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From 2019

Victorian Certificate of Education

Industry and Enterprise

Study Design

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Important information

Accreditation period

Units 1–4: 1 January 2019.

Implementation of this study commences in 2019.

Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE 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.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx.

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 incorporates theoretical and practical investigations of these functions. Students examine trends and patterns in Australian workplaces and industries as well as significant issues affecting Australian industries and analyse industry responses to these issues.

A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. The range of personal, community and work settings which students experience, supports the development of work-related skills, which are integral to the study and seen as essential for entry-level employees and for life in general.

Rationale

VCE Industry and Enterprise provides students the opportunity to develop both personal and work-related skills through structured workplace learning. It encourages students to develop appropriate attitudes and behaviour allowing them to recognise opportunity, manage risks and mobilise resources in relation to community and work settings.

Twenty-first century career pathways are complex and ever changing. Traditional concepts of work are no longer applicable to many careers. VCE Industry and Enterprise enables students to develop personal career goals and plan career pathways. It encourages the development of enterprising behaviour through interactions 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 local and global settings
- develop personal career goals and pathways
- use experience from appropriate community and/or work settings to develop personal values in relation to work
- develop individual enterprising behaviour in personal, work, social and community settings
- consider the extent and importance of recent innovation in Australian industry
- consider the development of enterprise culture in community and/or work 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 and Unit 4 as a sequence. 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 comprise compulsory structured workplace learning and 30 hours 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](#). The Bulletin 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 Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA 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 Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

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.

Industry and Enterprise requires students to undertake structured workplace learning. As such, schools must adhere to the guidelines published in the Department of Education and Training's (DET) [Structured Workplace Learning Manual for Victorian secondary schools 2016](#). Prior to commencing any structured workplace learning students must be adequately prepared to meet Occupational Health and Safety (OH&S) requirements. All students must satisfactorily complete the appropriate OH&S training before commencing their structured workplace learning. As a minimum this would be the DET's safe@work program.

‘The protection of the health, moral and material welfare, safety and wellbeing of students undertaking structured workplace learning is of paramount importance to the Department.’ *Structured Workplace Learning Manual*, page 30.

Refer to Section D: Student Safety and Welfare of the *Structured Workplace Learning Manual*. A number of industries, activities, plant and equipment and workplace hazards are listed which present unreasonable risks to students’ health and safety and which require extensive training or experience to perform safely, and are therefore prohibited or restricted for students undertaking structured workplace learning.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document 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 *Privacy and Data Protection Act 2014* 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 the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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 VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 Industry and Enterprise will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student 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 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.

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 Administrative Handbook](#) for authentication procedures.

Characteristics of the study

The changing nature of work and work settings within the broader work environment has meant that the knowledge and skills that young people need to develop as they progress through school to work and post-school education and training has also changed. 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 activities undertaken during school hours, and activities undertaken as part of structured workplace learning and enterprise projects and activities, as well as 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 through a range of personal, community and work settings, including formal and informal education.

There is an ever increasing expectation that individuals be effective workplace participants with well-developed work-related skills. Effective enterprising behaviour relies on 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 developing appropriate enterprise capabilities as well as relevant skills acquisition. When individuals put these skills into practice an enterprise culture can be fostered within the workplace.

An enterprise culture is one that proactively meets challenges by supporting effective communication and encouraging individuals to show adaptability, initiative and problem-solving and to take on leadership roles. These capabilities are transferable across workplaces and play a role in an individual's lifelong learning.

A suite of 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 behaviour utilised throughout Australia as well as internationally. Students may demonstrate enterprise capabilities in a variety of personal, educational, community and work settings as well as through structured workplace learning, and through 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 the following suite of enterprise capabilities do not form a definitive checklist and that other capabilities might also be a part of one or more of these categories.

Enterprise capabilities

- **Adaptability:** being flexible, learning new skills, developing industry-specific competencies, embracing change, accepting challenges, and seeking innovation.
- **Capacity to act proactively and autonomously:** identifying opportunities, creating ideas, showing initiative, using new technologies, asking questions, seeking feedback, and accepting responsibility.
- **Ability to connect and work with others:** capacity to understand others and build rapport, understanding personal goals, values, expectations and emotions and accommodating these factors in others, developing effective communication skills and an ability to recognise and utilise diverse perspectives.

