Industry and Enterprise

Victorian Certificate of Education **Study Design**

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.

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, flourescent 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

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2006–2009

The accreditation period commences on 1 January 2006.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, 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*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at 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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment 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

RATIONALE

The central theme of Industry and Enterprise is work and its place in Australian industry and society. The study recognises 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. A key feature of the study is the requirement that students undertake work outside the classroom in order to develop a range of lifelong and work-related skills.

Throughout this study, the term lifelong and work-related skills is used to refer to a range of skills and competencies seen as being important for entry-level employees to develop. Lifelong and work-related skills include, but are not limited to, key competencies, employability skills and enterprise skills.

For the purposes of this study, work is considered to be an activity involving productive effort and may be in the context of paid or unpaid employment or student-initiated enterprise. Industry includes a broad range of business or social organisations involved in the same type of productive activity. Enterprise involves creating and maintaining a project, and need not necessarily involve profit making. It encourages the recognition of a significant and innovative opportunity, the appropriate management of risk-taking and the mobilisation of resources to enable the successful completion of a project.

AIMS

This study is designed to enable students to:
- understand, develop and demonstrate lifelong and work-related skills including key competencies, employability skills and enterprise skills;
- develop possible personal career goals and pathways;
- identify future individual training opportunities and methods for sourcing work in industry;
- explore issues related to work, work organisation and work culture and develop their own values in relation to work;
- use experience from appropriate work settings to develop an understanding of the concept of work;
- develop a knowledge of emerging trends and growth areas within industry and within the labour market itself;
- investigate theoretical and practical perspectives of work through experience at a workplace;

- recognise the importance of leadership and innovation for the workplace and for Australian industry;
- consider the development of enterprise culture and its potential impact on Australian industry;
- investigate tools and processes such as innovation, quality, technology and workplace flexibility and their potential to assist the development of enterprise culture;
- develop an informed view about changes occurring in Australian industry with reference to emerging issues, perspectives and future challenges which directly impact on work;
- evaluate the role and importance of training and workplace learning in Australian industry.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and 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 less than 65 hours, 35 of which is compulsory workplace activity and 30 hours of class time. Unit 4 consists of no less than 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

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

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of of 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 during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

This study may involve the handling of potentially hazardous substances and/or the use of potentially hazardous equipment. 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. Prior to commencing any work placement, students must be adequately prepared in order to meet Occupational Health and Safety requirements. All students must complete the Department of Education & Training's safe@work program prior to commencing work placement (see page 13).

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

**CHARACTERISTICS OF THE STUDY**

Introduction

Work and work environments are constantly changing. Schools need to ensure that their programs allow students to develop abilities for successful participation in this dynamic environment. In recent years there has been increased discussion about 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 competence needs to be viewed in light of these transitional points.

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

- the students observation of the practice and development of employees' lifelong and work-related skills in the workplace
- the development of the students' own lifelong and work-related skills throughout the course, including their own activities during school and activities during the work placement.

Lifelong and work-related skills

The term lifelong and work-related skills is an umbrella term for a range of skills and competencies considered essential for effective participation in work, society and life. The development of lifelong and work-related skills occurs in a range of settings including formal education, work, life and society and is a lifelong process. Lifelong learning, emotional intelligence and the development of leadership skills all play a part in developing lifelong and work-related skills. As such, key competencies, employability skills and enterprise skills are all subsets of lifelong and work-related skills, as shown in the following diagram.
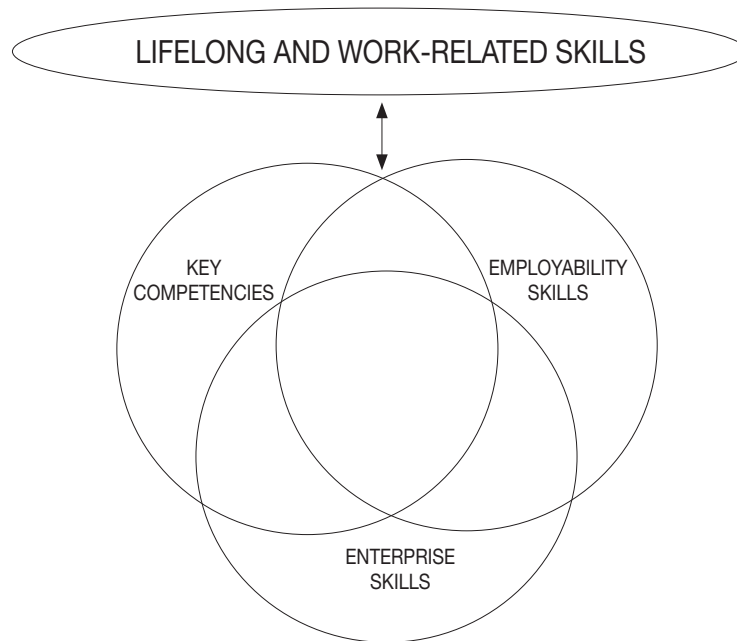
Victorian essential learning standards

The Years Prep to 10 curriculum is based on three separate, but closely related strands: Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning. The Victorian Essential Learning Standards encourage students to be adaptive, to transfer learning and to be prepared for a life of continual learning. Industry and Enterprise continues this theme with the student's development of lifelong and work-related skills and the development of personal career goals and individual training opportunities.

Key competencies

Key competencies are a subset of lifelong and work-related skills. The Finn Committee (1991) and Mayer Committee (1992) identified a number of key competencies that all students need to develop for effective participation in work and society. Key competencies do not replace subject knowledge. Rather, they assist young people to develop and transfer knowledge and skills within and between a variety of contexts. Key competencies focus on how to transform this knowledge and skills from one situation in order to usefully reapply it in different contexts.

There are seven key competencies recommended by the Mayer Committee:

1. Collecting, analysing and organising information.
2. Communicating ideas and information.
3. Planning and organising activities.
4. Working with others and in teams.
5. Using mathematical ideas and techniques.
6. Solving problems.
7. Using technology.

Employability skills

The Employability Skills Framework was developed as part of a large national project 'Employability Skills for the Future Project 2002'. The project drew on and synthesised work conducted since the Mayer Key Competencies (1992) were developed and implemented. Employability skills are a subset of lifelong and work-related skills. These include key personal attributes and skills seen as being important for young people (entry-level employees) entering the workforce in a global and knowledge economy.

The Employability Skills Framework identifies both a set of personal attributes and a set of employability skills that are both seen as equally 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 Project, 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.

Enterprise skills

The *Karpin Report* (1995) identified skills, attitudes and behaviour that Australian business and industry needed to practise in order to participate successfully in the global economy. The report focused on enterprising attributes (skills, attitudes and behaviour) needed to develop and maintain an enterprising culture in society.

In 2003, the Commonwealth Department of Education, Science & Training (DEST) conducted an action research project into enterprise education. This report identified the following qualities and characteristics of enterprising learners:

Key Qualities	Enterprising Characteristics
Connected	The enterprising learner: • Takes action that links learning to the real world • Communicates effectively • Participates in community
Engaged	The enterprising learner: • Makes a head and heart contribution • Is task orientated and outcomes focused • Applies understanding to move forward • Manages resources and time effectively
Resilient	The enterprising learner: • Takes advantage of opportunities • Actively monitors and responds to feedback • Maximises capability and responds appropriately to setbacks
Self Efficacious	The enterprising learner: • Takes responsibility for own actions • Has a sense of self worth and belonging • Contributes to the development of community values • Acts in accordance with agreed values

Enterprise in this study relates to the development of skills and encouragement of attitudes and behaviour in students that will allow them to recognise opportunity, manage risk and mobilise resources in relation to work. In this context, enterprise is very closely tied to the development of the study design, particularly in relation to outcomes, and how courses of study are assessed.

