So, you can be thinking, okay, we've got the same effective areas of study. How can I assess those with similar type of resources that I've used before? So, weighting remains unchanged. And, again, we can see here, a raft of material.

So, we've mentioned this all the way through the presentation, but we highly encourage you to go onto the website. One, obviously, download for yourself the full study design to take your time to see what's in there. And hopefully today, we've illuminated to you what the key changes are, but you'll also see below there, the support materials, both for planning and assessment. So, a lot of teaching activities there that we are hopefully sharing with you, that you can use in your class. That's a rich resource to draw upon. And, again, lots of examples. I may, this is, again, a personal favourite. I really like trying to get my students to see the course as a jigsaw, rather than individual pieces of the jigsaw. The fact that things interlink, that the knowledge they learnt in unit 3 gets developed on in unit 4. And it's one big puzzle you put together.

So, in this case here, a whole raft of key performance indicators. What could the students do with that? What strategies could they draw upon? What issues will occur within the business for them to consider and how to respond to? So just making it really rich. And this is just a sample one in here. You could obviously take things from recent case study examples that you've built up throughout the year, but something that hopefully gets them to see as it a whole course and how to pull all that together. Okay, a lot of talking. An awful lot of talking. We'll just pause here for a second and just see if there's any questions that have occurred.

**Megan Jeffery** - There is one question. Are students expected to know the steps of a Force Field Analysis separate from the principles or the concept?

**Alan Wharton** - Yes, I think that the easiest way to answer that one is to see them as the same. So, the principles are the steps. So, within that, the word including, and I just want to make sure I'm qualifying this correctly. So, da-dim. Yeah, so taking it verbatim from the study design, key principles of the Force Field Analysis theory, including weighting, ranking, implementing a response and evaluating the response. The idea being is that there were lots of different approaches being used by teachers. And so, we want the keywords weighting, ranking, implementing a response and evaluating included within that. As you can see in the steps that are taken from the original theory, they are absolutely actually within that. And you can see the words including included within them. And so, you're drawing upon that. So, does that clarify that or does that? Megan, you can help me there a bit.

**Megan Jeffery** - Yeah. Yeah. I think it's, yeah. I'd say exam questions are always based specifically on that key knowledge and those key skills. So, it's really important to look carefully at that and how it's framed in terms of, yeah, what they need to know. But really, if you want the principles, one way of actually conveying the principles is to teach the steps, the principles with it. So, it's actually, it doesn't make a lot of sense to separate them anyway.

**Alan Wharton** - No, so exactly. So, the principles are within the steps. So, if you teach us the steps, you're covering the principles anyway.

**Megan Jeffery** - Yeah.

**Kirsten Furness** - Or another way that you can think about it is that you've got the principles and the way that you then add detail. How you would describe or explain the application of those principles is through the steps. So, what would we be doing in the implementing phase? We would be doing this. What would we be doing in the evaluating phase? We would be doing that. So that's another way of being able to teach it.

**Alan Wharton** - And just looking at another question here. Is corporate culture moving from unit 3 to 4, but the real and official corporate culture stays within unit 3, area of study 1? In terms of that terminology, but it's about the strategies for its development will then reappear in unit 4. This may not, or is the link? Oh, okay, so hopefully, this question is asking about the support materials, which is a lovely question, 'cause that means that hopefully you can use them, and they're a rich resource we can use straight away onto the website, so at VCAA Business Management. It's within the section.

**Kirsten Furness** - Yeah, I'm just going to, I'll look it up, just so that we can clarify.

**Alan Wharton** - But it's within the 2023-'27 study design, and then hopefully below the study design itself, you can see actually the support material waiting for you.

**Megan Jeffery** - There's another one here. Are we encouraged to use different approaches for unit 3 and 4 for assessment, or should we focus on more structured questions to help them prepare for the final exam, as many of us probably do that already? That's a common one, that one.

**Alan Wharton** - So the unit 3, 4, again, if we're separating the teachers hat from the VCAA hat and so on, and maybe they're the same, as well, I definitely, for myself, use a variety. So, I'm using sort of case studies, I'm using short answer questions, extended responses. So, obviously, within the study design itself, it allows you two or more of the following. So, the student's performance will be assessed using two or more of the following, case studies, structured questions, essay, report or media analysis. So as long as you're covering two or more of those, then you're obviously fine. But obviously, if you're thinking for the exam, as well, you're giving yourself and your students a chance to practise those skills before the end of the year as well.

