SAMPLE COURSE OUTLINE

CAREER AND ENTERPRISE FOUNDATION YEAR 12
### Sample course outline

#### Career and Enterprise – Foundation Year 12

#### Semester 1 – Unit 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tbody>
<tr>
<td>1–3</td>
<td>Introduction to the course; distribution of syllabus, course outline and assessment outline</td>
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<td></td>
<td><strong>C12.1 Where are all the jobs?</strong>&lt;br&gt;• the concept of the labour market</td>
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<td>• the concept of employment trends</td>
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<td>• interpretation of simple graphs and data on labour market statistics, and employment trends from a source such as Australian Jobs</td>
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<td>• identify key organisations, people in the community or services that can assist in finding employment opportunities in the local area, such as:&lt;br&gt;  ▪ Myfuture&lt;br&gt;  ▪ Career Centre WA&lt;br&gt;  ▪ Workforce Development Centres</td>
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<td>• investigate employment trends in the local area by accessing information from sources, such as:&lt;br&gt;  ▪ Job Outlook&lt;br&gt;  ▪ Myfuture&lt;br&gt;  ▪ Australian Jobs&lt;br&gt;  ▪ Career Centre WA&lt;br&gt;  ▪ Workforce Development Centres</td>
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<td>• the concept of a skills shortage area</td>
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<td>• identify the current skill shortage areas in Western Australia</td>
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<td>• identify own personal goals and values</td>
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<td>• identify how technology has changed the workplace in the last twenty years, including:&lt;br&gt;  ▪ use of internet&lt;br&gt;  ▪ email&lt;br&gt;  ▪ mobile devices, such as mobile phones and tablet devices</td>
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<td>• identify the impact of different work settings on entry-level employment, including:&lt;br&gt;  ▪ fly-in/fly-out&lt;br&gt;  ▪ mobile workplace&lt;br&gt;  ▪ virtual workplace</td>
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<td>4–5</td>
<td>• the benefits for maintaining work and career development of accessing ongoing education and training</td>
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<td>• the need to choose education and training opportunities that align to own skills, attributes, values and interests</td>
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<td>• create/review own electronic individual pathway plan (IPP)</td>
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<td>• edit IPP to ensure coherence, clarity, appropriate language and words</td>
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<td>• identify how personal goals, values and pathway plans can be influenced by factors, such as:&lt;br&gt;  ▪ labour market information&lt;br&gt;  ▪ employment trends&lt;br&gt;  ▪ skills shortage areas</td>
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<td>• identify different locations of job advertisements, including:&lt;br&gt;  ▪ newspaper&lt;br&gt;  ▪ private electronic job boards, such as SEEK&lt;br&gt;  ▪ government electronic job boards, such as JOBS WA&lt;br&gt;  ▪ employment agencies</td>
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<tr>
<td>Week</td>
<td>Key teaching points</td>
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</table>
|      | • add the following key words associated with working to your glossary:  
|      |   ▪ labour market  
|      |   ▪ employment trends  
|      |   ▪ skills shortage  
|      |   ▪ personal goals  
|      |   ▪ personal values  
|      |   ▪ work settings  
|      |   ▪ individual pathway plan |

| 6    | C12.2 Gaining a job  
|      | • investigate work search strategies, including:  
|      |   ▪ cold canvassing  
|      |   ▪ networking  
|      |   ▪ written job application  
|      |   ▪ online job application  
|      | • the job application process, including:  
|      |   ▪ finding a job vacancy  
|      |   o open (advertised) job market  
|      |   o hidden job market  
|      |   ▪ telephone enquiry  
|      |   ▪ expression of interest  
|      |   ▪ letter of application  
|      |   ▪ addressing of selection criteria  
|      |   ▪ tailoring of existing resume to the job advertised  
|      |   ▪ attending the job interview  
|      | • locate and interpret a range of job advertisements  
|      | • identify words and acronyms used in job advertisements, for example, FIFO, casual employment, shift-work  

