

# Industry and Enterprise

Victorian Certificate of Education Study Design

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2012–2016

The accreditation period commences on 1 January 2012.

### **Other sources of information**

The *VCAA Bulletin VCE, VCAL and VET* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin VCE, VCAL and VET*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin VCE, VCAL and VET*. The *VCAA Bulletin VCE, VCAL and VET* is sent in hard copy to all VCE providers. It is also available as an e-newsletter via free subscription on the Victorian Curriculum and Assessment Authority's website at: <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>.

To assist teachers in assessing School-assessed Coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The companion document to the assessment handbook 'Administrative Procedures for Assessment in VCE Studies' is available on the Victorian Curriculum and Assessment Authority's website at: <[www.vcaa.vic.edu.au/vce/generaladvice/index.html](http://www.vcaa.vic.edu.au/vce/generaladvice/index.html)>.

The current *VCE and VCAL Administrative Handbook* contains essential information on assessment processes and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## **SCOPE OF STUDY**

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects throughout the four units. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake.

Integral to this study are work-related skills, which cover a range of skills that are seen as being important for entry-level employees to develop and for life generally. Students develop work-related skills across a range of personal, community and work settings.

## **RATIONALE**

VCE Industry and Enterprise develops skills and encourages appropriate attitudes and behaviour in students that allow them to recognise opportunity, manage risks and mobilise resources in relation to community and work settings.

Career pathways today are complex and ever changing and traditional meanings of work are no longer applicable to all careers. VCE Industry and Enterprise enables students to develop personal career goals and pathways and encourages them to develop enterprising behaviour in personal, work, social and community settings.

## **AIMS**

This study enables students to:

- understand, develop and demonstrate work-related skills in order to participate effectively within a local and global setting
- develop personal career goals and pathways
- use experience from appropriate community and/or work settings to develop their own values in relation to work

- develop individual enterprising behaviour in personal, work, social and community settings
- consider the development of enterprise culture in work and/or community settings and its potential impact on Australian industry
- develop an informed view about changes occurring in Australian industry with reference to emerging issues, new perspectives and future challenges which have a direct impact on work.

## STRUCTURE

The study is made up of four units.

Unit 1: Workplace participation

Unit 2: Being enterprising

Unit 3: Enterprise culture

Unit 4: Industry change and innovation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## DURATION

Units 1, 2 and 3 each consist of no fewer than 65 hours, 35 of which form compulsory structured workplace learning, and 30 hours of scheduled class time. Unit 4 consists of at least 50 hours of scheduled classroom instruction.

## CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin VCE, VCAL and VET*. The *VCAA Bulletin VCE, VCAL and VET* is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin VCE, VCAL and VET*.

## MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of VCE Industry and Enterprise to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

This study may involve the handling of potentially hazardous substances and the use of potentially hazardous equipment. Prior to commencing any work placement, students must be adequately prepared to meet Occupational Health and Safety (OH&S) requirements. All students must complete the appropriate OH&S training. As a minimum this would be the Department of Education and Early Childhood Development's safe@work program (see page 14).

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

In designing courses for this study teachers should incorporate information and communications technology (ICT) where appropriate and applicable to the teaching and learning activities.

**EMPLOYABILITY SKILLS**

This study offers a number of opportunities for students to develop employability skills. The 'Advice for teachers' section provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

**LEGISLATIVE COMPLIANCE**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

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 performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the 'Advice for teachers' section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current *VCE and VCAL Administrative Handbook* for authentication procedures.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Industry and Enterprise students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report students' level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Industry and Enterprise are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

# Characteristics of the study

The nature of work and work settings within the wider work environment are constantly changing. In recent years there has been a new focus on the knowledge and skills that young people need to develop as they progress through school to work and post-school education and training. The development of work-related skills needs to be viewed in light of these transitional points.

VCE Industry and Enterprise approaches the development of work-related skills on two levels:

- the students' observation of the development and practice of work-related skills in the workplace
- the development of the students' own work-related skills throughout the course, including their own activities during school as well as during structured workplace learning, and enterprise projects and activities, and in community settings.

## **WORK-RELATED SKILLS**

'Work-related skills' is an umbrella term for a suite of skills considered essential for effective participation not only in work but in life generally. The development of work-related skills is a lifelong process and occurs in a range of personal, community and work settings, including formal and informal education.

There is an ever-increasing expectation that individuals should be more effective workplace participants with well-developed work-related skills. Effective enterprising behaviour relies on a simultaneous demonstration of a suite of enterprise capabilities and employability skills. In addition, lifelong learning and the development of leadership skills all play a part in developing work-related skills.

For the purposes of this study, enterprise capabilities and employability skills are subsets of work-related skills.

### **Being enterprising**

Being enterprising involves recognising appropriate enterprise capabilities as well as relevant skills acquisition and development. It then follows that putting these skills into practice will help foster an enterprise culture.

An enterprise culture is one that proactively meets challenges by supporting effective communication, whereby participants are encouraged to be adaptable, demonstrate initiative, solve problems and take on leadership roles.

Enterprise capabilities are a subset of work-related skills. A suite of five enterprise capabilities has been developed for the purposes of this study. This suite has been drawn from commonly accepted lists of enterprise skills, capabilities and behaviours utilised throughout Australia as well as internationally. Students may demonstrate enterprise capabilities in a variety of personal, community and work settings as well as through their structured workplace learning, and enterprise projects and activities.

Students are likely to demonstrate more than one of the enterprise capabilities at any one time. It should be noted that these enterprise capabilities do not form a definitive checklist and that other capabilities might also be a part of one or more of these five categories.

### Enterprise capabilities

1. **Adaptability:** being flexible, learning new skills, developing industry-specific competencies, embracing change, accepting challenges, seeking innovation and working with others.
2. **Initiative:** identifying opportunities, being proactive, creating ideas, using new technologies, asking questions, seeking feedback, accepting responsibility and working with others.
3. **Communication:** building interpersonal skills, using ICT devices, demonstrating cross-cultural skills, developing a professional and/or technical vocabulary and working with others.
4. **Managing and leading:** taking charge, managing oneself, managing others, planning and organising, managing risk, using resources effectively, working sustainably, reviewing performance, being socially responsible and working with others.
5. **Problem-solving:** analysing issues, making decisions, dealing with change, resolving conflict and working with others.

### Employability skills

The Employability Skills Framework was developed as part of a national project *Employability Skills for the Future*, 2002. The project drew on and synthesised work conducted since the Mayer Key Competencies (1992) were developed and implemented.

The Employability Skills Framework identifies a set of personal attributes and a set of employability skills that are both seen as important in contributing to overall employability. The mix and priority of these skills will vary across jobs.

Employability skills are defined as ‘Skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions.’ (*Employability Skills for the Future*, 2002.)

The Employability Skills Framework identifies eight key skill areas:

- **Communication:** This skill is crucial across all levels of employment. Communication skills contribute to a harmonious workplace and better customer relations.
- **Teamwork:** The importance of teamwork is emphasised as employees must be able to work as members of a team contributing to workplace relations and productivity.
- **Problem solving:** An essential skill in both entry level and existing employees. The mix of problem-solving skills required varies according to the complexity of the job and the types of problems encountered.
- **Initiative and enterprise skills:** These skills aid personal and business performance. Employees should be able to see emerging issues and anticipate the implications.
- **Planning and organising:** Planning and organising skills have been identified as essential skills for employees. Enterprises need employees who can manage their own time and plan how to carry out tasks efficiently.

- **Self-awareness:** The ability to self-evaluate work is crucial. This skill helps employees fit into the workplace and perform more effectively.
- **Learning:** Ongoing learning is seen as being an important skill that supports employees' ongoing development and employability. This skill is an important contributor to managing and being comfortable with change in the workplace.
- **Ability to work with technology:** It is important for employees to have basic computer skills and a willingness to retrain and adapt to rapid technological changes.

### **SELF-ASSESSMENT**

In VCE Industry and Enterprise monitoring the development of work-related skills is critical. Students' ability to reflect on, collect, analyse and organise information about the way they operate in a group situation is a sophisticated set of skills that they need to learn.

Self-assessment is an invaluable tool for developing work-related skills and schools should have strategies to assist students to develop systematic self-assessment of their work-related skills. The process of self-assessment can be taught by providing a context and a structure that facilitates improvement in work-related skills.

As students move from unit to unit, improvement in their self-assessment skills should become apparent. The 'Advice for teachers' section provides more detail on self-assessment and a sample self-assessment pro forma.

### **WORKPLACE LEARNING**

This study requires students to undertake structured workplace learning in educational, community and/or industry settings. Students develop their work-related skills and observe, investigate and reflect on activities and issues related to their structured workplace learning.

Prior to their structured workplace learning all students must have completed the required Occupational Health and Safety (OH&S) training from the safe@work program. This includes both the general and industry specific modules. The safe@work program is valid for twelve months. If students have previously completed the safe@work program, they need only complete the update module. Where a student is working in a different industry from the one in which they had any previous structured workplace learning, they must also complete the relevant industry module for the industry in which they will be working.

If a VCE Industry and Enterprise student is also undertaking a VET program, they must meet the minimum OH&S requirements for that VET program.

