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| **COURSE PLAN** | | | | | | | | | | | |
| **Course** | | | | | | Tools to put your small business online | | | | | |
| **Learn Local Organisation** | | | | | | Noweyung Ltd | | | | | |
| **Teacher** | | | | | |  | Date | September 2018 | Version | 1.5 | |
| **Part 1** – **overview** | | | | | | | | | | | |
| **Course description.** Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment | | | | | | | | | | | |
| This course will provide learners with an overview and understanding of the tools and technologies required to put a small business online. Learners will explore the range of options they need to consider in developing and supporting an online business presence. Learners are not required to have developed a business idea prior to this course. The course focusses on the knowledge and skill required to make informed decisions when choosing technologies to support their potential (self) employment. The digital knowledge and skills for online business development underpins the 6 skill shortage areas identified in Gippsland as part of the Strengthening Pathways for Learners in Gippsland Project.  **Background**:  According to the Reserve Bank of Australia there are currently over two million small businesses in Australia.  The ABS defines small businesses as all entities that are independent and privately owned, are managed by an individual or a small number of persons and have less than 20 employees.  This is well over 95 per cent of the total number of firms in the economy. Most of these are micro businesses: almost two-thirds have no employees (the ‘self-employed’) and a further one-quarter have only 1–4 employees. Only around 10 percent of small businesses have between 5 and 19 employees. As workplaces move to becoming smarter and more emphasis is being placed on crowdsourcing of products and people, this course can help our learners to explore the skills, knowledge and tools required to support a small business online.  **Hours**  This is a 35-hour course, including 3 hours work experience.  **Focus and content** The course includes standalone modules that cover the following topics:   1. Digital Basics review 2. Digital Marketing Basics including pitching your idea 3. Websites for a Small Business Essentials 4. Social Media for Small Business 5. Selling online   Learners will have access to workbooks, online materials (Think.Digital, Google Garage, GoDigi) and other resources. Access to guest speakers both online and face-to-face will be investigated.  This course encourages a project-based learning approach and learners will be developing their own project idea or work together on an idea workshopped by the group. See facilitation guide for more information.  **Work experience:**  Work experience is an essential part of this course. This work experience is supervised by our Learn Local trainer and aims to expose our learners to employability skills in a real-world setting. Although opportunities in this field may be more limited, the intention is that our learners will be allocated observational tasks, simulated exercises (e.g. a project of their own) and hands on opportunities where possible.  Priority learner cohorts involved in this program will therefore have the opportunity interact with:  • a range of small business operators or individuals who have successfully taken their business ( ideas) online  • business incubators  • co- working spaces  • learners may also be able to volunteer during or at the conclusion of their program.  Preparation prior to the work experience and an opportunity to debrief afterwards will be related to the employability skills outlined in the session plan for that module. For detailed information on how to proceed with work experience in pre-accredited, please visit: <https://www.education.vic.gov.au/training/providers/learnlocal/Pages/Pre-accredited-Work-Experience.aspx>  **Program and pathways**  The skills acquired in the course will enable learners to explore other pathways into Cert II and III in Information, Digital Media and Technology or Certificate III in Micro Business Operations.  Many of the topics offered in this course provide the foundation skills that can lead into training packages such as Business, Hospitality, Tourism, Travel, and Seafood. All of these areas have been identified as skills shortage areas in Gippsland, and therefore lead to employment outcomes for participants.  The BSBSS00061 Cloud Computing and Digital Skills for Business Skill Set is also an excellent pathway into Cert III in Micro business Operations, for example and covers:  BSBSMB412 Introduce cloud computing into business operations  ICTWEB201 Use social media tools for collaboration and engagement  Some of the small businesses we have worked with identified NEIS – the New Enterprise Incentive Scheme- as their starting point for developing their business idea and getting the support they need. Most JobActives in your region offer this service.  