| 7–10 | • techniques for a telephone enquiry, including:  
|      |   ▪ prior to making the call  
|      |   o identify the purpose of the call  
|      |   o identify who to speak to  
|      |   o practise what will be said, using appropriate language  
|      |   o have note-taking material available to record any necessary information  
|      |   ▪ speaking and listening skills during the call  
|      |   o use appropriate language and terminology  
|      |   o listen carefully to speaker  
|      |   o ask clarifying questions where necessary  
|      | • the concept of an expression of interest, including:  
|      |   ▪ the timeline  
|      |   ▪ expected length  
|      |   ▪ who the contact person is  
|      | • required letters in the job application process, including:  
|      |   ▪ letter of introduction  
|      |   ▪ letter of application or expression of interest  
|      |   ▪ letter of appreciation  
|      | • components of a formal job application letter, such as:  
|      |   ▪ personal address  
|      |   ▪ date  
|      |   ▪ inside address (recipient’s address)  
|      |   ▪ subject line  
|      |   ▪ salutation |
### Key teaching points

- body paragraphs
- complimentary close
- techniques in addressing basic selection criteria, including:
  - correct sentence structure
  - correct paragraph structure
  - use of a STAR (situation, task, action, result)
  - use of a SAO (situation, action, outcome)
  - editing and proofreading
- tailoring a resume to suit the job being applied for, including:
  - give examples relevant to the job
  - omit information irrelevant to the job
  - structure the resume to highlight the information most relevant to the job
- create a mock letter of introduction and a letter of application for a selected entry-level job
- edit letters to ensure coherence, clarity, appropriate language and words
- create an expression of interest for a selected entry-level job
- edit expression of interest to ensure coherence, clarity, appropriate language and words
- types of aptitude tests that employers can use in their recruitment process, including:
  - abstract
  - verbal
  - numerical
- prepare a mock application for an advertised job
  - SAO
  - STAR
- add the following key words associated with workplace communication to your glossary:
  - job application
  - letter of application
  - selection criteria
  - resume
  - job interview
  - aptitude test

#### E12.4 Workplace issues and problem solving

- possible workplace issues, including:
  - workplace violence
  - workplace stress
  - discrimination
  - harassment
  - bullying
  - racism
- possible causes of workplace issues, including:
  - wage negotiations
  - work conditions (such as, inequities in conditions or non-award conditions)
  - health and safety
- identify the steps that should be followed by employees who are bullied, discriminated against or harassed in the workplace, including:
  - report the issue
  - seek assistance from the appropriate person in the organisation
  - be aware of their rights
  - make an informed decision on how to deal with the incident
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|       | • considerations for an employee if asked to carry out unsafe work, including:  
|       |   ▪ seek clarification of the task from a supervisor  
|       |   ▪ ask for safety equipment  
|       |   ▪ request appropriate training  
|       | • steps that should be followed by an employee whose pay and/or entitlements are incorrect, including:  
|       |   ▪ check payslip  
|       |   ▪ check employment contract  
|       |   ▪ clarify the error with the payroll officer  
| 13–14 | **E12.1 Work/life balance**  
|       | • the concept of work/life balance  
|       | • work/life settings, including:  
|       |   ▪ home based work  
|       |   ▪ paid work (full-time, casual, part-time)  
|       |   ▪ self-employment  
|       |   ▪ shift work  
|       |   ▪ fly-in/fly-out  
|       | • reasons for different work/life choices, including:  
|       |   ▪ hours of work  
|       |   ▪ lifestyle  
|       |   ▪ rosters  
|       |   ▪ travel commitments  
|       |   ▪ workplace stress  
|       |   ▪ personal health  
|       |   ▪ family commitments  
|       | • the impact of the internet and technology on work/life balance, including:  
|       |   ▪ mobile access to communication tools  
|       |   ▪ changes to work times due to involvement in 24/7 global economy  
|       | • self-management strategies to manage work/life balance, including:  
|       |   ▪ setting boundaries  
|       |   ▪ planning leisure activities  
|       |   ▪ maintaining friendships and personal networks  
|       |   ▪ turning off electronic devices after work hours  
|       | • add the following key words associated with team work to your glossary:  
|       |   ▪ work  
|       |   ▪ work/life balance  
|       |   ▪ workplace stress  

**Externally set task**
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| 15–16 | **E12.6 Volunteering/experiencing work**  
- explore workplaces, community service and voluntary organisations in the local community  
- participate in a volunteering activity, such as volunteering in a reading program at an aged care facility  
- participate in an experiencing work activity, such as work experience in a local workplace as a receptionist  
- create a log book of experiences undertaken during a volunteering or experiencing work activity, including:  
  - a safety audit  
  - daily duties undertaken  
  - a list of communication strategies used  
  - networks established  
- establish contacts during the volunteering or experiencing work activity  
- conduct a personal audit as to own suitability or interest in specific workplace experienced  
- revision and consolidation of all key words associated with Unit 3 |
# Semester 2 – Unit 4