#### **Appropriate structured workplace learning settings**

The nature of the structured workplace learning should be negotiated between the student, school and the workplace where appropriate. The method of implementation is a matter for local decision. Organisational arrangements will vary from school to school. The accommodation of structured workplace learning within timetable arrangements will need to be considered when planning to offer this study.

Structured workplace learning can be undertaken:

- in a workplace
- in community-based workplaces
- through participation in community enterprise projects and activities
- through ongoing, short-term or one-off structured student-initiated enterprise projects in the school or community
- through students' part-time or casual work out of school hours which may be paid or unpaid
- through on-the-job training as part of a school-based apprenticeship or traineeship.

It is important to note that regardless of the setting in which the structured workplace learning is undertaken, the current legislation must be complied with in relation to the placement of students in work settings. Schools should refer to the *Education Act 1958* – Ministerial Order No. 55 Structured Workplace Learning Arrangements, which is available on the Workplace Learning page, Department of Education and Early Childhood Development (DEECD) at: <[www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm)>.

Structured workplace learning must constitute a minimum of 35 hours in each of Units 1, 2 and 3, so that students are able to demonstrate achievement of the relevant outcomes in these units.

The structured workplace learning must include a framework that clearly establishes its contribution to demonstration of the outcomes and the related assessment procedures for the unit. This framework must be established prior to the structured workplace learning.

#### **Tasks to be completed during structured workplace learning**

To meet the requirements of this study effectively and to provide meaningful structured workplace learning, all students must:

- successfully complete appropriate Occupational Health and Safety training (safe@work modules or VET OH&S modules) prior to the commencement of the structured workplace learning
- effectively complete a minimum of 35 hours of structured workplace learning in an appropriate setting
- negotiate with the employer/supervisor the nature of the work to be undertaken
- identify and apply relevant work-related skills in the workplace
- identify the development of their work-related skills, including the use of self-assessment before, during and after the structured workplace learning
- maintain a daily record of tasks completed in the workplace learning journal and/or an enterprise project and activity evaluation, including work-related skills practised during the structured workplace learning, and obtain an assessment of performance
- report on and describe the experience of work, reflecting on the placement as a setting for work, including the development of their work-related skills.

# Unit 1: Workplace participation

This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings as well as entry-level requirements associated with work in selected industries.

Students research a work-related issue, and consider strategies related to the development of interpersonal skills and effective communication to deal with the selected issue.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

## **AREA OF STUDY 1**

### **Building a career pathway**

In this area of study students are introduced to important career pathways concepts, especially career development and lifelong learning. Students begin to lay the foundations for the development of work-related skills by actively exploring their own individual career goals and pathways, and develop techniques that assist them to source suitable work opportunities. Students also investigate the nature of work by analysing industry and employment trends as well as current and future work options.

As part of this area of study students must complete the appropriate OH&S induction program in preparation for structured workplace learning which is undertaken in Area of Study 2.

### **Outcome 1**

On completion of this unit the student should be able to investigate career pathways and analyse current and future work options.

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

### *Key knowledge*

- the notion of career, including the concepts of career development, multiple career pathways and lifelong learning
- techniques for developing personal career goals and pathways
- personal and social competencies
- entry-level OH&S requirements
- methods for sourcing work, including online, networking and support agencies
- personal, generational and community values and attitudes to work
- career data and information
- future industry growth areas and emerging employment trends and the likely impact on individuals and work settings.

### *Key skills*

- accurately use relevant terminology
- research and report on a range of personal career goals and pathways
- identify personal and social competencies
- demonstrate competency in entry-level OH&S requirements
- collate and organise statistical data related to employment
- analyse the likely impact of future industry growth areas and emerging employment trends on individuals and work settings.

## **AREA OF STUDY 2**

### **Developing work-related skills**

This area of study introduces students to a range of work settings in Australian society. Work in the context of this study includes all paid and unpaid work, including voluntary work and self-employment.

Students discuss the way that work is viewed as a productive activity by researching and reporting on a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements associated with work in selected industries.

Students explore the importance of work-related skills and apply their developing skills by completing at least 35 hours of structured workplace learning. Appropriate structured workplace learning settings are detailed on page 15 of this study design. As part of their structured workplace learning, students maintain a workplace learning journal and/or an enterprise project and activity evaluation.

### **Outcome 2**

On completion of this unit the student should be able to explain the entry-level requirements for obtaining work in a selected industry, and discuss the importance of developing personal work-related skills.

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

*Key knowledge*

- an overview of the range of work settings
- the way that work is viewed as a productive activity in society and makes an economic contribution in diverse work settings
- the importance of work-related skills, including the relationship with personal and social competencies and their significance for work settings
- job tasks and processes for occupations in work settings
- work-related skills required for specific work tasks
- entry-level requirements for obtaining work in selected industries: generic knowledge and skills, education and training.

*Key skills*

- accurately use relevant terminology
- research and report on a range of work settings
- discuss the importance of developing work-related skills
- undertake self-assessment
- investigate work-related skills required for specific work tasks
- summarise entry-level requirements for obtaining work in a selected industry.

**AREA OF STUDY 3****Workplace effectiveness**

An important aspect of workplace success is the ability for participants in the workplace to develop strategies that enable them to deal effectively with workplace issues.

Students research work-related issues concerned with the basic rights and responsibilities of employers and employees, including OH&S requirements for specific workplaces, the role of unions in the workplace and equal employment opportunity. They consider strategies related to the development of work-related skills and investigate how these strategies can be used to effectively deal with a work-related issue.

**Outcome 3**

On completion of this unit the student should be able to explain a work-related issue for a selected occupation in a specific workplace, and discuss ways that work-related skills may be used to deal with this issue.

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

*Key knowledge*

- workplace rights and responsibilities, including OH&S requirements for specific workplaces
- the role of equal employment opportunity and its significance for workplace participants
- an overview of the role of unions in the workplace
- strategies to work effectively with others in the workplace, including the development of interpersonal skills and effective communication
- the use of work-related skills to deal with work-related issues.

*Key skills*

- accurately use relevant terminology
- research work-related issues
- explain one work-related issue for a specific workplace
- evaluate the effectiveness of work-related skills in dealing with a workplace issue
- discuss the use of work-related skills to deal with the selected work-related 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 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 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 selected from the following:

- a career investigation
- a career profile
- a work-related skills portfolio
- a self-assessment
- a workplace investigation
- a workplace learning report
- a multimedia presentation
- an essay
- a test.

## Unit 2: Being enterprising

In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Students learn that enterprising and leadership behaviours are vital for success in diverse personal, work and community settings. All work settings exist within a wider industry context and ongoing workplace enterprise and innovation are pivotal to industry success. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills.

As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviours are applied in selected work settings within this industry. They also explore the role of work-related skills in supporting innovation in this industry.

Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider how the industry has responded in an enterprising way.

After completing the relevant OH&S induction program, students demonstrate the practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning. In Unit 2 students are strongly encouraged to undertake one or more enterprise projects or activities as part of their 35 hours of structured workplace learning.

### AREA OF STUDY 1

#### **Enterprising individuals and leadership**

In this area of study students closely examine the relationship between enterprising behaviour and leadership shown by individuals in different settings.

Students investigate the characteristics and qualities of enterprising individuals and analyse strategies for developing enterprising behaviour in personal, social and community settings. They consider the characteristics of leadership, including mentoring and coaching, and examine the relationship between enterprising behaviour, leadership and the development of an individual's work-related skills in personal, social and community settings.

**Outcome 1**

On completion of this unit the student should be able to identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership.

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

*Key knowledge*

- the characteristics of enterprising behaviour in individuals
- strategies to develop enterprising behaviour in individuals in personal, social and community settings
- enterprising behaviour by individuals in personal, social and community settings
- characteristics of leadership
- leadership behaviour by individuals in personal, social and community settings, including mentoring and coaching
- the relationship between enterprising behaviour and leadership.

*Key skills*

- accurately use relevant terminology
- identify and discuss enterprising behaviour in individuals
- analyse strategies for developing enterprising behaviour in personal, social and community settings
- apply theory to simulated situations
- use a planning process to support the development of leadership in individuals
- describe the characteristics of leadership
- discuss the importance of developing work-related skills
- explain the relationship between enterprising behaviour and leadership.

**AREA OF STUDY 2****Enterprise and innovation in industry**

This area of study investigates the wider industry environment in which workplaces operate. Students consider the characteristics of a selected industry, including its classification, key stakeholders and major trends, using statistics where appropriate.

Students evaluate the extent to which enterprising behaviours are applied in selected work settings within an industry and identify the characteristics of innovation. They explore the relationship between enterprise and innovation in work settings within an industry and examine the role of work-related skills in supporting innovation in the industry.

Students are required to complete at least 35 hours of structured workplace learning. Appropriate structured workplace learning settings are detailed on page 15 of this study design. Students must maintain a suitable workplace learning journal and/or an enterprise project and activity evaluation.

**Outcome 2**

On completion of this unit the student should be able to describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviours are applied in selected work settings within this industry, and explain the role of work-related skills in supporting innovation in the industry.