- Ability to learn and develop skills and knowledge: learning, acquiring and developing new skills on an ongoing basis, including while on-the-job, and developing a professional and/or technical vocabulary.
- 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.
- Problem-solving: analysing issues, making decisions, dealing with change, resolving conflict and working with others.

Employability skills

The Core Skills for Work Developmental Framework, 2013, was developed by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education and the Department of Education, Employment and Workplace Relations. The Framework sets out a set of core non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are often referred to as generic or employability skills, and provide a common reference point and language for conceptualising and articulating skills, knowledge and understandings that underpin work performance over time.

The Framework describes performance in ten skill areas, grouped under three skill clusters:

- Navigate the world of work: manage career and work life and work with roles, rights and protocols
- Interact with others: communicate for work, connect and work with others and recognise and utilise diverse perspectives
- Get the work done: plan and organise, make decisions, identify and solve problems, create and innovate, work in a digital world.

The Employability Skills Framework was developed as part of a national project *Employability Skills for the Future*, 2002, and prepared by the Australian Chamber of Commerce and Industry and the Business Council of Australia. It identifies a set of personal attributes and a set of employability skills that are 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:** Crucial across all levels of employment, communication skills contribute to a harmonious workplace and better stakeholder relations. Employees should recognise and use communication protocols and etiquette, understand and effectively utilise communication systems, comprehend messages received and send messages effectively.
- **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. Employees must be able to work successfully with work groups to achieve outcomes. The ability to understand and empathise with others, as well as self-awareness, is important.
- **Problem-solving:** An essential skill for both entry level and more experienced employees. Problems should be identified and addressed in a proactive manner and steps taken to resolve them to achieve work outcomes. Reflecting on outcomes is an important part of the problem-solving process.
- **Initiative and enterprise skills:** Employees should be able to see emerging issues and anticipate the implications. Innovation is often the result of employee initiative, with these skills aiding personal and business performance.
- **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:** On-going learning is an important skill that supports employees' on-going development and employability. This skill is an important contributor to managing and being comfortable with change in the workplace. Continuous learning on the job is required to enable employees to constantly respond to new technology and information.
- **Ability to work with technology:** The ability to use digital technologies and systems to connect with others, and to access, organise and present information is important. Employees should have a willingness to retrain and adapt to rapid technological changes.

Structured workplace learning

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

Prior to undertaking structured workplace learning all students must complete 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 individual 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 private enterprise or public sector workplace
- in community-based workplaces
- through participation in community enterprise projects and activities
- through on-going, short-term or one-off structured student-initiated enterprise projects in the school or community
- through part-time or casual work out of school hours
- 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, compliance with current legislation and relevant policies in relation to the placement of students in work settings is required. Schools should refer to the *Education Act 1958* – Ministerial Order No. 55 Structured Workplace Learning Arrangements (amended and commenced 1 January 2017), available on the [Workplace Learning page](#), Department of Education and Training (DET).

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.

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

- successfully complete appropriate OH&S 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, subject to Ministerial guidelines
- 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. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly 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 for work in selected industries.

Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a 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

Contributing to the workforce

In this area of study students learn about the importance of a skilled workforce to both Australian society and to the economy. They develop an understanding of career pathway 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 find suitable work opportunities. Students 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, undertaken in Area of Study 2.

Outcome 1

On completion of this unit the student should be able to explain the importance to Australia of having a skilled workforce, 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 importance of a skilled workforce to Australian society and to the economy
- the role of training providers, TAFE and universities in the creation of a skilled workforce
- personal, generational and community values and attitudes to work
- future industry growth areas and emerging employment trends, and the likely impact of these on individuals and work settings
- techniques for the development of personal career goals and pathways
- statistical data and information relevant to labour market trends
- entry-level OH&S requirements
- different methods of sourcing work, such as online, networking and support agencies.