Enterprise skills include, but are not limited to:

• accepting responsibility;
• being flexible;
• communicating;
• evaluating own and others' performance;
• initiating ideas;
• making decisions;
• negotiating for successful outcomes;
• organising and managing resources;
• planning activities;
• solving problems;
• taking and managing risk; and
• thinking creatively.

Structured self-assessment

Structured self-assessment is an invaluable tool for developing lifelong and work-related skills. Schools should have strategies to assist students to develop systematic self-assessment of their own lifelong and work-related skills.

Monitoring the development of lifelong and work-related skills is a critical component in teaching the study design. The ability to reflect on, collect, analyse and organise information on how you operate in a group situation is a sophisticated skill that needs to be learnt.

The process of self-assessment can be taught by providing a context and a structure that facilitates improvement in lifelong and 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 lifelong and work-related skill being addressed;
*   aiding students to uncover their preferred and habitual methods of 'doing' a lifelong and work-related skill, for example, solve problems;
*   including 'time-out' sessions during a unit of work; and
*   using student self-assessment sheets to document performance over time.

As students move from unit to unit over a prolonged period of time, improvement in their self-assessment skills should become apparent.

Workplace learning

This study provides the opportunity for students to undertake learning in the workplace. This allows students to investigate the world of work, relate classroom understandings to real work settings, and to develop lifelong and work-related skills. Students are encouraged to investigate, analyse and evaluate their workplace and develop an understanding of the economic and social implications for the workplace.

This is achieved through the use of schools, industry and workplaces as settings for the investigation of work and the relevant outcomes.

Prior to participating in the workplace all students must have completed the required Occupational Health and Safety 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 only need to complete the update module. Where a student is working in a different industry to any previous work placement or work experience, they must also complete the relevant industry module for the industry in which they will be working.

Appropriate work placement settings

The nature of the work placement should be negotiated between the student, school and, where appropriate, the workplace. The method of implementation is a matter for local decision. Organisational arrangements will vary from school to school. Different methods include participation in workplace learning during normal school hours, which may include work placement requirements in VCAL and VET programs; student-initiated enterprises; and students' part-time work out of school hours which may be paid or unpaid. Schools will need to consider the implications of work placement for timetable arrangements when planning to offer this study.

An appropriate workplace is one that provides students with the opportunity to address the relevant outcomes for the unit. Examples include casual employment during designated school weeks; voluntary community work; part-time paid employment out of school hours; student-initiated programs and

a range of school-sponsored programs. The productive activity in which students participate will encourage them to observe, investigate and reflect on activities and issues related to the workplace and work environments.

Appropriate arrangements for work placement include:

• structured workplace learning arrangements complementing a VCE, VCE VET or VCAL program of study;

• student-initiated enterprises (individually or in teams) that involve the student in productive activity; and

• continuing part-time work with a registered business or incorporated organisation.

The work placement 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 placement between the student, provider and, where appropriate, the employer.

Work placement in an appropriate setting must constitute a minimum of 35 hours in each of Units 1, 2 and 3 so that students can demonstrate achievement of the relevant outcomes in these units.

Providers must comply with current legislation in relation to the placement of students in work settings. Schools should refer to the *Education Act 1958* – Ministerial Order No. 23 Structured Workplace Learning Arrangements, which is available at: www.sofweb.vic.edu.au/voced/structured_workplace_ learning/index.htm

Tasks to be completed during work placement

In order to effectively meet the requirements of this study and to provide meaningful 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 placement;

• effectively complete a minimum of 35 hours of structured workplace learning in an appropriate setting;

• negotiate with the employer/supervisor the nature of work to be undertaken at the workplace;

• identify and apply relevant lifelong and work-related skills in the workplace;

• identify the development of their lifelong and work-related skills, including the use of structured self-assessment before, during and after structured workplace learning;

• maintain a daily record of tasks completed in the workplace, including lifelong and work-related skills practiced during the work placement, 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 lifelong and work-related skills.

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.

When arranging a work placement, the requirement of the *Education Act 1958* – Ministerial Order 23 Structured Workplace Learning Arrangements 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 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 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 year's *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 Industry and Enterprise the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's 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 year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in 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.

Unit 1: Workplace participation

This unit introduces students to the range of settings in which work occurs in Australia. In order to prepare for effective participation in the workplace, emphasis is placed on the skills and competencies required for effective and rewarding participation in the workplace. This unit also examines the changing nature of work, the concept of career development and lifelong learning. Future career pathways and occupations are investigated. In particular, work placement is undertaken (Outcome 2), and work-related issues investigated in a selected workplace. The development of lifelong and work-related skills is an integral part of this unit.

AREA OF STUDY 1

Work and my future

This area of study introduces students to important life concepts such as career development and lifelong learning. As part of the career development process, students are encouraged to work on the development of their own individual career goals and pathways. Students are also encouraged to think about the changing nature of work, observe trends in employment patterns and make predictions about future employment growth areas.

Outcome 1

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

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

Key knowledge

This knowledge includes
- the notion of career, including the concepts of career development, multiple career pathways and lifelong learning;
- techniques for developing personal career goals and pathways;
- methods for sourcing work including networking and online;
- career myths and realities faced by young people entering the workforce;
- changing personal and community values and attitudes to work;

- predictions about future work environments, changing patterns of work and future work options;
- future growth areas and emerging trends in the labour market (regional, national and global) and their impact on groups and individuals in society.

Key skills

These skills include the ability to

- accurately use relevant terminology;
- develop self-awareness of personal lifelong and work-related skills;
- research and report on a range of personal career goals, pathways and options using both print and online sources;
- analyse statistical data related to work;
- collate, organise and apply relevant information to report on the changing nature of work and the effect on employees.

AREA OF STUDY 2

Work and my skills

This area of study provides students with an understanding of the broad concept of work and the settings in which work occurs in Australian society. Work in the context of this study includes all paid and unpaid work including voluntary work and self-employment. As such, the settings in which work occurs are broad and varied and range from small home-based businesses to large transnational corporations. This area of study will therefore provide students with a broad background to the contexts in which work takes place.

In preparation for participation in the workplace, students also need to have an understanding of the skills and competencies vital for effective participation in the workplace. As such, this area of study will explore the importance of lifelong and work-related skills as well as providing students with practical opportunities to develop these skills.

Outcome 2

On completion of this unit the student should be able to explain the nature and demands of the workplace, including the importance of developing their own lifelong and work-related skills, based on their experience at a workplace or in an enterprise activity.

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

Key knowledge

This knowledge includes

- the range of work environments and employment opportunities, such as public and private sector, small business, large business, self-employment, paid and unpaid work;
- the status of work and the choice of work options, the value of work both paid and unpaid;
- how work is viewed as a productive activity in settings such as small business (including home-based enterprises), self-employment, voluntary organisations and community work;
- the importance of lifelong and work-related skills including their relationship to personal and social competencies and their significance for the workplace;

- job tasks and processes for occupations at the workplace, including
  - job classifications, job descriptions and job specifications, giving consideration to the inclusion of lifelong and work-related skills
  - identification of links between local workplaces and broader industry categories.