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

#### *Key knowledge*

- industry classification methods, including primary, secondary, tertiary and Australian Bureau of Statistics (ANZSIC 2006) industry classification system
- major stakeholders in industries
- basic statistical profile of major industry sectors, including size, composition, employment levels and patterns, and the development and decline of selected industries
- enterprising capabilities in work settings within an industry
- people-based and technology-focused innovation in an industry or a work setting
- the relationship between innovation and work-related skills within an industry.

#### *Key skills*

- accurately use relevant terminology
- use correct industry classification methods
- apply theory to simulated situations
- summarise statistical data related to specific features of major industry sectors
- evaluate the extent to which enterprising capabilities are applied in selected work settings
- describe the characteristics of innovation
- explain the role of work-related skills in supporting innovation.

### **AREA OF STUDY 3**

#### **Industry issues**

Students undertake an investigation of a significant issue facing an Australian industry. Teachers should select for investigation one or more of the following significant issues that are having an impact on Australian industry: globalisation, technological change, environmental issues or any other current issue.

Students consider the impact of the selected issue on an industry and the changing role of industry stakeholders in relation to this issue. They explore how the industry has responded in an enterprising way to the selected issue and the importance of work-related skills in formulating this response.

#### **Outcome 3**

On completion of this unit the student should be able to analyse the impact of one or more significant issue/s on an Australian industry and discuss how the industry has responded to the issue/s in an enterprising way.

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

#### *Key knowledge*

- characteristics of a significant issue that is having an impact on an Australian industry
- the impact on the industry of the significant issue
- responses to the issue from the industry generally and from work settings within the industry
- the changing roles of industry stakeholders, including workers, in relation to this issue
- the importance of developing work-related skills to respond effectively to this issue.

### *Key skills*

- accurately use relevant terminology
- investigate an issue facing an Australian industry
- analyse the impact of the issue on an Australian industry
- describe the changing role of industry stakeholders in response to the selected issue
- discuss how an industry responds to the selected issue in an enterprising way
- apply a problem-solving process to develop an enterprising response to a selected issue
- explain the importance of developing work-related skills to respond effectively to the selected 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 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 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 selected from the following:

- an industry investigation and profile
- an interview and a personal profile
- a work-related skills portfolio
- a self-assessment
- a workplace investigation
- a workplace learning report
- a multimedia presentation
- an essay
- a test
- a case study.

## Unit 3: Enterprise culture

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students' exploration of the importance of work-related skills.

Students examine enterprise culture by undertaking an investigation of the behaviour of enterprising stakeholders, enterprising approaches to safety and the role of leadership and teamwork in relation to community and/or work settings.

Students explore the role and impact of four forces for change: the management of quality, workplace flexibility, technology, and training and workplace learning, in developing an enterprise culture within an industry.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

### **AREA OF STUDY 1**

#### **Enterprise culture**

This area of study focuses on the development of an enterprise culture within community and/or work settings. Students investigate enterprise culture in a community and/or work setting and consider how the development of work-related skills by individuals contributes to an enterprise culture. They examine enterprising stakeholder behaviour, the role of leadership and teamwork, enterprising approaches to safety, and methods used to evaluate the development of enterprising capabilities in relation to community and/or work settings.

Students are required to complete at least 35 hours of structured workplace learning. Appropriate structured workplace learning settings are detailed on page 15 of this study design. Students must maintain a suitable workplace learning journal and/or an enterprise project and activity evaluation.

**Outcome 1**

On completion of this unit the student should be able to describe and discuss enterprise culture in a community and/or work setting, and explain how the development of work-related skills by individuals contributes to an enterprise culture.

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

*Key knowledge*

- enterprise culture in relation to community and/or work settings
- stakeholders in community and/or work settings
- the role of leadership and teamwork in developing an enterprise culture in community and/or work settings
- enterprising approaches to safety in community and/or work settings
- enterprising behaviours by stakeholders in community and/or work settings
- the impact that the development of work-related skills has on building an enterprise culture in community and/or work settings.

*Key skills*

- accurately use relevant terminology
- discuss the extent to which enterprise culture has been developed in a community or work setting
- identify and explain enterprising behaviours by stakeholders
- evaluate whether a community or work setting has developed an enterprise culture
- explain how the development of work-related skills in individuals contribute to an enterprise culture.

**AREA OF STUDY 2****Creating an enterprise culture**

In this area of study students explore how forces for change – the management of quality, workplace flexibility, technology, and training and workplace learning – contribute to the development of an enterprise culture in work settings. Students consider key features related to these forces for change, and identify and discuss examples of enterprising responses within one or more industries. Students examine the importance of training and lifelong learning for individuals, and consider the relationships between work-related skills and each of the forces for change.

**Outcome 2**

On completion of this unit the student should be able to discuss the role of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries.

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

*Key knowledge*

- management of quality:
  - in relation to work tasks and work processes
  - quality control, quality assurance and the principles that operate within these processes
  - enterprising responses in the management of quality processes in work settings within an industry
  - the relationship between work-related skills and the management of quality processes
- workplace flexibility:
  - numerical flexibility and functional flexibility
  - flexible work arrangements
  - enterprising flexible work arrangements in work settings within an industry
  - the relationship between work-related skills and workplace flexibility
- technology:
  - in relation to work tasks and work processes
  - types of work-related technologies and their roles in different work settings
  - enterprising responses in the use of technology for work tasks and work processes in work settings within an industry
  - the relationship between work-related skills and the use of technology
- training and workplace learning:
  - lifelong learning
  - types of formal and informal training and workplace learning
  - the process of developing industry-specific competencies in employees
  - enterprising training responses in work settings within an industry
  - the relationship between work-related skills and effective workplace training.

*Key skills*

- accurately use relevant terminology
- identify and discuss examples of enterprising responses to forces for change
- explain the relationship between work-related skills and each of the forces for change
- discuss the forces for change in work settings within one or more industries.

**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 online 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.

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 the assessment handbook published online 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 teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable 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
<p><b>Outcome 1</b> Describe and discuss enterprise culture in a community and/or work setting, and explain how the development of work-related skills by individuals contributes to an enterprise culture.</p>	50	<p>The student's performance on each outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"> <li>• a workplace learning report</li> <li>• a case study</li> <li>• an essay</li> <li>• a report</li> <li>• a test.</li> </ul>
<p><b>Outcome 2</b> Discuss the role of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries.</p>	50	
<b>Total marks</b>	<b>100</b>	

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

## Unit 4: Industry change and innovation

Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

Innovation is a key agent of change for Australian industries. Students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry, and examine the relationships between technology, training and innovation in developing an enterprise culture.

### AREA OF STUDY 1

#### Pressures and opportunities for change

In this area of study students explore pressures and opportunities for change and responses to change in a selected Australian industry. Students investigate how industry responses to pressures and opportunities for change have affected stakeholders, and examine the relationship between industry responses and developing the work-related skills of the workforce.

#### Outcome 1

On completion of this unit the student should be able to describe and analyse pressures and opportunities for change, evaluate responses to change in an Australian industry, and discuss how development of work-related skills assists the industry in responding to change.

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

#### *Key knowledge*

- pressures and opportunities for change:
  - the role of government in promoting change in an Australian industry
  - international competitiveness: Australia's participation in global trade, the influence of the value of the Australian dollar and patterns in Australian trade
  - changing societal values and attitudes on issues related to work practices within Australian industry
  - environmental sustainability within industry and the effects of changing patterns in the use of natural resources

- industry responses to pressures and opportunities for change
- the impact on workplace stakeholders of industry responses to change
- the relationship between industry responses and the development of the work-related skills of the workforce.

#### *Key skills*

- accurately use relevant terminology
- describe pressures and opportunities for change
- analyse statistical data related to the pressures and opportunities for change
- evaluate an industry's responses to pressures and opportunities for change
- discuss the impact on stakeholders of industry responses to change
- discuss the relationship between industry responses and the development of work-related skills of the workforce.

## **AREA OF STUDY 2**

### **Innovation**

This area of study focuses on the role of innovation within a selected Australian industry. Students consider innovation in the workplace and the role of government policy in supporting workplace innovation. They examine the relationships between technology, training, and innovation in developing an enterprise culture. They research and use evidence to evaluate enterprising responses for innovation in a selected Australian industry. Students explore the importance of work-related skills in the development of innovative culture.

### **Outcome 2**

On completion of this unit the student should be able to discuss the extent to which innovation is occurring in a selected Australian industry, evaluate the extent to which innovation is occurring in one or more workplaces within that industry, and discuss the relationship between innovation and an enterprise culture.

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

#### *Key knowledge*

- innovation in the workplace, including people-based and technology-focused innovation
- the role of research and development in creating an innovative culture
- the role of government policy in supporting innovation
- the relationships between technology, training, and innovation
- the importance of work-related skills in the development of an innovative culture
- the relationship between innovation and enterprise culture in a selected Australian industry.

#### *Key skills*

- accurately use relevant terminology
- explain innovation in the workplace
- explain the role of government policy in supporting innovation
- discuss the relationships between technology, training, and innovation in developing an enterprise culture

- discuss the importance of work-related skills in the development of innovative culture
- evaluate the extent to which innovation is occurring within an industry.