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<tr>
<th>Week</th>
<th>Key teaching points</th>
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<td>1–2</td>
<td><strong>Introduction to the unit</strong>&lt;br&gt;<strong>C12.3 The job interview</strong>&lt;br&gt;• the concept of first impressions and the impact on the job interview&lt;br&gt;• interview types, including:&lt;br&gt;  ▪ phone/Skype/Face Time&lt;br&gt;  ▪ face to face&lt;br&gt;  ▪ individual/group/panel&lt;br&gt;• the importance of researching the potential employer, including:&lt;br&gt;  ▪ examining the organisation’s website&lt;br&gt;  ▪ locating and reading recent press releases&lt;br&gt;  ▪ asking an employee of the organisation for information (if possible)&lt;br&gt;• the importance of researching the actual job being applied for, including:&lt;br&gt;  ▪ finding out what skills, attributes and knowledge the employer is likely to be looking for&lt;br&gt;  ▪ locating the worksite&lt;br&gt;  ▪ identifying the start date&lt;br&gt;  ▪ determining any training and whether this is conducted on the job or after hours&lt;br&gt;  ▪ identifying dress requirements and personal presentation requirements&lt;br&gt;  ▪ matching own skills, attributes and knowledge against those required for the job&lt;br&gt;• tasks to prepare for a job interview, including:&lt;br&gt;  ▪ be well groomed and clean&lt;br&gt;  ▪ select appropriate clothes&lt;br&gt;  ▪ organise travel arrangements&lt;br&gt;  ▪ prepare career portfolio documentation&lt;br&gt;• personal skills in a job interview, including:&lt;br&gt;  ▪ introduce yourself&lt;br&gt;  ▪ give a firm handshake and greet each interviewer in turn&lt;br&gt;  ▪ sit comfortably upright&lt;br&gt;  ▪ smile confidently as appropriate&lt;br&gt;  ▪ make eye contact with the person who asked the question, but don’t stare&lt;br&gt;  ▪ listen carefully to the questions and ask for clarification if you aren’t sure what’s being asked&lt;br&gt;  ▪ take your time and think about your answers to the questions asked&lt;br&gt;  ▪ use humour (if it is appropriate to the situation and the interviewer)&lt;br&gt;  ▪ use positive words&lt;br&gt;  ▪ speak clearly&lt;br&gt;  ▪ show enthusiasm&lt;br&gt;• personal skills used after an interview, including:&lt;br&gt;  ▪ thank the interviewer&lt;br&gt;  ▪ shake hands&lt;br&gt;  ▪ seek feedback from the panel&lt;br&gt;  ▪ review your performance after the interview&lt;br&gt;  ▪ note the questions you were asked and outline/review the answers you gave&lt;br&gt;• participate in a mock job interview&lt;br&gt;• add the following key words associated with behaviour in the workplace to your glossary:&lt;br&gt;  ▪ job&lt;br&gt;  ▪ employer&lt;br&gt;  ▪ interview&lt;br&gt;  ▪ interviewer</td>
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<td>Week</td>
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| 6–7  | **C12.4 Planning a career**  
  • the concept of a career goal  
  • identify own career goals  
  • creating a SMART goal (specific, measureable, attainable, realistic and timely)  
  • identify requirements of own preferred career goal  
  • match personal skills to own preferred career goal  
  • barriers to achieving career goals, including:  
    - personal barriers  
    - academic barriers  
    - social barriers  
  • the importance of identifying possible barriers to achieving career goals  
  • identify barriers to achieving own career goal  
  • identify skills gaps related to achieving own career goal  
  • identify possible training options required to rectify own skills gaps, including:  
    - private and State training providers  
    - universities  
    - defence force  
    - TAFE  
    - apprenticeships  
    - traineeships  
  • the application process for each of the following training options:  
    - TAFE  
    - apprenticeships  
    - traineeships  
| 8–10 | • strategies to assist when seeking employment, including:  
  - networking  
  - job/workforce development centres  
  - websites  
  - job boards  
  - newspapers (state and local)  
  • work patterns, including:  
    - full-time  
    - part-time  
    - casual  
  • develop and/or review appropriate materials to apply for training/employment options, including:  
    - own electronic IPP  
    - own electronic resume  
    - own electronic career portfolio, including:  
      - evidence of employment claims on your application (letter from employer, reference)  
      - school reports  
      - school reference  
      - qualification certificates  
      - first aid certificate  
      - WorkSafe SmartMove certificate |
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| 11–12 | **E12.5 Workplace numeracy**  
  - define measurement terms commonly used in workplaces, including:  
    - weight  
    - length  
    - volume  
  - define measurement units commonly used in workplaces, including:  
    - metre  
    - centimetre  
    - kilogram  
    - litre  
    - megabyte  
  - abbreviations used to record measurements, including:  
    - mm  
    - cm  
    - mL  
    - L  
    - kg  
    - mg  
  - select and interpret measurement information in workplace tasks, for example:  
    - ingredient measurements for a recipe as a chef  