Key skills

These skills include the ability to

- undertake 35 hours of work placement;
- accurately use relevant terminology;
- develop awareness of personal skills and the occupations to which they are relevant;
- research and report on a range of work environments and employment opportunities using both print and online sources;
- analyse statistical data;
- collate, organise and apply relevant information to report on the significance of lifelong and work-related skills for the workplace.

AREA OF STUDY 3

The workplace

As participants in the workplace, employees are affected by many issues on a daily basis. This area of study provides students with the opportunity to explore some of the issues that affect employees in the workplace. In order to prepare students for safe and effective participation in the workplace, the issue of occupational health and safety must be addressed prior to commencing work placement. Before participating in the workplace, students should also have an understanding of the basic rights and responsibilities of employers and employees, including equal employment opportunity.

An important aspect of the workplace is the ability to work as part of a team and to develop leadership skills. This area of study provides students with the opportunity to investigate key aspects of teamwork and leadership, including effective communication, development of interpersonal skills and emotional intelligence, mentoring and coaching and methods of conflict resolution.

Outcome 3

On completion of this unit the student should be able to investigate and report on a significant work-related issue for a selected occupation in a specific workplace.

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

Key knowledge

This knowledge includes

- employer and employee workplace rights and responsibilities, including
  - occupational health and safety and its relevance for employees including specific occupational health and safety preparation for work placement, such as safe@work
  - the role of equal opportunity and its significance for employees
  - the role of unions in the modern workplace;

- strategies for developing teamwork and leadership and related skills in the workplace, including
  - effective communication in the workplace
  - interpersonal skills and emotional intelligence
  - mentoring and coaching
  - workplace relations including the resolution of conflict.

Key skills

These skills include the ability to

- accurately use relevant terminology;
- research issues related to employer and employee workplace rights and responsibilities;
- analyse strategies for developing teamwork and leadership in the workplace;
- collate, organise and apply relevant information to report on a significant workplace 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 skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and 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 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:

- business research (print and online);
- career investigation;
- career profile;
- case study analysis;
- employer evaluation;
- enterprise simulation;
- interview and report of direct contact with business;
- reflective journal;
- skills portfolio;
- statistical research (print and online);
- structured self-assessment;
- workplace investigation;
- workplace learning diary;
- workplace learning report.

Unit 2: Enterprise and leadership in Australian industry

This unit focuses on work in an industry setting. Exploration of the changing nature of work at a broader industry level is encouraged. Issues to be examined include the importance of enterprise, leadership and innovation in industry, the growth and decline of industries in Australia, major stakeholders in industry, entry-level skills and career paths within industries. Case studies explore some of the challenges currently faced by workplaces in selected industries. These challenges include globalisation, technological change, restructuring and enterprise and innovation. The application of enterprise and leadership in the workplace is explored and further developed through work placement (Outcome 2). The development of lifelong and work-related skills is an integral part of this unit.

AREA OF STUDY 1

Industry as a setting for work

All workplaces fall within the context of an industry. This area of study provides an opportunity to investigate the wider environment in which workplaces operate. Areas of investigation include the classification of industries, and their characteristics such as size, composition, development, major stakeholders, employment opportunities and employment conditions. The area of study also investigates the emergence of new industries.

This area of study offers students the opportunity to examine the wider context of their potential employment, and understand the factors which may impact on the industry and therefore the workplace in which they may eventually find themselves.

Outcome 1

On completion of this unit the student should be able to analyse the nature of work in a selected industry.

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

Key knowledge

This knowledge includes

- major stakeholders in industries, including customers/clients, employees and their representatives, employers and their representatives;
- the scope of industry and classifications used, such as primary, secondary, tertiary and Australian Bureau of Statistics (ANZIC) industry classification system;
- statistical analysis related to specific features of the major industry sectors such as size, composition, product/service provision, employment levels, development and decline of selected industries and changing employment levels;
- workplace arrangements governing conditions of employment, including awards, workplace agreements and individual contracts;
- entry-level skills and knowledge and education and training required for entering work in selected industries;
- factors encouraging the emergence of new industries.

Key skills

These skills include the ability to

- accurately use relevant terminology;
- research and report on a range of industry features and characteristics using both print and online resources;
- demonstrate knowledge of a selected industry;
- analyse statistical data related to specific features of major industry sectors;
- collate, organise and analyse relevant information to report on the nature of work in a selected industry.

AREA OF STUDY 2

Enterprise, innovation and leadership in industry

Enterprise, innovation and leadership are pivotal in the success and survival of all industries. Australian workplaces and the industries in which they operate must focus on improvement in order to remain competitive in today's ever-changing global context. This area of study provides the opportunity to closely examine enterprise, innovation and leadership within the workplace and industry context, to closely investigate the characteristics and qualities of successful leaders and entrepreneurs, and the importance of these factors within Australian industry. Students will also have the opportunity to develop and evaluate their own skills in these areas.

Outcome 2

On completion of this unit the student should be able to analyse enterprise, leadership and innovation in Australian industry, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.

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

Key knowledge

This knowledge includes

- characteristics and examples of
    - enterprise and innovation in personal and work contexts
    - leadership in personal and work contexts
    - lifelong and work-related skills in personal and work contexts;
- the significance of enterprise, innovation and leadership for the workplace and for Australian industry;
- the importance of enterprise, innovation and leadership in industry and in relation to Australia's future competitiveness.

Key skills

These skills include the ability to

- undertake 35 hours of work placement;
- accurately use relevant terminology;
- research and report on the importance of enterprise, leadership and innovation in industry using both print and online sources;
- analyse statistical data related to the impact of enterprise, leadership and innovation within industry;
- collate, organise and analyse relevant information to report on the significance of enterprise, leadership and innovation.

AREA OF STUDY 3

Challenges facing Australian industry

There are many challenges which impact on Australian industry. These challenges create pressures and opportunities for workplaces which ultimately impact on workers and their employment. This area of study aims to introduce students to some of these challenges and examines their impact on industry, the workplaces which operate within them and consequently the workers.

Challenges covered in this area of study include the globalisation of Australian industry, the impact of technology, environmental pressures and the ever present pressure to improve competitiveness.

Teachers should select one or more of the following significant challenges impacting on Australian industry:

- globalisation;
- technological change;
- industry restructuring and the challenge for industry to become more competitive;

- possible skills shortages;
- environmental and social issues.

Outcome 3

On completion of this unit the student should be able to analyse one or more significant challenges facing an Australian industry and the implications for stakeholders.

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

Key knowledge

This knowledge includes

- identification and description of a significant challenge impacting on Australian industry;
- major issues arising from this challenge;
- implications for
  - Australian workplaces and industries
  - lifelong and work-related skills
  - stakeholders in industry.

Key skills

These skills include the ability to

- accurately use relevant terminology;
- research and report on the impact of one or more of the challenges facing Australian industry;
- analyse statistical data related to the impact of one or more of the challenges facing Australian industry;
- collate, organise and analyse relevant information to report on the impact of one or more of the challenges facing Australian 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 key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and 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 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:

- business research (print and online);
- industry investigation;
- industry profile;
- case study analysis;
- employer evaluation;
- enterprise passport or portfolio;
- enterprise simulation;
- interview and report of direct contact with business;
- statistical research (print and online);
- reflective journal;
- skills profile;
- workplace investigation;
- workplace learning diary;
- workplace learning report.