## **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 online 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 the assessment handbook published online 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 teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable 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
<p><b>Outcome 1</b> Describe and analyse pressures and opportunities for change, evaluate responses to change in an Australian industry, and discuss how development of work-related skills assists the industry in responding to change.</p>	60	<p>The student's performance on each outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"> <li>• a report (written or multimedia)</li> <li>• a case study</li> <li>• an essay</li> <li>• a test.</li> </ul>
<p><b>Outcome 2</b> Discuss the extent to which innovation is occurring in a selected Australian industry, evaluate the extent to which innovation is occurring in one or more workplaces within that industry, and discuss the relationship between innovation and an enterprise culture.</p>	40	
<b>Total marks</b>	<b>100</b>	

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

### **End-of-year examination**

#### **Description**

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

#### **Conditions**

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

#### **Contribution to final assessment**

The examination will contribute 50 per cent.

#### **Further advice**

The Victorian Curriculum and Assessment Authority publishes specifications for all VCE examinations on the Victorian Curriculum and Assessment Authority website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.

## Advice for teachers

The Victorian Essential Learning Standards (VELS) is the curriculum framework for the P–10 years of schooling in Victoria. Links between the VCE Industry and Enterprise study and the VELS are shown below.

VCE Industry and Enterprise provides students with opportunities to develop employability skills. The links between the forms of assessment in the study design and employability skills are provided in the table on page 33.

### **VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)**

VCE Industry and Enterprise is an interdisciplinary study, which builds on the knowledge and skills developed in the VELS domains of Humanities – Economics, Interpersonal Development, Personal Learning, Communication, Thinking Processes and Information and Communications Technology. The key links are as follows:

- In the Humanities – Economics domain students develop knowledge of economic concepts, principles and practices and explore the importance and role of enterprise within the economy.
- In the Interpersonal Development domain students develop skills in building positive social relationships, in developing work in related skills, in working and learning in teams, in managing and resolving conflicts.
- In the Personal Learning domain students develop skills of acquiring self knowledge and dispositions which support learning generally and learning with peers, including by seeking and responding appropriately to feedback, students also develop skills to increasingly manage their own learning and growth, including by using self-assessment, and set goals and manage resources to achieve this.
- In the Communication domain students develop skills of listening, viewing and responding and presenting.
- In the Thinking Processes domain students continue to develop their skills in reasoning, processing and inquiry, creativity and reflection, evaluation and metacognition.
- In the Information and Communications Technology (ICT) domain students continue to develop new thinking and learning skills that produce creative and innovative insights, and create information products that demonstrate their understanding of concepts, issues, relationships and processes. They learn to understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

## EMPLOYABILITY SKILLS

Units 1 to 4 of the VCE Industry and Enterprise study provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills\* are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

Each employability skill contains a number of facets that have a broad coverage of all employment contexts and are designed to describe all employees. The table below links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

Assessment task	Employability skills: selected facets
<b>Data analysis</b>	<p><b>Communication</b> (reading independently; writing to the needs of the audience)</p> <p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Problem solving</b> (using mathematics to solve problems)</p> <p><b>Technology</b> (using IT to organise data)</p>
<b>Multimedia presentation</b>	<p><b>Communication</b> (sharing information; speaking clearly and directly)</p> <p><b>Technology</b> (having a range of basic IT skills; using IT to organise data; being willing to learn new IT skills)</p>
<b>Report (oral/written/visual)</b>	<p><b>Communication</b> (sharing information; speaking clearly and directly; writing to the needs of the audience; using numeracy)</p> <p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Technology</b> (using IT to organise data)</p>
<b>Student-designed investigation</b>	<p><b>Initiative and enterprise</b> (generating a range of options; initiating innovative solutions; being creative)</p> <p><b>Planning and organising</b> (planning the use of resources, including time management; weighing up risk, evaluating alternatives and applying evaluation criteria)</p> <p><b>Problem solving</b> (developing practical solutions; testing assumptions taking the context of data and circumstances into account)</p> <p><b>Self management</b> (evaluating and monitoring own performance)</p> <p><b>Teamwork</b> (working as an individual and as a member of a team; knowing how to define a role as part of the team)</p>
<b>Test</b>	<p><b>Communication</b> (writing to the needs of the audience)</p> <p><b>Problem solving</b> (using mathematics to solve problems)</p>

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and key skills which relate to the outcomes.

\*The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by the (former) Commonwealth Department of Education, Science and Training.

Teachers must develop courses that include appropriate learning activities to enable students to develop the key knowledge and key skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided. Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for School-assessed Coursework is also stipulated.

When developing an Industry and Enterprise course teachers need to consider:

- The range of industries where students are undertaking their structured workplace learning, as well as the industries that students want and need to know more about.
- The range of work-related skills students currently have as well as those that students need to develop further, either for their work placement or relating to other areas of study.
- The range of students in the classroom. Students may also be enrolled in a VCE VET unit or the Victorian Certificate of Applied Learning (VCAL). This will provide the opportunity to build links with learning in these areas.
- Access to local resources. There are many teaching resources that can be utilised, such as those listed in this Advice. However, it is worth taking the time to explore the local area and develop links with the local community. Visiting local businesses, organising guest speakers and accessing local employers will help develop a teaching and learning program relevant to the needs of students in the local area.
- Timing of structured workplace learning. It is important to decide how work placements will be arranged and to do this as soon as possible. The availability of placements, and the needs of students and potential employers need to be considered, as well as other constraints within the school timetable.

### **Developing work-related skills**

In Industry and Enterprise students are required to focus on the development of work-related skills throughout Units 1 to 4. In developing work-related skills, students will develop a suite of skills considered essential for effective participation in work and in life generally. The development of work-related skills can occur in a range of personal, community and work settings, including formal and informal education. Teachers should use class-based activities as well as structured workplace learning and enterprise projects and activities to encourage students in their development of these skills.

### **Using self-assessment**

Student self-assessment of the development of their work-related skills is an important aspect of Industry and Enterprise. Self-assessment is a formative process that aims to produce independent learners and thinkers. It gives students the opportunity to take greater control over their learning. One way to achieve this is to cultivate the capacity of students to monitor, reflect, self-assess and evaluate their own learning performance. The development of conscious self-assessment is a powerful aspect in developing a responsible, enterprising student.

Like other learning, the capacity to self-assess effectively can be improved over time by explicit teaching. It should not be assumed that students automatically possess the ability or the language to articulate about their performance. Teachers need to carefully guide and make explicit the criteria and the assessment process to be followed. This enables self-assessment to become an integral part of the learning process rather than an addendum.

Opportunities for self-reflection on performance should be built into the learning process. These opportunities need to be seen as ‘time-out’, ‘reflection times’ or ‘debriefing sessions’ of short duration. These are times for students to stand back from the process and objectively judge their performance.

These ‘time-out’ periods should occur at the beginning of a unit, to allow students to examine their skills before the learning process begins, several times during the unit of work to enable them to map their progress and again at the end of the unit of work. This formative method emphasises the process of learning rather than the product of learning.

The above principles and processes apply neatly to student development of work-related skills in Industry and Enterprise. Since work-related skills are developed over time, monitoring this development is a critical component in the teaching of Industry and Enterprise.

The ability to reflect about how an individual usually collects, analyses and organises information or how they usually operate in a team situation is a sophisticated ability, which students need to learn. Teachers need to teach students the process of self-assessment by providing a context and a structure, which facilitates the development of work-related skills.

This can be done by:

- introducing the notion of self-assessment at the beginning of a unit of work
- providing examples from everyday situations
- issuing guidelines
- relating self-assessment to the specific work-related skill being addressed
- aiding students to uncover their preferred and habitual methods of performing a work-related skill, for example solve problems, collect information, negotiate
- including ‘time-out’ sessions during a unit of work
- using student self-assessment sheets to document performance.

The following pro forma demonstrates how explicit self-assessment can be applied during Units 1 and 2.

The pro forma concentrates on one work-related skill. In it, students are asked to describe the methods they have used and to judge the effectiveness of those methods. They are also asked to reflect on how they could continue to improve this work-related skill.

## Pro forma for self-assessment 1

<b>VCE INDUSTRY AND ENTERPRISE</b> <b>Self-assessment sheet</b>				
Name: _____		Date: _____		
Outcome: _____				
<b>WORK-RELATED SKILL: Adaptability</b>				
1. Briefly describe the methods you have used to be adaptable and the reasons why you chose these methods.				
_____				
_____				
2. Discuss some of the problems you had to overcome in developing this work-related skill.				
_____				
_____				
3. Describe three ways that being adaptable helped you to demonstrate achievement of this outcome.				
_____				
_____				
4. Outline strategies that you could use to further develop your ability to be adaptable in work-related situations.				
_____				
_____				
5. (Optional) How would you rate your performance on this work-related skill?				
<b>Very High</b>	<b>High</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

A separate series of self-assessment sheets should be prepared for each area of study. For example: Unit 1, Outcome 3, Workplace effectiveness could be approached using pro formas for:

- planning and organising, or
- problem-solving, or
- communication.

Whichever way is chosen, teachers need to structure the unit to enable the development and recording of the chosen work-related skill, as well as time for reflection and recording of students' self-assessment as the unit progresses.