This course is likely to attract learners who have a skill or interest that they want to market online. With the NBN rollout in Gippsland we find that more and more businesses are keen to capitalise on online marketing opportunities and take advantage of the social media and online business optimisation tools freely available through Google, Facebook and other technology companies. They often lack the time or skill to do this themselves, which could in turn translate into job opportunities for our learners. Recent research indicates that Australian women are 23% more likely to start a business online now that they have access to the NBN.  This course also complements work done by NGOs such as the Brotherhood of St Laurence with their Stepping Stones to Small Business (see guidance booklet). This course is applicable to our priority cohorts, particularly to (CALD) women who have a small business, but need a good understanding of the tools, their reach and results as well as the challenges before venturing online. | | | | | | | | | | | |
| **Planning and consultation.** Process undertaken for course development/improvement | | | | | | | | | | | |
| This course has been developed in direct response to the #Gippslanddigital project course delivery feedback, particularly the digital marketing course. Our learner cohorts have been small business owners, young people, indigenous learners as well as women wanting to sell or work online.  This course was partially designed using a co-design process. Teachers interested in teaching next generation digital technologies completed a survey to nominate topics they saw as most important to the content of this course. This was followed up by a session with the teachers workshopping strategies, adapting content while supported by our Think.Digital partner.  The course is part of a suite of digital technology courses that underpin the 6 skill shortage areas in Gippsland and therefore are more likely to lead to employment outcomes for participants.  The Gippsland regional workforce plan predicts that the shift to online technology may change the skills required of the retail workforce, making an understanding of what is involved in selling online a marketable skill for anyone aiming to work in the retail industry. | | | | | | | | | | | |
| **Prerequisites. E.g. computer skills and access, literacy/numeracy levels etc.** | | | | | | | | | | | |
| Learners need a basic to intermediate level of digital literacy, such as the Intel Learn Easy Steps course, particularly units 3, 4 and 5.  Learners who are interested in developing a business idea would also benefit from the optional Intel Learn Easy Steps modules around Exploring Entrepreneurship and Market your Business units (10 hrs) which could be completed as part of their ILES course.  Learners should be approaching ACSF Level 3 as this level is regarded as the “minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy”. (See http://www.bksb.com.au/australian-core-skills-framework/). | | | | | | | | | | | |
| **Teacher skills.** Skills, experience, qualifications needed | | | | | | | | | | | |
| Experience in teaching digital technologies to adults preferable.  Working knowledge of digital marketing, social media and web development tools preferable.  Understanding of business concepts an advantage.  Suitable skills and knowledge relevant to the course would also be the completion of the relevant units in the Google Digital Garage suite of online courses. | | | | | | | | | | | |
| **Pre-accredited learners** *select options below that apply* | | | | | | | | | | | |
| ☒ | | | | people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language | | | | | | | |
| ☒ | | | | people who have been marginalised and have not accessed education, training and employment | | | | | | | |
| ☒ | | | | people who have experienced barriers to education in the past and need intensive support to re-engage with learning | | | | | | | |
| ☒ | | | | people who have limited access to learning opportunities e.g. rural | | | | | | | |
| ☒ | | | | other (please describe below)  In particular the following priority learner cohorts as outlined in the #Gippslanddigital program | | | | | | | |
|  | | | | * Early school leavers * Low skilled and vulnerable workers * Underemployed / unemployed people | | | | | | | |
| **Outcomes.** What do you want your learners to know and be able to do as a result of the course? | | | | | | | | | | | |
|  | | **At the end of the course learners will:**  Describe their understanding of basic digital technology tools and concepts required for this course  Plan a basic digital marketing strategy based on understanding how technology can drive customer engagement  Recognise the seven essentials aspects of good website design  Explain the benefits of search engine optimisation  Explain how social media tools can grow a business online  Recognise different e-commerce models and how they support business  Confidently present an idea/ strategy in putting a business online | | | | | | | | | |