Unit 3: Enterprise culture in Australian industry

The future of Australian industry depends on the development of a successful enterprise culture. This unit investigates the concept of enterprise culture and the role of leadership and teamwork in shaping attitudes, skills and behaviours within an enterprise. These concepts are explored and further developed through work placement (Outcome 1). This unit also examines the role and impact of innovation, quality, technology and workplace flexibility in creating cultural change in Australian industry.

AREA OF STUDY 1

Developing an enterprise culture

This area of study encourages students to consider the role of enterprise and the development of an enterprise culture in relation to work and personal settings. Students will examine the characteristics of enterprise culture including the role of leadership and teamwork.

Outcome 1

On completion of this unit the student should be able to investigate and report on the development of enterprise culture in a workplace, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.

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

Key knowledge

This knowledge includes

- definition of enterprise and enterprise culture in relation to work and personal settings;
- characteristics of enterprise as a basis of workplace and personal development, including the role of leadership and teamwork and their relationship to attitudes, skills and behaviour;
- the role of teamwork, innovation, quality and employee satisfaction in creating an enterprise culture;
- applications of enterprise to work and in different work settings; for example, self employment, voluntary employment, community work, training and education;
- the implications of developing an enterprising society.

Key skills

These skills include the ability to

- undertake 35 hours of work placement;
- accurately use relevant terminology;
- investigate the role of teamwork and leadership in developing an enterprise culture;
- collate, organise and analyse relevant information to report on the implications of developing an enterprising society.

AREA OF STUDY 2

Creating cultural change

This area of study focuses on four forces that have the potential to create cultural change in Australian industry. The forces of innovation, quality, technology and workplace flexibility will be explored along with their potential impact.

Outcome 2

On completion of this unit the student should be able to analyse the role of innovation, quality, technology and workplace flexibility in the process of creating cultural change for a selected Australian industry.

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

Key knowledge

This knowledge includes

Innovation

- definition and examples of innovation in industry;
- definition of design and the role of design (where appropriate) in the workplace;
- the role of employees in innovation;
- the role of research and development in creating an innovative culture;
- the role of government policy in promoting innovation.

Quality

- definition of quality as it applies to work and work processes;
- quality systems and processes (quality control, quality assurance, quality management), including principles that operate within these systems;
- the role of employees in quality systems and processes;
- enterprising applications of quality systems and processes in the workplace.

Technology

- definition of technology in relation to work;
- types of technology used in workplaces within selected industries;
- the role of electronic commerce and implications for workers;
- the impact of technology on work practices and work organisation;
- enterprising applications of technology in the workplace.

Workplace flexibility

- definition of workplace flexibility;
- work practices and work arrangements, including multiskilling, team/cellular work groups, flexible rostering and alternative employment arrangements;
- systems and processes that encourage the development of workplace flexibility;
- enterprising applications of workplace flexibility.

Key skills

These skills include the ability to

- accurately use relevant terminology;
- evaluate the impact of innovation, quality, technology and workplace flexibility in creating change in an industry;
- analyse statistical data related to the impact of these forces on cultural change;
- collate, organise and analyse relevant information to report on the impact of these forces on cultural change in 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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

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

Assessment of levels of achievement

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

Contribution to final assessment

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

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

School-assessed coursework

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

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

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

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Investigate and report on the development of enterprise culture in a workplace, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.	50	The student's performance on each outcome should be assessed using one or more of the following formats: • a workplace learning report • a case study • an essay • a report • a test.
Outcome 2 Analyse the role of innovation, quality, technology and workplace flexibility in the process of creating cultural change for a selected Australian industry.	50	
Total marks	**100**	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4: Change in Australian industry

This unit investigates how pressures and opportunities for change and enterprising responses are transforming the Australian workplace. It focuses on evaluating the importance of training and lifelong learning and employability skills within this context of change.

AREA OF STUDY 1

Pressures and opportunities for change

This area of study examines a range of pressures and opportunities for change and industry responses. It looks at changes within the global and domestic economies, and the resulting changes at the workplace level.

Outcome 1

On completion of this unit the student should be able to analyse pressures and opportunities for change and responses to change in a selected Australian industry.

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

Key knowledge

This knowledge includes

- Australia's recent and contemporary world trade position and changing patterns in international trade, international competitiveness and globalisation;
- the role of government in promoting change in Australian industry;
- changing social values and attitudes on issues related to work such as changing expectations of participants in the workplace and the perceived social costs and benefits of changes to employees;
- natural resource use and sustainability within industry related to development and depletion of natural resources and the effects of changes in natural resource use;
- technological developments and their impact in Australian industry.

Key skills

These skills include the ability to

- accurately use relevant terminology;
- research and report on the impact of globalisation, changing social values, attitudes to work and sustainability;
- analyse statistical data related to the impact of changing patterns of trade, social values and attitude to work, technological developments and sustainability on the practices of Australian industry;
- collate, organise and analyse relevant information to report on the impact of pressures and opportunities for change in Australian industry.

AREA OF STUDY 2

Training and workplace learning

This area of study focuses on the need for and importance of training and workplace learning as a response to change in Australian industry. Development of lifelong and work-related skills creates a more flexible, adaptable and multi-skilled workforce which will meet the evolving needs of Australian industry.

Outcome 2

On completion of this unit the student should be able to evaluate the role and importance of training and workplace learning in Australian industry.

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

Key knowledge

This knowledge includes

- the need for and importance of training, workplace learning and lifelong learning as a response to change;
- the role of training and workplace learning, including occupational health and safety training;
- the function of Registered Training Organisations (RTOs) and industry training advisory boards such as industry skills councils;
- types of training, such as on-the-job, off-the-job, self-paced learning, flexible learning, competency-based training and mentoring;
- forms and structure of competency-based training including industry-specific competencies;
- applications of competency-based training in selected industries and/or workplaces;
- the implications of competency-based training for employees and employers.

Key skills

These skills include the ability to

- accurately use relevant terminology;
- research and report on the role of training and workplace learning;
- analyse statistical data related to opportunities for and use of training in selected industries and/or workplaces;
- collate and organise relevant information to evaluate the types of training in selected industries and/or workplaces and the implications for employees and employers.

ASSESSMENT

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

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

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

School-assessed coursework

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

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

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

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse pressures and opportunities for change and responses to change in a selected Australian industry.	50	The student's performance on each outcome should be assessed using one or more of the following formats: • a structured report • a case study
Outcome 2 Evaluate the role and importance of training and workplace learning in Australian industry.	50	• a report in multimedia format • an essay • a test.
Total marks	**100**	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination

Description

Students will be required to respond to a series of questions related to Units 3 and 4.

All outcomes in Units 3 and 4 will be examined.

All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable.

The examination paper may include questions that refer to stimulus material such as newspaper articles, extracts from reports, tables of figures or case study material.

Students will not be required to use information and communications technology in the examination.

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

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 a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

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

Advice for teachers

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 skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and 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 in which students are completing work placement as well as the industries that students want and need to know more about.
- The range of lifelong and work-related skills students currently have as well as those that students need to develop further, either for their work placement or for class activities.
- The range of students in the classroom. Students may also be enrolled in other vocational studies, such as VET in Schools or VCAL. This will provide the opportunity to build links with learning in these areas.
- Access to local resources. There are many teaching resources you can utilise, such as those listed in this guide. 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 in developing a curriculum relevant to the needs of students in your local area.