Pro forma for self-assessment 2

<b>WORK-RELATED SKILLS EVALUATION PRO FORMA</b>			
Enterprise capabilities	Example of how you demonstrated this enterprise capability	Explain how an employability skill may also have been demonstrated	Explain how you used teamwork as part of this enterprise capability
<b>Adaptability</b>			
- being flexible			
- learning new skills			
-			
<b>Initiative</b>			
- creating ideas			
- seeking feedback			
-			
<b>Communication</b>			
- demonstrating cross-cultural skills			
- developing a work vocabulary			
-			
<b>Managing and leading</b>			
- managing oneself			
- planning and organising			
-			
<b>Problem-solving</b>			
- making decisions			
- analysing issues			
-			

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and key skills.

A list of suitable resources for this study has been compiled and is available via the Industry and Enterprise study page on the Victorian Curriculum and Assessment Authority website: <[www.vcaa.vic.edu.au/vce/studies/index.html](http://www.vcaa.vic.edu.au/vce/studies/index.html)>.

## LEARNING ACTIVITIES

Implementation advice and example learning activities for each unit are provided below. Examples in the shaded boxes are explained in detail in accompanying boxes.

Teachers should consider these activities in conjunction with the key knowledge and key skills identified for each outcome within the study.

### Unit 1: Workplace participation

Area of study	Suggested time allocation (hours)
1. Building a career pathway	12
2. Developing work-related skills	9
3. Workplace effectiveness	9

#### AREA OF STUDY 1: Building a career pathway

In this area of study, students are introduced to the concept of career planning, career pathways and career development. Students should be encouraged to appreciate that learning is a lifelong process. They develop a portfolio of work-related skills by actively exploring their own individual career goals and pathways and develop techniques that assist them to source suitable work opportunities. Work-related skills include enterprise capabilities and employability skills. Exploring these concepts and developing an understanding of terminology will assist students in this unit as well as in Units 2 to 4. Teachers should refer to the ‘Characteristics of the study’ for a detailed explanation of these concepts.

Students also investigate the nature of work by analysing future industry growth areas and emerging employment trends as well as current and future work options. In this area of study, students should begin to explore a range of industries in which they would like to consider working in the future. Ideally, students will include the industry in which they will be undertaking their structured workplace learning as one of the industries they investigate in this area of study.

Students must also complete the relevant occupational health and safety (OH&S) induction program in preparation for work placement or their enterprise project and activity, which will be undertaken in Area of Study 2. For more information on the requirements of work placement, refer to Workplace Learning, page 14.

## Example activities

### Outcome 1

Investigate career pathways and analyse current and future work options.

### Examples of learning activities

survey young people about their career aspirations and expectations

discuss the advantages and limitations of the various methods available for sourcing work

investigate online employment websites such as Seek and Career One

investigate personal career pathways and options

prepare an individual career profile for a preferred career option using the My Future website

survey a range of people about their attitudes towards work

collate and analyse statistical information about emerging growth areas in the labour market

investigate and compare wages in a range of occupations using: <[www.fairwork.gov.au](http://www.fairwork.gov.au)>

### Detailed example

#### CAREER PATHWAYS WEBQUEST

This activity provides a sequential framework for investigating a potential career pathway using the My Future website: <[www.myfuture.edu.au](http://www.myfuture.edu.au)>. Students will need to visit this website and create an account for this activity.

##### 1. Career profile

After creating an account on the My Future website, work through the following sections under 'My Profile' to build your own individual career profile based on your interests, skills, knowledge, values and attitudes:

- interests
- education and training
- skills (current, developing and enjoyed)
- knowledge (current, developing and enjoyed)
- work and study
- dream job
- values
- attitudes
- life balance

##### 2. Career ideas

Once all the sections in the 'My Profile' section have been completed, students should move to the 'Explore Career Ideas' section to

generate a list of potential career fields and occupations. Print out the lists of career fields and occupations and place these in a folio for future reference.

##### 3. Investigation and report

Using the list of potential occupations and career fields identified in the previous tasks, go to the Job Outlook website: <[www.joboutlook.gov.au](http://www.joboutlook.gov.au)> and complete the following activities:

- Browse occupations either alphabetically or by category.
- Find information on three of the occupations identified for you by the My Future website.
- Prepare a table or chart that compares the three occupations according to job prospects, weekly earnings, occupation size, tasks, expected employment growth, average working hours and skills, and education and training requirements.
- Using the table or chart you constructed, write a report discussing the pros and cons of pursuing careers in these three areas.

### AREA OF STUDY 2: Developing work-related skills

This area of study introduces students to the settings in which work occurs in Australian society. These settings include micro, small, medium and large businesses. Work in the context of this study includes all paid and unpaid work, including voluntary work and self-employment. Students are encouraged to explore ways that work is viewed as a productive activity by researching and reporting on a range of work settings.

This area of study and the associated outcome closely align with the requirement for students to complete 35 hours of structured workplace learning. Students should use their work placement directly for Outcome 2 as well as for collecting information for Area of Study 3. During their work placement students should investigate job tasks and processes, as well as entry-level requirements associated with obtaining work in this industry. As part of this they maintain a suitable workplace learning journal or an enterprise project and activity evaluation to reflect on the development of work-related skills during the work placement.

Work placements must be arranged using a Structured Workplace Learning Arrangement form (not a Work Experience form). The range of appropriate settings is outlined under Workplace Learning on page 14. The structured workplace learning must include a framework that clearly establishes its contribution to the demonstration of the outcomes and the related assessment procedures for the unit. This framework must be established prior to commencement of the work placement.

Students should be constantly encouraged to develop work-related skills through a range of class-based activities and structured workplace learning activities. Work placement provides the ideal environment for students to develop work-related skills in a workplace setting.

### Example activities

#### Outcome 2

Explain the entry-level requirements for obtaining work in a selected industry, and discuss the importance of developing personal work-related skills.

#### Examples of learning activities

discuss the advantages and disadvantages of working in a range of work settings

invite a guest speaker who works as a volunteer in the local community to speak to the class about their experience as a volunteer worker

participate in structured workplace learning, keep a workplace learning journal and prepare a report on the experience

participate in a school-based enterprise project and activity, conduct a self-assessment of the experience and prepare a report on the activity

construct a series of interview questions and use these to elicit information from employees at a specific workplace about job tasks and processes

research entry-level requirements for obtaining work in a selected industry

use a self-assessment tool to monitor the development of individual work-related skills



### AREA OF STUDY 3: Workplace effectiveness

In this area of study students investigate a range of issues that are important in the workplace and develop strategies that enable them to deal effectively with these issues. Students should use their work placement as the vehicle for researching these issues. Areas to be considered are rights and responsibilities of employers and employees, including OH&S requirements in the workplace, an overview of the role of unions in the workplace, and equal employment opportunity. Students select an issue and explain it in relation to a specific occupation in the workplace. They should be encouraged to use self-assessment processes to develop work-related skills, such as interpersonal skills and effective communication, and investigate how these and other skills can be used to deal effectively with issues in the workplace.

### Example activities

#### Outcome 3

Explain a work-related issue for a selected occupation in a specific workplace, and discuss ways that work-related skills may be used to deal with this issue.

#### Examples of learning activities

develop a folio of newspaper articles on issues related to OH&S and equal employment opportunity in the workplace

investigate the WorkSafe website; prepare a multimedia presentation with visual aids that illustrate workplace safety issues and statistics

conduct an OH&S audit of an area of the school

research the role of unions in the workplace; prepare a PowerPoint presentation giving an overview of a selected union in a selected industry

using the latest annual report from the Victorian Equal Opportunity and Human Rights Commission (available on their website), analyse statistics related to complaints made to the Commission

conduct a survey to identify strategies required to work effectively with others in a selected workplace; prepare a five-minute presentation for employees in that workplace based on your findings

create an instructional video about safe work practices for a specific workplace

#### Detailed example 1

##### NEWSPAPER FOLIO

Over a period of time, say one month, collect newspaper articles (in print or online) related to OH&S and equal employment opportunity.

From the articles collected, select five articles and paste them in a scrapbook. For each article:

1. Summarise the main content of the article.

2. Identify strategies that could be followed to prevent the problem occurring again.
3. Explain the role of any unions involved in the issue.
4. Discuss how improved communication strategies could prevent the issue occurring in the future.

**Detailed example 2**

**OH&S AUDIT**

Working in groups of three or four, students complete an OH&S audit of an allocated area of the school. The number of areas and the size of the audit can easily be varied to suit individual locations.

There are many resources available within your school that can be used to assist with this activity. For example, the science lab will have sound meters that students can use to gain data on noise levels.

Before students begin the audit it is a good idea to invite a guest speaker to provide students with some background information. This can be someone from outside the school or even the school OH&S representative.

Divide students into small groups and allocate each group a few areas of the school. Allowing more than one group to cover an area can often produce some interesting results.

It is a good idea to allow students to make arrangements to audit the area they have been assigned. For example, if students have been assigned the library or computer lab space, they should make an appointment with the lab assistant or the librarian before they go into that part of the school.

After collecting data, students can share their findings with the class and other members of the school community, such as the OH&S committee.

An example of an OH&S checklist.