**Megan Jeffery** - There's also a question here about textbooks. I'll have to say the VCAA doesn't endorse or recommend particular textbooks. They all have strengths and weaknesses, and it's probably best if each teacher has a look at the different textbooks on offer and make a decision based on the class you've got in front of you. So, it's actually, yeah, they've all got value, but it's a matter of you making a decision for your particular students.

**Alan Wharton** - And I think I can see a question about materials management. The reason why it didn't really come up is because it stays the same. So actually, taking that area of study, if you look at the operations management, that one still remains the same in terms of strategies to improve both the efficiency and effectiveness of materials, forecasting, mass production schedule, materials requirement planning and just in time. So, all of those remain the same. So today, all we've really covered are the significant changes. So just looking at the changes of what's occurred.

**Megan Jeffery** - And another question here about the four years. Some changes start in, say, 2019 and continue with more changes in 2020. Would that be allowed to discuss the change that started just before 2020? Generally, we look at as long as there's some movement or something that happened, like some sort of evaluation or some data that actually is within that four-year timeframe, it's usually accepted. Doesn't have to have started within or commenced within the four years, but there has to have been some sort of application or some data that is relevant to that four years.

**Alan Wharton** - Yeah, I mean, the intention is really to keep it a dynamic, exciting subject. So, using current examples. I, for myself, some people know that I like to use Qantas, and obviously it's been through all sorts of changes over the recent period of time, and it continues to develop on that. So, to put that into context, I obviously wouldn't be using sort of the arrival of Jetstar, which I think is now 2004 or something like that. So that's obviously a distant issue. But the recent issue with managing its way through COVID and PPE equipment and restarting international lines is obviously a current example. So, it's focusing on the four years, if that change has occurred within that four years of the exam.

**Megan Jeffery** - Yeah. And there's another question about that very same thing. So that's obviously something that people. If you're in any doubt, send me an email, and I can certainly check and find out for you, if something's relevant. People are asking for Al. With the Q and A, I'll try. When I go through the recording, I will actually try and type some responses and have them published or put up somewhere for people that can't hear the actual answers at the moment. Yeah. Can we send a SAC for feedback to you? Probably not a whole SAC, but certainly, if you have doubts about certain questions, I'm more than happy to comment. And if I'm unsure, I will certainly refer. I've got a group of subject experts who I often refer things to, with questions such as that. Yes.

**Alan Wharton** - I can see a question here about the case studies. I think this is an important one in terms of you'll see that mentioned in the consistent skills, all the way through the study design. And it's both in unit 3, sorry, unit 1, 2, 3 and 4, all the way through. So, if you are preparing your students, obviously, for the 3, 4 examination, that you can see that word for every area of study, both unit 3 and unit 4. So, students do need to have a working example of a case so they can draw upon to illustrate and show that it's not just a theoretical understanding, that they can apply their knowledge.

Now, does that mean that they need to have like 500 different examples? No. There will often be company examples that you may use that can obviously illustrate a number of key knowledge points. And so that's obviously very useful. What we're hopefully trying to draw out today is that you're unlikely probably to find one company example that can do the entire course. And so having a few case study examples is obviously useful. And, again, just from my own teachers advice is that there's a raft of these. I think people sometimes get drawn just with public listed companies, but you may have sole traders or partnerships that the students have part-time jobs in, or their parents work for. So, there's a raft of examples that we can draw upon. I think it makes the subject really exciting and interesting and dynamic, for that reason, as you've heard me say already, but it's important as well that the students can apply their knowledge, and they're not just theoretically learning the material. Hopefully I answered that one.

**Megan Jeffery** - I was at a webinar that mentioned we should not refer to actual businesses and SACs as we have not gotten permission from the businesses. Is this the case, that we have to make up a business that is then inspired by real-life examples? Not that I know of. What's your view on that, Alan? Or do you?

**Alan Wharton** - I was at a webinar and, I think, I don't know. Off the top of my head, I'm thinking if it was a positive example, it's probably not going to be a problem. I can imagine that the issue would be more if you're illustrating a bad example, and maybe if you didn't have all the materials and you were sourcing that and referencing that, that could be an issue with a certain company. In terms of creating SACs, obviously, it's lovely to use in discussions in class real company examples, but maybe a way around that is to create fictitious businesses in your actual SACs to avoid that potential outcome of it being written down.

**Kirsten Furness** - Or alternatively, just making sure that you're using referencing and citations, and using information that is available publicly. So, it might be using a section of a newspaper article or using a section of a website. But, again, that referencing and citation. Making sure that you're saying when you've accessed the information. Making sure that you're making a clear link back to the original documentation if it is publicly available. They're the kinds of things that, when you're using information, that you're referencing it appropriately.