Key skills

- use relevant key terminology accurately
- explain the importance of a skilled workforce to Australian society and to the economy
- explain statistical data and information relevant to labour market trends for specific career pathways
- analyse the likely impact of future growth areas and emerging employment trends on individuals and work settings
- research and report on a range of personal career goals and pathways
- demonstrate competency in entry-level OH&S requirements relevant to structured workplace learning.

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.

Building on the notion that work is an important productive and social activity, students research and report on different work settings. They investigate job tasks and processes in work settings, as well as the entry-level requirements associated with commencement of work in selected industries. Students research and develop self-assessment tools to use to reflect on their performance during their structured work placement.

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 11 of this study design. As part of their structured workplace learning, students should 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 entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self-assessment to gauge personal work performance.

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 a range of different work settings, such as community and other not-for-profit organisations, and for-profit organisations from a range of industry settings
- the way work is viewed as a productive activity
- the importance of work-related skills in a variety of work settings
- job tasks and processes for occupations in a variety of work settings
- work-related skills required for specific work tasks performed in structured work placements
- entry-level requirements for obtaining work in two selected industries: generic knowledge and skills, education and training
- workplace self-assessment tools.

Key skills

- define and use key terminology accurately
- research and report on a range of work settings
- discuss the importance of developing work-related skills for a variety of work settings
- conduct a self-assessment of personal work-related skills and evaluate personal performance
- develop and apply work-related skills to specific work tasks
- research and explain entry-level requirements for obtaining work in two selected industries.

Area of Study 3

Workplace effectiveness

An important aspect of achieving success as an employee in the workplace is the ability to develop and apply strategies to deal effectively with common 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 to develop work-related skills and investigate how these skills and strategies can be utilised to deal effectively with a work-related issue.

Outcome 3

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

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

Key knowledge

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

Key skills

- define and use key terminology accurately
- research work-related issues
- explain work-related issues for a specific workplace
- discuss the use of work-related skills in dealing with workplace issues
- evaluate the importance of specific work-related skills in dealing effectively with selected workplace issues.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

It is recommended that students complete a workplace journal or enterprise project and activity evaluation to demonstrate the development of work-related skills in the structured work placement.

Suitable tasks for assessment in this unit may be selected from the following:

- a workplace journal or report based on participation in structured workplace learning
- an enterprise project and activity evaluation
- a career investigation and profile
- a curriculum vitae presented in a digital format
- a work-related skills portfolio including a critically reflective self-assessment
- a short written report (media analysis, research inquiry, case study analysis)
- a video or podcast
- a written blog
- an ICT-based presentation
- an essay
- structured questions.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Being enterprising

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

Students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work 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 behaviour is 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 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 examine the relationship between enterprising behaviour and leadership demonstrated by individuals in different settings.

Students investigate the characteristics and qualities of enterprising individuals and analyse strategies for developing enterprising behaviour in personal, social, community and work settings. They consider the characteristics of leadership and examine the relationship between enterprising behaviour and leadership in personal, social, community and work 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 as displayed by individuals
- strategies individuals can use to develop enterprising behaviour in personal, social, community and work settings
- enterprising behaviour exhibited by individuals in personal, social, community and work settings
- characteristics of successful leaders
- the strategies used to support the development of leadership in individuals within a workplace
- leadership behaviour demonstrated by individuals in personal, social, community and work settings, such as mentoring and coaching
- the relationship between enterprising behaviour and leadership.

Key skills

- define and use key terminology accurately
- identify and discuss enterprising behaviour in individuals
- analyse strategies for developing enterprising behaviour in personal, social, community and work settings
- apply theory to simulated situations
- apply strategies to support the development of leadership in individuals
- describe the characteristics of successful leaders
- analyse the relationship between enterprising behaviour and leadership
- evaluate the importance of enterprising behaviour in a work setting.

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 analyse and evaluate the extent to which enterprising behaviour is 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 11 of this study design. Students should 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 what innovation is, describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviour is applied in selected work settings within the selected industry, and explain the role of work-related skills in supporting innovation in the selected industry.