**OCCUPATIONAL HEALTH & SAFETY SURVEY  
DATA COLLECTION SHEET**

Team	Area:	
	Date audited:	
<b>General</b>		
<b>Lighting</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Floor coverings</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Furniture</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Sound</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Electrical</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Heating</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Placement of items</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Storage</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Structure</b>	<input type="checkbox"/> Excellent	
	<input type="checkbox"/> Good	
	<input type="checkbox"/> Average	
	<input type="checkbox"/> Poor	
<b>Feelings of workers:</b>		

## Unit 2: Being enterprising

Unit 2 focuses on enterprise behaviours and allows for students and teachers to have an increased focus on the development of enterprise capabilities. It is an ideal unit for students to be involved in enterprise projects and activities.

Area of study	Suggested time allocation (hours)
1. Enterprising individuals and leadership	11
2. Enterprise and innovation in industry	10
3. Industry issues	9

### AREA OF STUDY 1: Enterprising individuals and leadership

In this area of study, students are encouraged to consider the characteristics and qualities of enterprising behaviour. This area of study also provides students with the opportunity to closely examine the relationship between enterprising behaviour and leadership by individuals in different situations.

Area of Study 1 provides the ideal link to commence an enterprise project or series of enterprise activities, as it encourages students to investigate the characteristics and qualities of enterprising individuals and analyse strategies for developing enterprising behaviour in personal, social and community settings. Being involved in an enterprise project and activity enables students to experience and develop the characteristics of leadership, mentoring and coaching, and examine the relationship between enterprising behaviour, leadership and the development of their own work-related skills in personal, social or community settings.

Students should be encouraged to develop work-related skills throughout Units 1 to 4, through a range of class-based activities and structured workplace learning activities. Enterprise projects provide the ideal environment for students to develop work-related skills in a practical, hands-on setting.

### Example activities

#### Outcome 1

Identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership.

#### Examples of learning activities

prepare a profile of an enterprising individual; use the Internet, interviews and fieldwork to identify and describe the enterprising and leadership behaviours of the individual

interview employees in varied work settings about the characteristics of good leadership

prepare a profile on a business owner, manager or CEO that outlines their leadership role in an organisation and profiles their enterprising behaviours in that organisation

use a planning process to support the development of leadership skills

prepare a presentation for a local sporting club or community group on strategies for developing enterprising behaviour

develop a leadership portfolio consisting of a series of tasks facilitating development of own leadership skills

**Detailed example 1****LEADERSHIP SKILLS DEVELOPMENT PLAN**

This tool provides a planning process for students to use to develop, assess and report on their individual leadership skills.

1. Identify a suite of leadership skills to be developed as part of a skills-development plan.
2. Use the Plan, Organise, Do and Review (PODR) process to support the development of these skills.
3. At the end of the PODR process, plan and prepare a class presentation on the development of your individual leadership skills.

**Class presentation**

In preparing for the class presentation:

- Prepare a poster, mind map or electronic presentation.
- In preparing the materials for your presentation try to address each of the dot points under each stage of the PODR process opposite.

**Plan, organise, do and review**

1. Plan
  - Identify the goals (overall objectives) that are going to be achieved.
  - List the leadership skills that will be expected to be developed as part of the skills-development plan
  - Investigate and select suitable activities and processes to develop these skills.
  - Outline overall timelines and resourcing issues.

2. Organise
  - Identify the required actions (education, enterprise activities, supervision, practice, mentoring, training and so on) to develop these skills.
  - Identify and organise the tasks and activities that will enable you to develop these skills.
  - Identify and negotiate suitable activities with the person who is responsible for education supervision.
  - Develop and submit a written action plan (skills-development plan) including appropriate timelines and resourcing requirements.
  - Identify/select/develop tools for monitoring the development of these skills.
3. Do
  - Implement the skills-development plan.
  - Undertake suitable skills development activities.
  - Record your progress in a journal.
4. Review
  - Collect any evaluations.
  - Monitor the effects of your participation.
  - Identify any issues or problems with people/ systems.
  - Compare the outcomes to the desired goals.
  - Determine if the plan was a success.
  - Recommend any changes.
  - You might have to revisit and even repeat steps 2 and 3 if significant problems arise.

**Detailed example 2****LEADERSHIP PORTFOLIO**

The purpose of this task is for students to demonstrate enterprising behaviour by reflecting on and developing leadership skills.

Develop a leadership portfolio. The leadership portfolio consists of a series of tasks that allow students to focus on the development of their own leadership skills. They are required to complete three portfolio tasks over the course of Unit 2. A list of portfolio tasks is shown opposite. Each task needs to be written up according to the instructions below.

**Leadership portfolio**

1. Outline the activity.
2. Include images of the activity (if relevant).
3. Identify and describe each of the relevant leadership skills used or developed.
4. Explain the relationship between leadership skills and work-related skills.
5. Analyse the characteristics of enterprising leadership.

**Leadership portfolio tasks**

1. In a small group, plan and run a team building activity for the rest of the class.
2. Mentor a younger student to assist them in developing leadership skills.
3. Interview a person in the workplace who has a leadership role.
4. Research a prominent Australian leader.
5. Participate in a school-sponsored leadership program.

**AREA OF STUDY 2: Enterprise and innovation in industry**

In this area of study students investigate the wider industry environment in which workplaces operate. They are required to complete at least 35 hours of structured workplace learning and must maintain a suitable workplace learning journal or enterprise project and activity evaluation.

Students describe the characteristics of a selected industry, including its classification, key stakeholders and major trends, using statistics where appropriate. If students are involved in an enterprise project or activity, they could link this to an industry that aligns with their project. For example, if the enterprise activity involves the production and sale of food, students could investigate the hospitality industry.

Students then evaluate the extent to which enterprising behaviours are applied in a selected work setting. An enterprise project can be used as the work setting and provides many opportunities for the evaluation of enterprising behaviours. Students should then be encouraged to describe the characteristics of innovation as part of a discussion of the relationship between enterprise and innovation in work settings within an industry. Again, the enterprise project presents many opportunities for students to be innovative. As part of this, students can also examine the role of work-related skills in supporting innovation.

## Example activities

### Outcome 2

Describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviours are applied in selected work settings within this industry, and explain the role of work-related skills in supporting innovation in the industry.

### Examples of learning activities

investigate a selected industry and prepare a basic statistical profile of that industry to present to the class using presentation software

undertake structured workplace learning and prepare a report on the development of work-related skills during the work placement or enterprise activity

conduct an industry case study on innovation

research innovation in a selected industry and prepare an annotated poster and photographic display of your findings

develop a new product or process and enter it into a student design competition

undertake a student-initiated enterprise activity that will assist in the development of work-related skills

### Detailed example 1

#### INNOVATION CASE STUDY

##### ALCOA: Carbon capture cuts CO<sub>2</sub>

Alcoa scientists in Australia have developed a process that locks up carbon dioxide (CO<sub>2</sub>), providing the potential to significantly reduce our greenhouse footprint.

Known as 'carbon capture', the process mixes waste CO<sub>2</sub> with bauxite residue, a by-product of the alumina refining process.

The process not only captures large amounts of the major greenhouse gas CO<sub>2</sub>, it also reduces the alkalinity of the residue and opens the way for it to be re-used in the future.

This innovation has set a new benchmark for the global alumina industry. Alcoa's first carbon capture plant is at the Kwinana alumina refinery in Western Australia.

The Kwinana residue carbon capture plant is currently capturing almost 70,000 tonnes of CO<sub>2</sub> a year that would normally be released to the atmosphere – that's the equivalent of taking 17,500 cars off the road.

Source: <[www.alcoa.com/australia/en/info\\_page/sustain\\_home\\_case\\_carbon.asp](http://www.alcoa.com/australia/en/info_page/sustain_home_case_carbon.asp)>

##### Task

1. Identify the industry to which Alcoa belongs.
2. Classify this industry according to the ANZSIC classification system.
3. Provide a basic statistical profile of this industry in relation to size, contribution to the economy, number of people employed, etc.
4. Select an occupation at Alcoa. Identify the skills required by employees in this occupation. Discuss the enterprising capabilities required by the employees.
5. Refer to the Alcoa case study (the full case study can be found on the Alcoa Australia website). Describe the innovation occurring in Alcoa's carbon capture program. Discuss these innovations in relation to people and technology.
6. Explain the relationship between innovation and work-related skills at Alcoa.

**Detailed example 2****ENTERPRISE INNOVATION: PROJECT**

This task involves the development of an innovative new product or process as part of an enterprise project. The innovation might be something that makes your school run better, or a process that improves a workplace you are familiar with, all the way through to a new product invention. It's most likely that you will work in teams for this activity.

**Required**

1. Your brief is to develop an innovative new product or process.
2. You must complete an action plan and undertake a planning process. (You might choose to follow the PODR process or another relevant process.)
3. You must develop a mock-up, blueprint, prototype or some other visual representation and/or demonstration of the innovation.
4. You must prepare and deliver a presentation of this innovation.
5. You might choose to enter this innovation in a relevant competition.

**Guidelines**

In relation to your innovation you should consider the following as part of your project:

- Research into the product category in which it belongs.
- Description of the extent to which it satisfies the needs of the user.
- Demonstration of the ways in which it addresses problems more effectively. (You could use a problem-solving process.)
- Investigation of design issues and outcomes.
- Outline of materials and resource requirements.
- Consideration of environmental impact and issues.
- An analysis of cost and price issues.
- Investigation into its marketability including an analysis of the competition.