- Timing of structured workplace learning. It is important to decide how you are going to arrange work placements and to do this as soon as possible. You need to consider the availability of placements, the needs of students and their potential employers as well as other constraints within the school timetable.

Design and innovation

The State of Design – Future Directions initiative focuses on Victoria's future as a leading innovation economy. The initiative depends on the ability to educate not only designers, but also the users and purchasers of design products and services. Integrating design – and its concepts and principles – into all levels of education will better equip Victorians with the flexibility, creativity and adaptability required to respond to the opportunities and challenges of a rapidly changing technological society. (*The State of Design – Future Directions*, Victorian Government, July 2004)

Unit 3 Industry and Enterprise deals with cultural change within the workplace and focuses specifically on innovation, quality, technology and workplace flexibility. Design awareness and the role of design within the workplace are investigated as part of innovation. According to the Australian Academy of Design, the design process is 'the process of analysing, synthesising, evaluating and documenting a course of action'.

Developing a student portfolio

This study lends itself to the development of student portfolios. Portfolios can either be physical journals (such as display books or visual diaries) or digital portfolios. Portfolios provide students with a logical way to collate and organise information about themselves and their achievements. The portfolio provides a useful tool to assist in locating employment or for supporting an application for a tertiary course. Students should be encouraged to include evidence from their work placements such as employer evaluations, pictures and references in their portfolio. Students can also include self-assessments, photos of enterprise activities or copies of classwork. Through the use of information and communications technology students can also collate their information into a very engaging presentation.

Work placement diaries

Students' work placement diaries may be divided into a number of sections. These could include:

- Student Information – a section where students can enter their personal details and details of their placement arrangements including employer contact information.
- Lifelong and Work-Related Skills – a section which explains these skills so that students and employers can discuss their development.
- Time Sheet – a section where students can record their hours and have them signed off by their supervisor.
- Daily Review – a section where students record details about each day of their placement. These could include: tasks performed, skills developed and self-assessments.
- Self Assessment – a section which contains a reflective evaluation for students to complete at the end of their work placement.
- Notes – a section where students can collate notes about the business and the industry to which it belongs for use in other Industry and Enterprise tasks.

Additional information may also be included, such as a copy of the work placement agreement or an evaluation for the employer to complete.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Industry and Enterprise, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web where appropriate and applicable to teaching and learning activities.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Analytical exercises	Planning and organisation, (written) communication
Business research (print and online)	Planning and organisation, (written) communication, self-management, information and communications technology
Enterprise project	Initiative and enterprise, self-management, problem-solving, planning and organisation, communication
Case study analysis	Planning and organisation, (written) communication
Computer applications and simulations	Information and communications technology, self-management, problem-solving
Essay	Planning and organisation, (written) communication
Interview and report on contact with a business	Problem-solving, planning and organisation, self-management, (written) communication, collecting and analysing
Media analysis	Planning and organisation, (written) communication, collecting and organising
Portfolio	Self-management, teamwork, problem-solving, planning and organisation, (written and oral) communication
Report (multimedia)	Planning and organisation, information and communications technology, (written and oral) communication
Report (written, visual, oral)	Planning and organisation, (written and oral) communication
Multiple-choice test	Problem-solving, (written) communication
Structured questions	Planning and organisation, (written) communication
Test	Problem-solving, planning and organisation, (written) communication

In completing work for this study, students may also demonstrate other key competencies and employability skills, such as working with others and in teams.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon ICT .

Unit 1: Workplace participation

AREA OF STUDY 1: Work and my future

Outcome 1	*Examples of learning activities*
Investigate career pathways including an analysis of their current and future work options.	survey young people about their aspirations and career expectations
	discuss the pros and cons of the various methods available for sourcing work
	investigate online employment websites such as CareerOne
	use the Internet to investigate personal career pathways and options
	prepare an individual career profile for a preferred career option
	survey a range of people about their attitude towards work
	collate and analyse statistical information about emerging growth areas in the labour market

Detailed example

PERSONAL CAREER PATHWAYS INVESTIGATION

This activity provides a sequential framework to develop a personal career investigation portfolio.

1. Career plan and job seeking task

Work through the 'Identifying' section of the 'My Future' website (www.myfuture.edu.au). This website will help identify skills and abilities and suggests relevant careers for further exploration. At the end of the activity, students print out the following information and insert it into their career portfolio:

• My interests survey results

• Knowledge survey results (current, developing and enjoyed knowledge)

• Skills survey results (current, developing and enjoyed knowledge)

Students use the information from the 'identifying' section to explore career fields and occupations using the 'exploring' section of the My Future website.

They print out a list of career fields and occupations that are of interest to them and that they would like to explore further. This printout is placed in their portfolios.

2. Statistics and work

The next stage of this activity involves exploring employment prospects in a number of the occupations identified in the previous task. Students go to the website www.jobsearch.gov.au/joboutlook, and complete the following activities:

• Browse occupations either alphabetically or by categories.

• Find information on two of the occupations identified in the exploring careers activity in the previous task. Prepare a detailed summary of the information provided, including:

– occupation

– weekly earnings

– job prospects

– key indicators and main employing industries

– gender breakdown and unemployment

– industry and regional employment figures.

In light of this information, discuss the pros and cons of pursuing careers in these two areas.

Detailed example (continued)

3. Changing nature of work and its effect on employees

Students select one of the following tasks and write an extended response:

- Write a statement about your personal philosophy of work. What do you see as important skills and qualities required by young people entering the workforce? What do you think employers are looking for in future employees? Is there a conflict of interest between the views of young people and the views of employees?

- Conduct an interview with an employee who is working in one of the occupations you investigated in the previous task. How does their experience of the occupation compare with the statistical data?

- Complete an interview with an adult at least 40 years old about their experiences of work over time and prepare a report based on the interview.

AREA OF STUDY 2: Work and my skills

Outcome 2	*Examples of learning activities*
Explain the nature and demands of the workplace, including the importance of developing their own lifelong and work-related skills, based on their experience at a workplace or in an enterprise activity.	discuss the advantages and disadvantages of working in a range of work environments
	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 and prepare a report on the experience
	participate in a school-based enterprise activity and conduct a self-assessment of the experience
	construct an interview schedule to elicit information from employees at a specific workplace about job tasks and processes
	observe and record the use of lifelong and work-related skills in the workplace
	use structured self-assessment to monitor the development of individual lifelong and work-related skills
	ICT investigate the role of information technology within a work placement

Detailed example

WORKPLACE LEARNING DIARY AND REPORT

Students complete a time log or diary for 35 hours of work placement or enterprise activity. In the diary they detail the time spent in the workplace or on the activity and the different tasks completed.

For each task, the lifelong and work-related skills required to complete that task are identified.

Also included in this section is a general reflection on the work placement or enterprise activity looking at the positives and negatives of the experience.

Using their journal and experience in the workplace or enterprise activity, students complete a report addressing the following issues:

- Discuss five lifelong and work-related skills needed by young people for effective participation in the workplace or to run an enterprise activity. In the discussion include the following:

    – the name of the skill

    – how the skill would be used in the workplace or in an enterprise activity (include examples)

    – why the skill is important for young people to develop.

- Based on the lifelong and work-related skills discussed in the previous task, discuss how these skills have developed during the 35 hours of work placement or enterprise activity. Include in the discussion:

    – an assessment of skill level for each skill both at the start and the end of the 35 hours

    – examples of how the skills were used during the 35 hours

    – the importance of the skills in the workplace

    – an interview with someone gauging their views on the level of ability reached regarding the skill.