| **Employability.** What employability skills will you address? What strategies will you use to build learners’ employability skills? | | | | | | | | | | | |
|  | | ☒ | | | **Speaking and listening** | | | | | | |
|  | | | Liaising with classmates and teachers /mentors / vendors to determine requirements and negotiate access  Discuss and explain the benefits of particular tools and strategies in developing and online business presence  Develop clear, focussed and well-articulated presentation skills  Give and receive constructive feedback. | | | | | | |
| ☒ | | | **Reading and writing** | | | | | | |
|  | | | Read and interpret manuals and online instructions  Produce user documents | | | | | | |
| ☐ | | | **Numeracy** | | | | | | |
|  | | | Numeracy is not a focus in this course. | | | | | | |
| ☒ | | | **Teamwork** | | | | | | |
|  | | | Learner works as part of a small group in the project business objectives activity to meet team requirements.  Pair work and group work as learners demonstrate apps or help each other with various tools.  Clarify group / task goals with teachers and clarify own responsibilities in completing the task / project. | | | | | | |
| ☒ | | | **Problem solving** | | | | | | |
|  | | | Determine which tools /strategies are the best fit for a specific function in the context of developing and online business presence.  Learner works with a team to plan and develop a presentation/ pitch for the business objectives activity.  Maintains up-to-date knowledge as required through Google garage. | | | | | | |
| ☒ | | | **Initiative and enterprise** | | | | | | |
|  | | | Learner shows initiative in using LinkedIn to translate experience into action by creating a profile that will interest employers.  Leaner is creative and innovative in his presentation of the information.  Learner has opportunities to apply their learning to their or others’ ideas and translate these into actions. | | | | | | |
| ☒ | | | **Planning and organising** | | | | | | |
|  | | | Learner works with a team to plan presentation of the business objectives activity.  Goals are clarified and agreed to with teacher / mentor and or potential client.  Together with the teacher plan processes and stages of working through Google Garage activities.  Carry out tasks to meet timelines and priorities.  Review effectiveness of plan in achieving goals, such as the Google Garage certification. | | | | | | |
| ☒ | | | **Self-management** | | | | | | |
|  | | | Learner takes responsibility to complete various Google Garage activities.  Learner contributes to group activities.  Learner follows instructions. | | | | | | |
| ☒ | | | **Learning** | | | | | | |
|  | | | Learner identifies gaps in learning and how to find the required information by continuing to work through Google Garage, focusing on topics that will help them better understand the new concepts they are encountering, and in doing so being open to new ideas and techniques.  Accept opportunities to learn new ways of doing things and implement changes with support.  Monitor progress towards achieving goals. | | | | | | |
| ☒ | | | **Technology** | | | | | | |
|  | | | Learner selects and confidently uses digital technology for a variety of project-based tasks related to online business tools.  Use digital systems and tools to complete tasks, and to access and manage personal and work-related information. | | | | | | |
| **Delivery.** What teaching and learning approaches will you use? | | | | | | | | | | | |
|  | | Teaching will be face-to-face with online support and will include:  Demonstration of tasks to be completed  Discussions  Group collaboration and project-based learning  Scenarios  Written work such as preparation of lists  Internet research  Guest speakers both online and in class time | | | | | | | | | |
| **Achievement of outcomes.** How will you measure the outcomes? | | | | | | | | | | | |
|  | | Project completion: learners will develop a project idea and present their learning in the form of a 45 second pitch at the conclusion of the course.  Learners will be encouraged to set themselves up on Google Garage and work through the various tasks in the program to develop a demonstration site either as individuals or a group.  Learner reflection and feedback  Teacher observations.  Feedback from guest speakers. | | | | | | | | | |
| **Evaluation.** How will you evaluate the effectiveness of the course and plan improvements? | | | | | | | | | | | |
|  | | | Learner feedback – learner plan part B.  Teacher reflections  Feedback from external agencies.  Peer review – Course Moderation  Learner attendance.  Number of volunteer / traineeship positions. | | | | | | | | |