**Detailed example 3****STUDENT-INITIATED ENTERPRISE ACTIVITY**

Students complete a 35-hour enterprise activity. An enterprise activity is an activity that assists in the development of work-related skills, especially enterprise capabilities. An enterprise activity does not have to be a moneymaking venture. It can be any project that assists in the development of specific capabilities. Working in groups, students organise and run an event/activity that will help develop the use of enterprise capabilities. The activity or event can either be run in school or outside of school. It can either involve the school community or the broader community. Examples of enterprise activities include mini canteens, formals, other fundraising activities, production of a school newspaper or running a battle-of-the-bands competition.

**Task 1: Prepare a proposal for the activity**

- List the names of the people in the group.
- Assign roles within the group; everyone needs to know what they are responsible for and work needs to be shared out evenly; appointing a group leader is a good idea.
- Discuss ideas for the enterprise activity; try to come up with original or catchy ideas.
- The enterprise activity can be a fundraising activity or a non-profit activity.
- Make a list of viable options and select the most appropriate option.
- Write a statement outlining the above details of the enterprise activity.
- Seek approval from appropriate school authorities before proceeding any further with the activity; if the activity involves the sale of food, make sure any food handling regulations the school has in place are met.

**Task 2: Getting down to business**

- Decide on the activity's location and times.
- Cost? (if any), Packaging? (where necessary), Selling Price?
- Where to get supplies? What equipment is needed?

- Prepare a flow chart of the production/organisation process.
- Prepare a sample product or poster of the product.

**Task 3: Marketing the activity**

Aim: To clearly set out the marketing you plan to do. Give examples of posters, newsletter notices, bulletin notices.

- What is the target market?
- How will the product be marketed?
- Prepare copies of marketing material.

**Task 4: Pitching the concept**

Aim: To prepare a 5-minute presentation to the class outlining the enterprise activity. The presentation should include the following:

- The nature of the enterprise.
- Why it will be successful.
- What is needed to produce and sell it.

**Task 5: Getting organised**

Aim: To prepare to sell your product.

- Ensure all equipment is available.
- Arrange supplies to produce the product or run the activity.
- Ensure each group member knows what he or she is responsible for.

**Task 6: Run the enterprise activity**

- Do not hesitate to see the teacher if there are any concerns.
- All cash received must be processed according to the school's money handling policy.

**Task 7: The report**

- Prepare a detailed report on the running of the enterprise activity based on the guidelines provided by the teacher.

### AREA OF STUDY 3: Industry issues

In this area of study students are required to undertake an investigation of a significant issue facing an Australian industry. Students can investigate one or more of the following significant issues that is having an impact on Australian industry: globalisation, technological change, environmental issues or any other significant issue.

As part of their investigation students need to be able to describe the impact of the issue on a selected industry and the changing role of industry stakeholders in relation to this issue. This area of study is best structured when the selected industry is linked to the student's structured workplace learning. In doing so, students can then describe how the industry has responded in an enterprising way to the selected issue, including an explanation of the importance of developing work-related skills to respond effectively to the issue.

### Example activities

#### Outcome 3

Analyse the impact of one or more significant issue/s on an Australian industry and discuss how the industry has responded to the issue/s in an enterprising way.

#### Examples of learning activities

identify a significant issue that is having an impact on an Australian industry; prepare a briefing paper on this issue for your local Member of Parliament

prepare a folio of newspaper articles from online sources on a significant issue that is having an impact on an Australian industry; use these articles to write a letter about the impact of this issue to the editor of a daily newspaper

undertake a case study of a selected workplace to assess how this workplace is responding in an enterprising way to a significant issue

survey workers in a selected workplace to investigate how a workplace is responding to change; prepare a written report on the skills workers need to cope with change in the workplace

#### Detailed example

##### INDUSTRY CASE STUDY

This task involves the investigation and analysis of one or more significant issue/s facing an Australian industry and how that industry has responded to the issue/s in an enterprising way.

Significant issues that are having an impact on Australian industry include:

- globalisation
- technological change
- environmental issues.

The following criteria will be used:

- Knowledge of the issue/s faced by the industry.
- Application of knowledge to the selected industry.
- Analysis of the challenges faced by the industry.
- Quality and coherence of analysis.
- Discussion of enterprising responses by the industry.

Students collect information over a period of time and then spend the allocated time in class completing the analysis. The analysis should be about 800 words. It should cover:

- a brief introduction to the industry
- an introduction to significant issue/s faced by the industry
- a detailed discussion of how the issue/s is/are having a specific impact on the industry
- a general outline of how the industry is responding or could respond to the issue/s
- an example of how a specific workplace within the industry has responded in an enterprising way to the issue/s
- the changing role of industry stakeholders, including workers, in relation to the issue/s.

### Unit 3: Enterprise culture

Area of study	Suggested time allocation (hours)
1. Enterprise culture	15
2. Creating an enterprise culture	15

#### AREA OF STUDY 1: Enterprise culture

In this area of study students explore the development of an enterprise culture within community and work settings. The following factors are all indicators of an enterprising culture in an organisation: people are encouraged to have ideas; people work in teams; people are given authority and freedom to try things; success is celebrated; communication is open and regular; planning is at the heart of the organisation; everyone has belief in the organisation. Students should discuss these factors in relation to both community and work settings, and explain how the development of work-related skills by individuals can contribute to an enterprising culture.

Students should examine enterprise culture in these settings by undertaking an investigation of enterprising behaviour, the role of leadership and teamwork, enterprising approaches to safety, and methods used to evaluate the development of enterprising behaviour in relation to community and work settings. This could include investigating these actions as part of a work placement or enterprise project.

In this area of study students are required to complete at least 35 hours of work placement or enterprise projects and activities and must maintain a suitable work placement journal or enterprise projects and activities evaluation. Students should be encouraged to develop work-related skills throughout Units 1 to 4, through a range of class-based activities and structured workplace learning activities. Work placement or enterprise projects provide the ideal environment for students to develop work-related skills in a practical, real-life setting.

#### Example activities

##### Outcome 1

Describe and discuss enterprise culture in a community and/or work setting, and explain how the development of work-related skills by individuals contributes to an enterprise culture.

##### Examples of learning activities

investigate the application of work-related skills in a workplace context and their contribution to creating an enterprise culture

plan and conduct a student-initiated enterprise project to develop selected work-related and leadership skills

report on the development of enterprise culture in a selected work and/or community setting

construct interview questions to elicit information from employees at the workplace about how they contribute to developing an enterprise culture

observe and record the use of work-related skills in the workplace and how they contribute to an enterprise culture in that workplace

**Detailed example 1****WORKPLACE INVESTIGATION: WORK-RELATED SKILLS AND ENTERPRISE CULTURE****Overview**

Students complete a report in which they:

- describe the application of work-related skills by the employees in a workplace
- investigate the development of enterprise culture in a workplace
- report on the development of enterprise culture in a workplace
- reflect on the development of their work-related skills.

The report must cover the following areas:

**Workplace and industry context**

Provide an outline of the work placement setting, including name and location of business, basic statistics such as size, number of employees etc. Outline the role and the main tasks undertaken by employees. Identify the industry to which the workplace belongs. Provide a discussion of the work-related skills practiced at the workplace.

**Work-related skills**

Outline and describe the role work-related skills play in this workplace. To what extent were work-related skills used and developed in this work placement? Evaluate the extent to which the development of work-related skills contributed to preparation for future roles in this workplace. How does this workplace develop skills in its employees? Analyse how effectively work-related skills are applied in this workplace. Evaluate the extent to which work-related skills can be further developed in this workplace.

**Enterprising culture**

Define the term enterprise culture. Is there an enterprise culture in this workplace? Support your answers with evidence. To what extent did work-related skills promote an enterprise culture in this workplace? Evaluate the extent to which enterprise culture can be further developed in this workplace.

**Detailed example 2****ENTERPRISE AUDIT: COMMUNITY SETTING**

This task requires students to conduct an enterprise audit of a community setting with which they are familiar.

1. Introduction to a community setting:
  - Describe the nature of this community setting.
  - Summarise some of the unique challenges faced by this community setting.
  - Outline the main reasons why this community setting needs to develop an enterprise culture.
2. Investigation into a community setting:
  - Identify the key internal and external stakeholders in this community setting and summarise their roles.
  - Describe the main teams-based practices that are used in this community setting.
3. Developing an enterprise culture in a community setting:
  - Describe the role of leadership within this community setting.
  - Outline the major safety issues that impact on this community setting.
  - Describe how three different work-related skills are currently assisting, or would be likely to assist, this community setting to develop a more enterprising approach to:
    - effective teams-based practices
    - leadership and
    - managing safety issues.
 (Note: You do not have to use the same three work-related skills for each of the arrow points.)
  - Evaluate the extent to which this community setting is using work-related skills to develop an enterprise culture.

**AREA OF STUDY 2: Creating an enterprise culture**

This area of study focuses on four forces that have the potential to create change within industry: management of quality, workplace flexibility, technology, and training and workplace learning. Students should be encouraged to discuss the relationship between these forces and enterprising responses within an industry. This is best done by using examples of responses to each of the forces and identifying why and how they are enterprising. Students can use information collected during their structured workplace learning to discuss ways work settings can create an enterprise culture, and the relationships between work-related skills and each of the forces for change.