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

Key knowledge

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

Key skills

- define and use key terminology accurately
- apply correct industry classification methods
- interpret statistical data related to specific features of major industry sectors
- describe the characteristics of innovation in industry
- analyse case studies of recent innovation in industry
- explain the role of work-related skills in supporting innovation
- analyse and evaluate the extent to which enterprising capabilities are applied in selected work settings.

Area of Study 3

Industry issues

Students undertake an investigation of two significant issues facing Australian industry which have had an impact in the last four years. Teachers may select any of the following significant issues for investigation: globalisation and international competitiveness, use of technology, free-trade agreements, skills shortages, social and environmental issues or any other current issue relevant to Australian workplaces.

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

Outcome 3

On completion of this unit the student should be able to analyse the impact of two significant issues on an Australian industry within the last four years and discuss how the industry has responded to the issues 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 significant issues affecting Australian industry
- the impact on the industry of the significant issues
- enterprising responses to issues from industry generally and from work settings within a specific industry
- problem-solving processes used to develop an enterprising response to selected issues
- the changing role of industry stakeholders, including workers, in relation to these issues
- the importance of developing work-related skills to respond effectively to these issues.

Key skills

- define and use key terminology accurately
- investigate significant issues facing Australian industry
- analyse the impact of significant issues on an Australian industry
- discuss how industry has responded to the selected issues in an enterprising way
- apply problem-solving processes to develop an enterprising response to selected issues
- describe the changing role of industry stakeholders in response to the selected issues
- evaluate the importance of developing work-related skills to respond effectively to selected issues.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

It is recommended that students complete a workplace journal or enterprise project and activity evaluation to demonstrate the development of work-related skills in the structured work placement.

Suitable tasks for assessment in this unit may be selected from the following:

- a workplace journal or report based on participation in structured workplace learning
- an enterprise project and activity evaluation
- a career investigation and profile
- a curriculum vitae presented in a digital format
- a work-related skills portfolio including a critically reflective self-assessment
- a short written report (media analysis, research inquiry, case study analysis)
- a video or podcast
- a written blog
- an ICT-based presentation
- an essay
- structured questions.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

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 depends on ongoing development of a successful enterprise culture. Ongoing industry issues act as forces for change and affect work settings within Australian industries. To succeed and remain viable, Australian industry must respond in enterprising ways. Integral to developing an understanding of enterprise culture is exploration of the importance of work-related skills in a community and/or work setting and their application through structured workplace learning.

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 significant issues that act as forces for change in developing an enterprise culture within an industry operating in Australia: the management of quality, workplace flexibility, technology, and training and workplace learning.

After completing the relevant OH&S induction program, students demonstrate the practical application of 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 through structured workplace learning 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.

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 and evaluate 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 and its role in community and/or work settings
- the importance of enterprising behaviour of stakeholders in community and/or work settings
- the role of leadership and teamwork in developing an enterprise culture in a community and/or work setting
- enterprising approaches to safety in community and/or work settings
- the impact that the development of work-related skills in individuals has on an enterprise culture in community and/or work settings.

Key skills

- define and use key terminology accurately
- identify and analyse the importance of enterprising behaviour of stakeholders in community and/or work settings
- explain how the development of work-related skills in individuals contributes to an enterprise culture
- discuss the importance of leadership and teamwork in the development of an enterprise culture
- discuss the extent to which enterprise culture has been developed in a selected community and/or work setting
- evaluate the extent to which a community and/or work setting has developed an enterprise culture.

Area of Study 2

Creating an enterprise culture

In this area of study students explore the way the forces for change 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 operating in Australia. They examine the importance of training and workplace 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 and evaluate the role and importance 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 in work settings within an industry
 - the relationship between work-related skills, the development of an enterprise culture and the management of quality processes
- workplace flexibility:
 - features of workplace flexibility including numerical flexibility and functional flexibility
 - flexible work arrangements
 - enterprising flexible work arrangements in work settings within an industry
 - the relationship between work-related skills, the development of an enterprise culture and workplace flexibility
- technology:
 - in relation to work tasks and work processes
 - types of work-related technologies and their role in different work settings within an industry
 - enterprising responses to the use of technology
 - the relationship between work-related skills, the development of an enterprise culture and the use of technology

- training and workplace learning:
 - importance in relation to 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 training, the development of an enterprise culture and workplace learning.