| **Acknowledgement.** How will you acknowledge what learners have achieved? | | | | | | | | | | | |
|  | | | Certificate of Participation and graduation.  Report in local paper | | | | | | | | |
| **Pathways.** Where will this course lead for most learners? How can you provide support? | | | | | | | | | | | |
|  | | | **Internal pathway** | | | | | | | | |
| This course is the second in a suite of #Gippslanddigital courses that will provide learners with the knowledge and skills to succeed in online work and learning. Other short courses available will be:  Virtual and augmented reality to promote your business  Digital photography  360-degree photography  Digital marketing  Courses on the **A-frame Exchange** that can be adapted / included  Introduction to Small Business developed by Bacchus Marsh Community College (20 hrs)  Web Sites for Small Business developed by Buchan Neighbourhood House ( 20 hrs) | | | | | | | | |
| **External pathway** | | | | | | | | |
| The skills acquired in the course will provide learners with essential knowledge and skills that will help them to explore other pathways into Cert II and III in Information, Digital Media and Technology.  Many of the subjects offered in this qualification are electives in a range of training packages such as Business, Hospitality, Tourism, Travel, and Seafood. All of these areas have been identified as skills shortage areas in Gippsland, and therefore are more likely to lead to employment outcomes for participants.  We are working with Federation Training to establish which accredited courses they will be offering in 2018/ 2019 that will facilitate a study pathway at a level appropriate to our learners skills and knowledge. Other local pathways into courses offered by Learn Local RTOs are also being investigated.  Employment, volunteer or intern opportunities in a business. | | | | | | | | |

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|  | **Support provided** |
| Organisation’s staff and close collaboration with regional Training Information Pathways Services (TIPS).  Volunteering and supervised work experience opportunities.  Guest speakers and career and further study advice from TIPS and Federation Training. |

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| Some options to consider for course planning  Tick any options you plan to use: | | | | | |
| **How** | | **How** | | **How** | |
| **Employability**  *embedding skill development* | | **Delivery**  *teaching and learning methods* | | **Achievement**  *ways of gathering evidence* | |
| **Embed processes** | | ☒ | group presentation and discussion | ☒ | demonstration |
| ☒ | group work and active learning | ☒ | group and pair activities | ☒ | questioning and discussion |
| ☒ | team projects | ☐ | demonstration by tutor or learner | ☐ | interview |
| ☒ | problem-based challenges | ☐ | modelling by tutor or learner | ☒ | group work |
| ☐ | planning, scheduling and monitoring | ☐ | games | ☐ | scenario |
| ☐ | learning-to-learn modelling | ☒ | self-directed worksheets or units | ☐ | case study |
| ☒ | computer-based tasks and products | ☒ | lecture style presentation | ☒ | problem and solution |
| **Build explicit skills** | | ☐ | DVD-based activities | ☐ | role play |
| ☒ | using email, phone and web tools for group tasks | ☐ | case studies | ☐ | self assessment |
| ☒ | time management | ☒ | web-based activities | ☐ | journals |
| ☒ | dealing with different opinions | **Add others** | | ☐ | written test |
| ☒ | brainstorming and mapping |  | | ☐ | online quiz |
| ☒ | task and project planning | ☒ | portfolio |
| ☒ | work-group collaboration methods | ☒ | action plan |
| ☒ | Internet researching | ☒ | project |
| ☒ | organising learning | ☐ | research and data collection |
| ☒ | decision-making in groups (including meetings) | ☐ | observation |
| **Add others** | | **Add others** | |
|  | |  | |
| **How** | | **Which** | | **Where to** | |
| **Evaluation**  *improving the course* | | **Acknowledgement**  *recognising achievement* | | **Pathways**  *providing pathway support* | |
| ☒ | learner feedback sheet | ☒ | certificate of participation | ☒ | discussion of needs and aspirations via Learner Plan |
| ☒ | monitoring during the course | ☐ | exhibition of work | ☐ | class discussion of internal and external options |
| ☐ | group interviews | ☐ | demonstration | ☐ | Internet links |
| ☐ | in-course reviews (strengths, issues) | ☐ | publicity | ☒ | careers advisors |
| ☒ | post-course surveys | ☒ | film, computer or oral presentation | ☒ | other programs, other providers |
| ☐ | benchmarking other courses | ☐ | performance | ☐ | community advertisements |
| ☐ | feedback from critical friends | ☐ | letter, note, email | ☒ | mentoring |
| ☒ | client feedback (employers/community) | ☒ | skills portfolio | **Add others** | |
| **Add others** | | ☒ | community recognition |  | |
|  | | **Add others** | |
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