**Example activities****Outcome 2**

Discuss the role of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries.

**Examples of learning activities**

prepare a report on management of quality processes used within industry

investigate enterprising approaches to management of quality processes in a selected industry or workplace

interview employees about flexible work arrangements used in their workplace

organise a debate on the effect of technology in the workplace on work practices and processes

investigate examples of electronic commerce

prepare a report on the use of technology related to work tasks and processes within a selected industry

prepare an essay on the importance of training and lifelong learning in a selected industry

undertake a case study of competency-based training in a selected industry

prepare a series of questions for a job interview incorporating industry-specific competencies required for that job

prepare a report on the types of training undertaken in a selected Australian industry

**Detailed example 1****REPORT: TECHNOLOGY IN THE FOOD INDUSTRY**

The food industry is a vital component of the Australian economy. Food accounts for 46 per cent of all retailing turnover in Australia, with total food and liquor retail spending in 2006–07 rising to \$106.6 billion, an 8 per cent increase from the previous year.

The industry makes a significant contribution to the economies of regional areas through employment, business and service opportunities. There were around 191,400 people employed in food and beverage manufacturing in Australia in 2006–07.

Many new industries were established in the late 1980s and 1990s to take advantage of emerging market opportunities. Crops in the fruit and vegetables industry such as Asian vegetables, nashi pears, lychees, olives and herbs were introduced. New aquaculture activities, such as the farming of Atlantic salmon and growing out of wild caught southern Bluefin tuna, were established.

Recently, domestic and international markets have recognised the food value of Australia's indigenous flora and fauna. Kangaroo and crocodile, for example, are now accepted meat products. The

'bush foods' industry has worked to integrate a wide range of native products into the Australian food industry.

Source: <[www.dfat.gov.au/facts/foodindustry.html](http://www.dfat.gov.au/facts/foodindustry.html)>

Students are required to prepare a report on the way technology is used, and contributes to an enterprise culture, in the Australian food industry. The report should be 800-1000 words and include the following information:

- A brief overview of the industry including key statistical data.
- Specific examples of technology used in the industry.
- Discussion on how each item of technology has impacted on work tasks and processes. Include both advantages and limitations of each item in the discussion.
- Analysis of how technology has impacted on work organisation in the industry.
- Analysis of how the use of technology is contributing to the development of an enterprise culture in the industry.

**Detailed example 2****ESSAY: TRAINING**

Students are required to write an essay on the role of training in an industry with which they are familiar. The essay topic is: Evaluate the role and importance of training in an industry with which you are familiar. (800–1000 words)

**Essay guidelines**

In the essay make sure the following is covered:

- Introduction, including an introduction to the industry.
- Overview of the industry.
- The importance of training in the industry. What part does it play in preparing entry-level employees as well as enhancing the skills of current employees?

- Types and methods of training used in the industry. Provide an evaluation of the effectiveness of such training.
- Discuss and evaluate the application of competency-based training, including the development of industry-specific competencies in employees in this industry.
- Discuss the relationship between work-related skills and effective workplace training.

## Unit 4: Industry change and innovation

Unit 4 of Industry and Enterprise is constructed on the basis of 50 hours of class contact time with students. This is because, unlike Units 1 to 3, there is no requirement that students undertake structured workplace learning in Unit 4. Consistent with this, the following time allocation is suggested for each area of study in Unit 4.

Area of study	Suggested time allocation (hours)
1. Pressures and opportunities for change	30
2. Innovation	20

### AREA OF STUDY 1: Pressures and opportunities for change

This area of study focuses on pressures, opportunities and responses to change in a selected Australian industry. Students can use the industry from their structured workplace learning undertaken in Unit 3 as a base or choose another industry. Students must analyse relevant statistical data to evaluate responses to pressures and opportunities for change by a particular Australian industry. By combining the data with information collected from their structured workplace learning, students can determine the impact on stakeholders of the responses by the industry. The relevance of work-related skills is of paramount importance, particularly when looking at the effectiveness of the responses of the industry. Students must be able to examine the relationship between an industry response and the need to develop, and benefits of developing, work-related skills. The 'Characteristics of the study' provides detail concerning work-related skills and the subsets of enterprise capabilities and employability skills.

### Example activities

#### Outcome 1

Describe and analyse pressures and opportunities for change, evaluate responses to change in an Australian industry, and discuss how development of work-related skills assists the industry in responding to change.

#### Examples of learning activities

discuss concepts such as international trade, balance of payments, international competitiveness and participation in global trade

use ABS data on Australia's trade position and prepare graphs or tables to highlight recent trends

prepare an Industry Timeline that examines key responses by an industry in respect to pressures and opportunities for change

assess the impact of natural resource use on the environment of a selected industry

interview stakeholders of a selected industry to determine the impact on them of industry responses to change

**Detailed example 1****UNDERSTANDING AUSTRALIA'S PARTICIPATION IN GLOBAL TRADE**

The following activities are designed to give students a greater understanding of the issue of global trade. Each activity is designed to be a stand-alone task. Students can either work alone or in small groups to complete each task.

**Activities**

1. In your own words, define what is meant by global trade. Write your definition on a piece of coloured paper or card and put it up around the classroom
2. Find examples to explain how global trade has become a key issue for Australian industry in terms of:
  - employment
  - competition
  - innovation
 Present your findings to the class.
3. Use the Pacific Brands website <[www.pacificbrands.com.au](http://www.pacificbrands.com.au)> to investigate the impact on Australian industry of the decision of Pacific Brands to move production to China. Prepare a poster to present your findings.
4. Use a mind map to explain how the global financial crisis was a product of global trade.
5. Prepare a SWOT analysis that outlines the costs and benefits of global trade for the Australian car industry. Include the pressures (threats) for change, as well as the opportunities created in the Australian car industry as a result of global trade and the global financial crisis.
6. Brainstorm a list of ways Australian carmakers can become more internationally competitive in the future. Add to your list the ways the Australian Government has promoted change in the Australian car industry.

**Detailed example 2****INDUSTRY TIMELINE**

This task requires students to prepare an industry timeline that examines key responses by an industry in respect to pressures and opportunities for change. Students might choose to base this timeline on one of:

- The role of government in promoting change
- International competitiveness, the influence of the value of the Australian dollar and changing patterns in Australian and global trade
- Changing societal values and attitudes on issues related to work practices
- Environmental sustainability and the effects of changing patterns of natural resource use.

**Format**

The timeline should be in report format. It could utilise a variety of different types of information including text, images, flowcharts and timelines, statistical evidence in the form of graphs, tables and diagrams, stakeholder responses or quotes from interviewees.

**Requirements**

In completing the timeline students need to:

- describe key pressures and opportunities for change
- summarise key historical information, timelines and responses to change by an industry
- investigate a range of recent responses to pressures and opportunities for change by an industry
- examine responses to change from a variety of industry participants
- show the impact of these responses to change on workplace stakeholders within an industry
- examine the relationship between these responses to change and the development of work-related skills in workers within an industry.

**AREA OF STUDY 2: Innovation**

This area of study focuses on innovation within an Australian industry. It is important for students to consider the relationships between technology, training and innovation and the way these factors operate to contribute towards the development of an enterprise culture. The work-related skills of the workforce should be considered throughout this area of study. Case studies are an ideal way for students to investigate the types of enterprising responses used by industry to develop an innovative culture.

**Example activities****Outcome 2**

Discuss the extent to which innovation is occurring in a selected Australian industry, evaluate the extent to which innovation is occurring in one or more workplaces within that industry, and discuss the relationship between innovation and an enterprise culture.

**Examples of learning activities**

explore definitions of innovation, enterprise and enterprising culture and their interrelationships

prepare a report on an innovative process used within a selected Australian workplace

interview employees about innovative practices used in their workplace

investigate the role of government policy in supporting innovation

explore the relationships between technology, training and innovation in developing an enterprise culture and present your findings

write an essay on innovation in Australian industry; in the essay explain the importance of work-related skills in the development of innovative culture

**Detailed example****INNOVATION ESSAY**

Students select one of the following topics and write an 800–1000 word essay.

**Topic 1: Biotechnology**

Biotechnologies include genetic modification, cloning, stem cell research and using organisms to clean up pollution.

‘According to a recent survey conducted by the Department of Innovation, Industry, Science and Research, Australians continue to strongly support biotechnologies that provide health and environmental benefits, but support for genetically modified (GM) foods has dropped slightly since 2007.’

**Essay Topic 1**

Evaluate the extent to which innovation is occurring in one or more workplaces within the biotechnology industry. In your evaluation explain the importance of work-related skills in the development of this innovation.

**Topic 2: Green Car Innovation**

‘The Australian Government is committed to making the Australian automotive industry greener. The New Car Plan for a Greener Future is the most comprehensive plan ever devised for this vital sector of our economy. It brings every player in the industry together in a partnership that will reshape the industry and deliver enduring benefits to all Australians.’

**Essay Topic 2**

Discuss the relationship between technology, training and innovation in the Australian automotive industry. In your discussion, explain the importance of work-related skills in the development of an innovative culture.

## NOTES

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