    - space measurements for a piece of furniture as a carpenter  
    - stock units of a sale item as a shop assistant  
  - identify and select appropriate routine measuring equipment in the workplace, including:  
    - measuring cups  
    - tape measures  
    - scales  
  - perform a range of calculations using routine measurements, such as:  
    - stock re-order amounts based on quantity in hand and quantity required  
    - quantity of raw material required based on measurements taken  
    - labour costs of a job based on hourly rate and estimation of time to complete  
  - use appropriate equipment to measure items, including:  
    - scales for weight  
    - tape measure for length  
  - record results with correct unit of measurement |
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| 13–14 | **E12.2 Financial management**  
- financial forms and documents, including:  
  - payslip  
  - bank statements  
  - mobile phone accounts  
  - personal budget  
- the concept of savings  
- the concept of savings goals, including:  
  - short term goals  
  - medium term goals  
  - long term goals  
- examples of savings goals for personal items, such as:  
  - a car  
  - a holiday  
  - a house  
- the concept of taxation  
- the process of applying for a tax file number (if required)  
- the concept of superannuation  
- the concept of a personal budget  
- creation of a simple personal budget, including:  
  - income  
  - expenses  
  - savings  
- completion of financial forms, including:  
  - loan application  
  - bank account application form  
  - tax file number application form (if required)  
- add the following key words associated with career development to your glossary:  
  - salary  
  - gross salary  
  - net salary  
  - wages  
  - annual leave  
  - sick leave  
  - taxation  
  - taxable income  
  - tax file number  
  - time in lieu  
  - rostered day off  
  - leave loading  
  - personal budget  
  - personal debt  
  - savings  
  - savings goal  
  - expenses  
  - superannuation |
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<th>Week</th>
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<tr>
<td>15–16</td>
<td><strong>E12.3 Independent living</strong></td>
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<td>• the concept of independent living</td>
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<td>• main costs of living independently, including:</td>
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<td>▪ rent</td>
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<td>▪ bond</td>
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<td>▪ food</td>
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<td>▪ transport</td>
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<td>▪ entertainment</td>
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<td>• accommodation options, including:</td>
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<td>▪ share housing</td>
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<td>▪ apartment living</td>
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<td>▪ room rental</td>
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<td>• the concept of a tenancy agreement</td>
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<td>• the responsibilities of a tenant, including:</td>
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<td>▪ pay rent on time</td>
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<td>▪ keep the place clean, tidy and undamaged</td>
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<td>▪ keep to the terms of the tenancy agreement</td>
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<td>▪ respect your neighbours’ right to peace and quiet</td>
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<td>• transportation options available, including:</td>
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<td>▪ public transport</td>
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<td>▪ driving own vehicle</td>
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<td>▪ car pooling</td>
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<td>• reading and interpreting public transport timetables</td>
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<td>• completing forms associated with independent living, including:</td>
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<td>▪ rental application</td>
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<td>▪ car registration form</td>
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<td>• add the following key words associated with career development to your glossary:</td>
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<td>▪ tenant</td>
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<td>▪ tenancy agreement</td>
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<td>▪ bond</td>
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<td>▪ landlord/landlady</td>
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<td>▪ insurance</td>
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<td>• revision and consolidation of all key words associated with Unit 4</td>
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