**Megan Jeffery** - Yeah. And there's another here about would students need to know actual KPI data for a contemporary case study related to the KPI key knowledge item, i.e., do they need to know the actual data for every single KPI listed in the study design? Or would it be more able to apply each KPI to a contemporary business without needing to know actual KPI data to refer to for every listed KPI?

**Alan Wharton** - Yeah. I think, I'm hoping, it would be against the principles of-

**Megan Jeffery** - No, there's no way we expect them to remember figures.

**Alan Wharton** - We don't want students to rote learn. We want student to be able to apply and understand what it means. So, it'd be more a case of, okay, say, the net profit figures declined by 50%. What does that mean for any business? What is that indicator telling you? And therefore, what could that business consider doing to respond to it? So, I'm hoping that's. It's the application of the knowledge, rather than rote learning facts and figures.

**Megan Jeffery** - In fact, that's what we want to move away from. We do not want them to rote learn. It's pointless. We want them to be able to show they understand and can apply the theory. Yeah.

**Alan Wharton** - Yeah.

**Kirsten Furness** - And it's also, there will be so many businesses, unless it's a publicly listed company, businesses won't typically be publishing their key performance indicators anyway, so unless you're drawing from an annual report. So, say, for example, a business like Qantas. Some of their key performance indicators are going to be far more public, with, say, the shutdown of air travel over the last 2 1/2 years. And some of the staffing issues that they're having at the moment in terms of the number of flights that are being cancelled. Those kind of key performance indicators, where they're appearing in the media or they're appearing in an annual report, they're really great ways in your teaching and learning activities to be able to teach students how to interpret key performance indicators. But do they necessarily then have to rote learn all of that? Not necessarily.

**Megan Jeffery** - Should we do a SAC at the end of the topic or during the topic?

**Alan Wharton** - Just reading that at face glance for myself. Again, this is probably more, rather than a VCAL principle than this is just me as a practising teacher, I personally like to teach the area of study first and allow the students then to demonstrate their understanding. And this is personal preference, probably, more than anything else, that you need to ascertain the level of knowledge the students have of the majority of the key knowledge points. And so, therefore, that would probably align itself with being towards the end. Doesn't have to be every single dot point but align towards the end.

**Megan Jeffery** - You can't possibly assess every single dot point, but it's best they have an overall understanding of the outcome or of the key knowledge and key skills, and then assess it. It's probably easier and more accurate.

**Alan Wharton** - And do you want to do? I can see one about the exam, Megan. In terms of will there be any changes in the future?

**Megan Jeffery** - The exam specs will be published shortly or soon, and there's currently some questions, sample questions, being developed along the lines of the exam. There are no major changes, except the minor ones to the scope of the 10-mark question, which we can probably outline verbally. But yeah. But that will all be published well before the end of this year, and teachers can start looking at those. And there will be sample questions for people to gauge, but very minor changes.

**Kirsten Furness** - There was a question earlier that I think sort of squeezed between two other questions, where it was talking about analysis. What is the best way to answer an analysis question? Should students be drawing on strengths and weaknesses, advantages, disadvantages? I'd probably take this opportunity just to clarify that there is now that glossary of command terms that has been published by VCAL. And so that's where, when you're actually working out how to teach specific skills and when you're supporting your students to understand what these command terms mean, being able to go back to those definitions.

That is going to be common across all subject areas and is also going to be used by teachers of business management as we're all developing our assessments, preparing our students for the exam. That's the best place to be going to be able to get that clarity around, regardless whether it's describe, explain, discuss, analyse, evaluate, going back to that glossary will really be able to help you. And having that glossary available is really great for our subject, particularly now that we do have those consistent skills that are being built across unit 1 to 4. I would like to think that by the end of unit 4, your students are fairly skilled in being able to execute the key skills of the study.

**Megan Jeffery** - Yeah, I mean, those command terms are actually, too, people think of them as being mutually exclusive, but they sort of overlap, too, a bit. Discuss is a very broad term, and there's lots of different ways to discuss. So please don't think of them as all being separate and specific. Sometimes there's overlap.

**Kirsten Furness** - Yeah, and I'm just having a look at what the definition is. Identify components slash elements and the significance of the relationship between them. Draw out and relate implications. Determine logic and reasonableness of the information. And given that analyse is typically a more higher-order skill, it's really around showing the relationship between things, but being able to show the cause that one factor has had on another factor, or what the implications of, say, analyse. I just had a mind blank. Analyse how-

**Alan Wharton** - The relationship between.

**Kirsten Furness** - There you go. So then, it's being able to say, "These are what stars are.”, "These are what skills are." And then being able to think about the relationship between them, or show how a particular management style, what the skills might look like in that context.