AREA OF STUDY 3: The workplace

Outcome 3	**Examples of learning activities**
Investigate and report on a significant work-related issue for a selected occupation in a specific workplace.	successful completion of the relevant safe@work modules
	develop a folio of newspaper articles online on issues related to occupational health and safety and equal opportunity in the workplace
	investigate and report on methods of effective communication in a workplace
	investigate the WorkCover website and prepare a PowerPoint presentation on statistics related to workplace safety issues
	survey employees about their awareness of equal employment opportunity regulations in the workplace
	conduct an occupational health and safety audit of an area of the school
	develop a role-play about resolving conflict in the workplace
	create an instructional video about safe work practices for a specific workplace

Detailed example

OCCUPATIONAL HEALTH AND SAFETY AUDIT

Working in groups of three or four, students complete an occupational health and safety audit of an allocated area of the school. The number of areas and 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 college or even the school OH&S representative.

It is best to 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 best to allow students to make arrangements to audit the area they have been assigned. For example, make an appointment with the lab assistant or librarian before they go into that area of the school.

After collecting data, students can then share their findings with the class and even other members of the school community, such as the occupational health and safety committee.

An example of an audit report:

OCCUPATIONAL HEALTH & SAFETY SURVEY DATA COLLECTION SHEET

Team	Area:	
	Date Audited:	
General		
Lighting	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	
Floor Coverings	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	
Furniture	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	
Sound	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	
Electrical	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	
Heating	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	
Placement of Items	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	
Storage	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	
Structure	❑ Excellent	
	❑ Good	
	❑ Average	
	❑ Poor	

Feelings of Workers:

Unit 2: Enterprise and leadership in Australian industry

AREA OF STUDY 1: Industry as a setting for work

Outcome 1	*Examples of learning activities*
Analyse the nature of work in a selected industry.	draw a concept map to show the interaction between stakeholders in a selected industry
	discuss the definition of industry and methods for classifying industries
	use the Internet to research and compare industry websites focusing on the size, composition and employment levels in the industries
	prepare and interpret statistical and graphical material to compare features of major industries, e.g. size, composition, product provision, employment levels, contribution to GDP; prepare a profile on a selected industry and present in written or multimedia format
	participate in a role-play to simulate the establishment of a workplace agreement

Detailed example

INDUSTRY PROFILE

Students prepare a profile on a selected industry of their choice. They could use the industry to which their work placement belongs or choose a different industry. Remember that the focus is not on a specific business, but on the industry to which that business belongs.

The industry profile can be presented in any of the following formats:

- Written report
- Poster
- PowerPoint presentation
- Web page

The profile must include:

- the ANZSIC classification to which the industry belongs;

- identification and discussion on statistical data related to the industry; this includes an indication of industry size, composition, employment levels, contribution to the economy (GDP) and growth (or decline) rate;

- details on the role of three key stakeholders in the industry;

- typical pay and working conditions in the industry;

- entry-level training required for commencing work in the industry;

- strategies that would be useful to obtain work in the industry.

AREA OF STUDY 2: Enterprise, innovation and leadership in industry

Outcome 2	***Examples of learning activities***
Analyse enterprise, leadership and innovation in Australian industry, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.	prepare a profile of an enterprising individual, incorporating research through resources such as the Internet, interviews and fieldwork
	investigate the application of lifelong and work-related skills in the workplace
	plan and conduct a student-initiated enterprise project
	participate in a structured work placement as part of a VET program
	design and use a workplace diary as part of a work placement
	construct an interview schedule to elicit information from employees at the workplace
	observe and record the use of lifelong and work-related skills in the workplace
	investigate an industry through the completion of a webquest

Detailed example

ENTERPRISE SIMULATION PROJECT

Students complete a 35-hour enterprise activity. An enterprise activity is an activity that assists in the development of lifelong and work-related skills, especially enterprise skills. An enterprise activity does not have to be a money-making venture. It can be any project that assists in the development of specific skills. Working in groups, students organise and run an event/activity that will help develop the use of enterprise skills. 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're 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 fund raising 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.

Detailed example (continued)

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 marketted?

- 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:

- What the enterprise activity is.

- 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 they are responsible for.

Task 6: Run the enterprise activity

- Don't 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: Challenges facing Australian industry

Outcome 3	*Examples of learning activities*
Analyse one or more significant challenges facing an Australian industry and the implications for stakeholders.	discuss challenges faced by Australian workplaces
	prepare a folio of newspaper articles collected online on challenges facing Australian workplaces
	undertake a case study of a selected workplace to assess how the workplace has been affected by change
	identify implications of change for workplace stakeholders; use PowerPoint to present findings

Detailed example

CASE STUDY

This assessment task involves the investigation and analysis of a challenge facing the Australian workplace for a selected industry.

The following criteria will be used to judge the students' performance on this outcome:

- Knowledge of the challenges selected for investigation.

- Application of knowledge to the selected industry.

- Discussion of the challenges.

- Quality and coherence of analysis.

Students collect information over the next two weeks and then spend the allocated time in class completing the analysis. The analysis should be in the range of 800 words. It should cover:

- a brief introduction to the industry

- an introduction to challenges faced by the industry

- a detailed discussion of how one of the challenges is having a specific impact on stakeholders in the industry

- an outline of how the industry is responding or could respond to the selected challenge.

Unit 3: Enterprise culture in Australian industry

AREA OF STUDY 1: Developing an enterprise culture

Outcome 1	*Examples of learning activities*
Investigate and report on the development of enterprise culture in a workplace, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.	investigate the application of lifelong and work-related skills in the workplace
	plan and conduct a student-initiated enterprise project
	report on the development of an enterprise culture in a selected workplace or industry
	participate in a structured work placement as part of a VET program

design and use a workplace diary as part of a work placement and prepare a report using a word-processing package

construct an interview schedule to elicit information from employees at the workplace

observe and record the use of lifelong and work-related skills in the workplace

---

Detailed example

WORKPLACE LEARNING REPORT: ENTERPRISE CULTURE

Overview

Students complete a report in which they:

- investigate the development of enterprise culture in a workplace

- report on the development of enterprise culture in a workplace

- use work placement experience to illustrate the report

- reflect on the development of their lifelong and 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. Identify the industry context to which the workplace belongs. Provide a discussion of the lifelong and work-related skills practiced at the workplace.

Lifelong and work-related skills

Outline and describe the role lifelong and work-related skills (particularly key competencies and employability skills) play in this workplace. To what extent were the key competencies and employability skills used and developed in the work placement?

Evaluate the extent to which the development of key competencies and employability skills contributed to preparation for future roles in the workplace. How does this workplace develop key competencies in its own employees? Analyse how effectively key competencies are applied in this workplace. Evaluate the extent to which key competencies can be further developed in this workplace.

Enterprise skills

Outline and describe the role enterprise skills play in this workplace. To what extent were enterprise skills used and developed in the work placement?

Evaluate the extent to which the development of enterprise skills contributed to preparation for future roles in the workplace. How does this workplace develop enterprise skills in its own employees? Analyse how effectively enterprise skills are applied in this workplace. Evaluate the extent to which enterprise skills can be further developed in this workplace.