Key skills

- define and use key terminology accurately
- identify and discuss examples of enterprising industry responses to forces for change
- explain the relationship between work-related skills and each of the forces for change
- analyse the relationship between work-related skills, the development of an enterprise culture and each of the forces for change.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework 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 School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>Describe and discuss enterprise culture in a community and/or work setting, and explain and evaluate how the development of work-related skills by individuals contributes to an enterprise culture.</p>	<p>20</p> <p>40</p>	<p>Task 1</p> <ul style="list-style-type: none"> a workplace journal or report based on participation in structured workplace learning. <p>AND</p> <p>Task 2</p> <p>Student performance is assessed using one or more of the following:</p> <ul style="list-style-type: none"> a case study a report a video or podcast a written blog or web discussion forums an ICT-based presentation an essay structured questions.
<p>Outcome 2</p> <p>Discuss and evaluate the role and importance 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>	<p>40</p>	<p>Student performance is assessed using one or more of the following:</p> <ul style="list-style-type: none"> a case study a report a video or podcast a written blog or web discussion forums an ICT-based presentation an essay structured questions.
Total marks	100	

External assessment

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

Unit 4: Industry change and innovation

Industries operating in Australia are faced with an ongoing need to change as a result of pressures and opportunities from a variety of sources such as government, international competitiveness, changing societal values and attitudes, and environmental sustainability. In this unit students investigate enterprising responses by industry from the last four years to the need for change 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

The need for change

In this area of study students explore pressures and opportunities creating a need for change and responses to these in a selected Australian industry. Students investigate how recent industry responses to pressures and opportunities for change occurring within the last four years have affected stakeholders. They 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 creating a need for change in Australian industry, evaluate recent responses to change in an Australian industry from the last four years, 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

- the need for change:
 - the role of government in promoting change in Australian industry including current government initiatives
 - international competitiveness including Australia's participation in global trade, the influence of the value of the Australian dollar and changing patterns in Australian trade
 - changing societal values and attitudes
 - environmental sustainability within industry and the effects of changing trends in the use of natural resources
- industry responses from the last four years, to pressures and opportunities creating a need for change in an Australian industry
- the impact on workplace stakeholders of industry responses to change
- the relationship between industry responses and the development of work-related skills within the workforce.

Key skills

- define and use key terminology accurately
- describe pressures and opportunities creating a need for change within Australian industry
- describe the role of the Australian government in promoting change in Australian industry
- analyse statistical data related to the pressures and opportunities that create a need for change within Australian industry

- discuss the impact on stakeholders of industry responses to change
- analyse the relationship between industry responses and the development of work-related skills of the workforce
- evaluate the responses of the selected industry to pressures and opportunities for change
- discuss the effects of the changing trends in the use of natural resources.

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 current 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 an 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

- types and effect of 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 including recent government initiatives in supporting innovation
- recent examples of innovation occurring in an Australian industry
- 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 the development of enterprise culture in a selected Australian industry.

Key skills

- define and use key terminology accurately
- explain the impact of innovation in the workplace
- explain the role of government policy in supporting innovation
- discuss the relationships between technology, training and innovation in developing an enterprising culture
- analyse the importance of work-related skills in the development of innovative culture in the selected Australian industry
- evaluate examples of innovation occurring in one or more workplaces within an industry.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework 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 School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>Describe and analyse pressures and opportunities creating a need for change in Australian industry, evaluate recent responses to change in an Australian industry from the last four years, and discuss how development of work-related skills assists the industry in responding to change.</p>	50	<p>Student performance is assessed using one or more of the following:</p> <ul style="list-style-type: none"> • a case study • a report • a video or podcast • a written blog or web discussion forums • an ICT-based presentation • an essay • structured questions.
<p>Outcome 2</p> <p>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>	50	
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. 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 VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA 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 Unit 3 and 4 sequence together with any sample material.