**Megan Jeffery** - Yeah, I used to always explain.

**Kirsten Furness** - Analysis.

**Megan Jeffery** - I used always tell students that an analysis is showing how something works. How one thing leads to another, and one thing affects another. So, this leads to this leads to this tends to be a really basic way of explaining it. Yeah.

**Kirsten Furness** - And it's the type of command term where the students also need to be able to respond to the question that's being asked. So, it depends on-

**Megan Jeffery** - What they're being asked.

**Kirsten Furness** - What's being analysed, which does harder to teach when students have, say, lower literacy or they're still in the process of developing those writing skills. But thinking about the relationship between two concepts or thinking about cause and effect or thinking about, like, let's break down how this works, they are all examples of how different aspects of the key knowledge can be analysed.

**Megan Jeffery** - Yeah, and as a participant just made a really good comment. She says, "It really depends on the question," and that's totally right. I always say, "Read the rest of the question, "especially the word after." Yeah, it's really important to have students dissect those questions and make sure it's clear in their head what they're being asked to do. And it's a skill you've got to teach. Yeah.

**Kirsten Furness**- That's a great tip.

**Megan Jeffery** - Yeah.

**Kirsten Furness** - I think we've. Can't see any questions that we've not covered yet.

**Megan Jeffery** - Has anyone got any more?

**Alan Wharton** - Now is the chance.

**Kirsten Furness** - I think we're.

**Alan Wharton** - Okay. Well, if not, and we're happy to stay for a bit to answer any questions that may occur, but hopefully the learning intentions from today's session that hopefully have been achieved. That you do feel comfortable, ready to teach this subject next year and the new study design. Remember, it is a minor review. So, for those of you practising already, you'll have a raft of resources you can already draw upon. Be really clear. The subtle and the changes that have occurred, especially with the skills running across the whole of the units, so being aware that those consistent skills we're drawing upon need to be articulated in all your key knowledge.

But hopefully feeling comfortable that as you go through those study design points, that you can see that it's hopefully a lot of clarity, that we're trying to make it clearer for the students and yourselves to go through that key knowledge, but also a chance for just a bit of refining. So, the workload hopefully won't be too big for you to do that as you go through that whole process. But also hope you can see today as well, we've alluded a lot to the support material, and we really encourage you to hopefully find all that, draw it out for your own time. And so, build up the resources, ready to have a really successful year for next year.

**Kirsten Furness** - We just had a question when we were talking about, we were saying thank you, just saying about looking at the word after. And then we've got someone who's asked about the word after. What we were talking about when reading a question that includes the command term analyse. So, we analyse, and then looking at the next word, 'cause the next word's going to say how or what or the application of. So that's really being able to support your students to pay attention to what it is that's actually being analysed is a really great way of being able to then help them to make a judgement about how to structure that analysis. Are we looking at the relationship between two things? Are we looking about the effect that implementing something has had on something else? Good, I'm glad that you. I'm glad, 'cause that's the kind of thing that when you walk away from this, you're like, I still don't know what they were talking about. So hopefully that. And so, if there's any other questions, you can always keep popping 'em in, and stay on the line for a little bit longer. Yeah.

**Alan Wharton** - So if I want to follow up afterwards, but just thanks, everyone, for your time. I know that this is after school. So, time is precious, and you've probably got lots of important things to get onto, but hopefully that addressed all your questions, you feel more comfortable, more clarity around where you're heading for next year. Again, please look at the resources, as well as the VCAL app. The VCTA will be supporting you as well with additional materials towards at the end of the year and resources. I think I saw the compact edition just recently released, and that had some mention of it as well. So, the great thing about being a part of our dynamic, exciting study is that there's a raft of resource, and so many people really keen and are willing to share their ideas and support you through it. So, if you ticked your button for number one, welcome. You've joined a great study. And for those of you two and three, please keep doing what you're doing. The students obviously love it, and they keep coming back for more, which is wonderful. And hopefully this new reinvigoration will reinvigorate your teaching as well. So, thanks very much for your time.

**Kirsten Furness** - Thanks, everyone. Happy holidays.

**Megan Jeffery** - And thank you to Alan and Kirsten. I'm sure everyone will have walked away from today with knowing a bit more about how to go about next year, but, please, any further questions, please do not hesitate to contact me. I'll refer those that I'm not sure about to subject experts, but my details are currently on the screen, and I can be contacted at the VCAA. Thank you, everyone, and have a great night. Thank you.

**Alan Wharton, Kirsten Furness** - Thank you.

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