Enterprising culture

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

AREA OF STUDY 2: Creating cultural change

Outcome 2	*Examples of learning activities*
Analyse the role of innovation, quality, technology and workplace flexibility in the process of creating cultural change for a selected Australian industry.	define innovation, quality, technology and workplace flexibility
	organise a debate on the effect of technology in the workplace
	prepare a short report on quality systems and processes used within industry
	prepare a report on the role of design within the workplace
	interview employees about work arrangements used in their workplace
	use the Internet to investigate examples of electronic commerce
	prepare a report on the use of technology within a selected industry

Detailed example

CASE STUDY: USE OF TECHNOLOGY WITHIN A SELECTED INDUSTRY

The Postal and Telecommunications Industry

Australia Post is part of the postal and telecommunications industry. For this task students use Australia Post's website and printed material to develop a case study of the application of technology in this industry.

Log on to Australia Post's website at <www.austpost.com.au> This website contains a wealth of information about Australia Post. There is a student section and a teacher section where resources can be ordered which are usually delivered within a week.

The Australia Post Fact File can be ordered from the website. Information on the use of technology as well as statistical information and a history of the organisation is included.

The case study should include the following information:

- A brief overview of the industry/workplace including key statistical data.

- Four examples of technology used in the industry.

- Discussion on how each item of technology has impacted on employees. Include both pros and cons of each item in the discussion.

- Analysis of how each item of technology has impacted on work organisation at Australia Post.

- Analysis of how the introduction of technology in the industry/workplace is contributing to the development of an enterprise culture in the industry.

Unit 4: Change in Australian industry

AREA OF STUDY 1: Pressures and opportunities for change

Outcome 1	*Examples of learning activities*
Analyse pressures and opportunities for change and responses to change in a selected Australian industry.	discuss concepts such as international trade, balance of payments, international competitiveness and globalisation
	use the ABS website or CD-ROM to access data on Australia's trade position and prepare graphs or tables to highlight recent trends
	present a report on the impact of recent changes to industrial relations legislation on employees in a selected industry
	prepare a structured report on the pressures and opportunities for change and industry responses in the retail industry
	assess the impact of natural resource use on the environment of a selected industry

Detailed example

STRUCTURED REPORT: RETAIL INDUSTRY

Students prepare a structured report on the pressures and opportunities for change and industry responses in the retail industry. Pressures currently faced by the retail industry include:

- legislative pressures
- career development of employees
- electronic commerce
- loss prevention
- retail training
- clothing Code of Practice
- trading hours
- plastic bag use.

For a detailed overview of each of these pressures visit the Australian Retailers Association website at <www.ara.com.au>

Students select one of these pressures for change and research in more detail.

The report should be between 800 and 1000 words and structured using headings and sub-headings. These headings should be structured around the following dot points which form the basis of the report:

- Introduction – provide details of the topic and the focus of the report, including a brief outline of the pressure.

- Industry overview – provide a brief overview of the industry including key statistical data such as industry size, major players and stakeholders, employment levels and contribution to GDP.

- Pressure – provide a detailed discussion of the pressure faced by the retail industry including a description of the pressure, identification of the cause of the pressure, an outline of the stakeholders involved and examples of problems caused by the pressure.

- Opportunities – provide an analysis of the opportunities that have arisen or that could arise from this pressure.

- Responses – provide an analysis of how this industry is responding to the pressures and opportunities.

- Conclusion – provide a summary conclusion to the report.

AREA OF STUDY 2: Training and workplace learning

Outcome 2	***Examples of learning activities***
Evaluate the role and importance of training and workplace learning in Australian industry.	undertake a case study of competency-based training in a selected industry
	investigate RTO websites and give a class presentation on coverage of training
	prepare a series of questions for a job interview incorporating lifelong and work-related skills
	prepare an essay on the role and importance of training and workplace learning in a selected industry
	outline a training schedule for occupational health and safety in a selected workplace
	prepare a multimedia report on the types of training undertaken in Australian industry

---

Detailed example

ESSAY: TRAINING AND WORKPLACE LEARNING

Students write an essay on training and workplace learning in an industry they are familiar with. The essay topic is: Evaluate the role and importance of training and workplace learning in an industry you are familiar with. (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 role of training in the industry. What part does it play in preparing entry-level employees as well as enhancing the skills of current employees?

- Typical forms 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 in this industry.

- Make predictions about the impact of training and workplace learning for employers and employees in the industry.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Investigate and report on the development of enterprise culture in a workplace, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.	50	A workplace learning report based on data collected from the workplace or an enterprise activity investigating the development of enterprise culture within the workplace and the importance of lifelong and work-related skills.
Outcome 2 Analyse the role of innovation, quality, technology and workplace flexibility in the process of creating cultural change for a selected Australian industry.	50	A case study of a selected Australian industry analysing the role of innovation, quality, technology and workplace flexiblity in the process of creating cultural change within the selected industry.
Total marks for Unit 3	**100**	
Unit 4		
Outcome 1 Analyse pressures and opportunities for change and responses to change in a selected Australian industry.	50	A structured report analysing the pressures and opportunities for change and the responses emanating from the change in a selected Australian industry.
Outcome 2 Evaluate the role and importance of training and workplace learning in Australian industry.	50	An essay evaluating the role and importance of training and workplace learning as a response to change within Australian industry.
Total marks for Unit 4	**100**	

SUITABLE RESOURCES

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

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

GENERAL

Textbooks

Barrile, S, Cameron, T & Rouse, A 2001, *Industry and Enterprise Studies: A Manual for VCE Units 1 and 2* (2nd edn), Macmillan, Australia.

Barrile, S, Cameron, T & Rouse, A 1998, *Industry and Enterprise Studies: A Manual for VCE Units 3 and 4* (and web supplement), Macmillan, Australia.

Boyd, S, Maguire, J & Sanders, D 1997, *Work Studies: A Career Education Approach Book 1*, Macmillan, Australia.

Boyd, S, Maguire, J & Sanders, D 1998, *Work Studies: A Career Education Approach Book 2*, Macmillan, Australia.

Dunn, C 1998, *Being Enterprising*, Macmillan, Australia.

Meridith, S, Speedy, R & Wood, B 2001, *Industry and Enterprise Studies: VCE Units 1 and 2*, Heinemann, Australia.

Rouse, A & Christophersen, P 1998, *Student Work Placement Diary,* Victorian Commercial Teachers' Association, Collingwood, Melbourne.

Tellefson, J 1997, *Industry and Enterprise Unit 1*, Career Education Association of Victoria, Melbourne.

Tellefson, J 1997, *Industry and Enterprise Unit 2*, Career Education Association of Victoria, Melbourne.

Other books

Curriculum Corporation, 1995, *Approaches to Enterprise Education*, Curriculum Corporation, Melbourne.

Kearny, P 1999, *Enterprising Ways to Teach & Learn: Book 1,* Enterprise Briefs, Enterprise Design Associates, North Hobart, Australia.

Kearny, P 1999, *Enterprising Ways to Teach & Learn: Book 2,* Enterprise Briefs, Enterprise Design Associates, North Hobart, Australia.

Kearny, P 1999, *Enterprising Ways to Teach & Learn: Book 3,* Enterprise Briefs, Enterprise Design Associates, North Hobart, Australia.

Kearny, P 1999, *Enterprising Ways to Teach & Learn: Book 4,* Enterprise Briefs, Enterprise Design Associates, North Hobart, Australia.

Letcher, M 1997, *Making Your Future Work*, Pan Macmillan, Australia.

Patton, W & McMahon, M (eds) 1997, *Career Development In Practice*, New Hobsons Press.

Steer, R 1998, *Enterprise In Action: Small Business Case Studies*, Copytopics.

Reports

Department of Education, Science & Training, *Enterprise Education: Case Studies From the Project*, 2004.

Karpin, D (Chair) 1995, *Enterprising Nation: Report of the Industry Task Force on Leadership and Management Skills*, Australian Government Publishing Service, Canberra.

Mayer, E (Chair) 1992, *Key Competencies: Report of the Committee to Advise the Australian Education Council and Ministers of Vocational Education*, Employment and Training on Employment-related Key Competencies for Post-compulsory Education and Training, Australian Education Council and Ministers of Vocational Education, Employment & Training, Melbourne.

OECD 1989, *Educational Monograph No. 4: Towards an Enterprising Culture: A Challenge for Education and Training*, OECD, Paris.

Victorian Government 2003, *Opening Doors to Export*, Information Victoria.

GENERAL

Journals and periodicals

Business Review Weekly, Fairfax Publications, Sydney.

Compak, Victorian Commerical Teachers Association, Melbourne.

Daily Newspapers – The *Age, The Herald-Sun, The Australian*.

Fast Thinking, InnovationXchange Network, Craftsman Press Printing Pty Ltd.

Risk and Reward: Encouraging Innovation in Victoria, Victorian Department of Innovation, Industry and Regional Development, www.innovation.vic.gov.au

Safety First, Reed Business Information, www.reedbusiness.com.au

AUDIOVISUAL

Videos

A Setting for Work: The Retail Food Industry (video), Video Education Australasia.

A Two Way Street: You and the Organisation (video), Video Education Australasia.

I Want a Cool Job, Centre for Workplace Culture Change, RMIT. Qualities that count with employers (video), Video Education Australasia.

Ready for Work (video), Video Education Australasia.

Road to Work (video), Video Education Australasia.

The Changing Job Scene (video), Video Education Australasia

The Workplace in Action: The Supermarket (video), Video Education Australasia.

Work, Film Australia, 1998.

Your Career, Your Choice (video), Video Classroom.

GENERAL

Websites

ACTU, Australian Council of Trade Unions
www.actu.asn.au

ACTU, Worksite for Secondary Students
www.worksite.actu.asn.au
A useful site for secondary students and teachers. Also includes lesson plans for teaching about work-related issues.

Australian Chamber of Commerce and Industry (ACCI)
www.acci.asn.au

Australian Qualifications Framework
www.aqf.edu.au

Business in Victoria
www.business.vic.gov.au
A wealth of information on specific industries, including strategic plans for the future.

Business Review Weekly
www.brw.com.au

Careers Online, Explore Your Future
www.careersonline.com.au

Careers that Go
www.careersthatgo.com.au

ComNet, Victorian Commercial Teachers Association
www.vcta.asn.au

Curriculum Corporation
www.curriculum.edu.au
Includes information on Enterprise Education, OZJAC and VET in Schools. Follow the OZJAC link for information about career myths and realities. Follow the VET in Schools link for training package resources and industry-related information.

Department of Family and Community Services, The Source
www.thesource.gov.au
Youth information website. Includes a section on careers/jobs with links to the job guide online, Centrelink, job search information and Job Network.

Department of Education, Science and Training, New Apprenticeships Can Work For You
www.newapprenticeships.gov.au
Website containing information about new apprenticeships.

Education Victoria, Vocational Education inSchools
www.sofweb.vic.edu.au/voced

Innovation Xchange Netword
www.innovationxchange.com.au

Mindshop
www.mindshop.com.au

National Occupational Health & Safety Commission
www.worksafe.gov.au
Worksafe Australia Website containing general information on Occupational Health and Safety and links to other related sites.

Office of the innovation economy Advisory Board
www.iird.vic.gov.au

The Age
www.theage.com.au

The Australian
www.theaustralian.news.com.au

Victorian WorkCover Authority
www.workcover.vic.gov.au

ORGANISATIONS

Australian Bureau of Statistics,
Level 6
CU Tower
485 Latrobe Street
Melbourne Vic 3000
Tel: (03) 9651 7000
Fax: (03) 9651 7926
Website: www.abs.gov.au

Australian Council of Trade Unions (ACTU)
Level 4
393 Swanston Street
Melbourne Vic 3000
Tel: (03) 9664 7360
Website: www.actu.asn.au

Australian Industrial Relations Commission
Nauru House
80 Collins Street
Melbourne Vic 3000
Tel: (03) 8661 7777
Website: www.airc.gov.au

Centre for Economic Education
PO Box 334
Albert Park Vic 3206
Tel: (03) 9820 1196
Fax: (03) 9589 2571
Website: www.cee.org.au

Department of Innovation, Industry & Regional Development
Office of Manufacturing
Level 11
55 Collins Street
Melbourne, Vic 3000
Tel: (03) 9651 9999
Website: www.iird.vic.gov.au

Equal Opportunity Commission
Level 3
380 Lonsdale Street
Melbourne Vic 3000
Tel: (03) 9281 7111 or 1800 134 142
Website: www.eoc.vic.gov.au

Federal Department of Employment Workplace
Relations and Small Business
GPO Box 9879
Melbourne Vic 3001
Tel: (03) 9954 2510
Website: www.dwrsb.gov.au and www.wagenet.gov.au

Job Watch
53 Drummond Street
Carlton Vic 3053
Tel: (03) 9662 1933 or 1800 331 617
Website: www.job-watch.org.au

Victorian Commercial Teachers Association (VCTA)
33-37 Hotham Street
Collingwood Vic 3006
Tel: (03) 9419 9622
Fax: (03) 9419 1205
Website: www.vcta.asn.au

Victorian Employers Chamber of Commerce and Industry
Employers House,
50 Burwood Road,
Hawthorn Vic 3122
Tel: (03) 9251 4333
Fax: (03) 9819 3676
Website: www.vecci.org.au

Enterprise Education Programs

Australian Business Week
National Office
Suite 11
5-7 Ross Street
Parramatta NSW 2150
Tel: (03) 9683 9980
Fax: (03) 9890 5046
Email: busweek@ozemail.com.au
Website: www.socs.uts.edu.au/abw

Australian Network of Practice Firms
GPO Box 826
Canberra ACT 2601
Tel: (02) 6207 3360
Fax: (02) 6207 3338
Email: anpf@cit.act.edu.au

E-Teams
Australian Quality Council
PO Box 298
St Leonards NSW 2065
Tel: (02) 9901 9979
Fax: (02) 9906 3286
Email: aqcssem@ibm.net
Website: www.aqc.org.au

Mindshop Excellence Program
Contact: Mrs Georgene Bridgeman
Tel: (03) 9722 2256
Fax: (03) 9722 2320

National Enterprise Days Initiative
NEDI Coordinator
C/- Business in the Community (S) Inc.
Level 5,
Reserve Bank Building
182 Victoria Square
Adelaide SA 5000
Tel: (08) 8226 2804
Fax: (08) 8226 2949

Plan Your Own Enterprise Competition
The Victorian Coordinator
PO Box 361
Abbotsford Vic 3067
Tel: (03) 9419 9622
Fax: (03) 9419 1205
Email: vcta@vcta.asn.au

Young Achievement Australia
225 Bourke Street
Melbourne Vic 3000
Tel: (03) 9650 2923
Fax: (03) 9650 2935