CAREER AND ENTERPRISE

ATAR COURSE

Year 11 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

Content

Rationale

The Career and Enterprise ATAR course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Career and Enterprise ATAR course aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The course recognises that work both reflects and shapes the culture and values of our society. It provides opportunities for students to develop critical insights into the relationships between work, culture and the values of our own and other societies.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace organisation is unique and its organisation governs workplace settings and work patterns.

The Career and Enterprise ATAR course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings drawn from the *Core Skills for Work Development Framework* (2013) and the *Australian Blueprint for Career Development* (the *Blueprint*).

When developing teaching and learning programs, teachers should consider students' formal and informal work experiences, cultural backgrounds and values.

Course outcomes

The Career and Enterprise ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Career and enterprise concepts

Students understand factors underpinning career development.

In achieving this outcome, students:

- understand factors that underpin personal development and learning opportunities
- understand how workplace practices and procedures influence career development
- understand how personal and external resources are accessed and managed for career development.

Outcome 2 – Career and enterprise investigations

Students investigate career development opportunities.

In achieving this outcome, students:

- collect and organise information to investigate career development opportunities
- analyse data and draw conclusions, considering needs, values and beliefs
- communicate solutions to career development opportunities.

Outcome 3 – Career development in a changing world

Students understand how aspects of the changing world impact on career development opportunities.

In achieving this outcome, students:

- understand how technologies influence career development opportunities
- understand how society, government legislation and policy influence career development opportunities
- understand how beliefs, values and attitudes influence career development opportunities.

Outcome 4 – Being enterprising

Students use career competencies to manage career development opportunities.

In achieving this outcome, students:

- use initiative, willingness to learn and problem-solving capabilities
- use self-management, self-promotion, planning and organisational skills
- use communication, technology, networking and teamwork skills.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

Unit 2

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

Each unit includes:

- a unit description – a short description of the focus of the unit

- unit content – the content to be taught and learned.

Organisation of content

The content is divided into six areas:

- Learning to learn

- Work skills

- Entrepreneurial behaviours

- Career development and management

- The nature of work

- Gaining and keeping work.

Learning to learn

Proactive participation in lifelong personal and professional learning experiences supports career building towards preferred futures. Ongoing learning experiences, together with updating knowledge and skills, create career development sustainability and opportunities for career building, especially in challenging and unexpected circumstances. Having an awareness of, and selecting relevant learning experiences, is dependent on recognising personal characteristics, interests, values, needs and beliefs as well as understanding that learning experiences can increase career development opportunities and successes.

Work skills

The work skills required in the contemporary workplace are a set of transferrable skills that are based on the ability to cope with the evolving expectations on communication protocols, the advances in digital technologies and the importance of embracing cultural and social diversity. Communication procedures and processes are used to transmit information and maintain supportive relationships, both internally and externally, with clients, customers, suppliers and the general public.

Entrepreneurial behaviours

Major social, cultural and technological changes are inevitable in the world of work. These include globalisation, use of natural resources and environmental sustainability, increased accountability for work performance, ongoing introduction of new technology, the constant need to upgrade skills and competencies, more decentralised industrial relations practices, flatter organisational structures, increased outsourcing of services by businesses, and a heightened focus on customers and their expectations. The impact of change provides opportunities for individuals, workplace organisations and businesses. There are risks in optimising opportunities in a fast moving, changing and uncertain future. These risks are best controlled by the knowledge and analysis of changes occurring in the world of paid and unpaid work, and in all types of workplaces, from large corporations to small businesses. Individuals need to plan proactively and build careers with an understanding of these considerations.

Career development and management

Career development and management is a dynamic, ongoing process that needs to be proactively managed to secure, create and maintain work. It is about the changing nature of life and work roles throughout life. Career development and management, includes work search techniques, exploring personal attributes and skills and decision making. The purposes and use of individual pathway plans (IPPs) and career portfolios are explored. Work search techniques include gathering information from various resources and accessing current labour market information.

The nature of work

The nature of work is complex and varied in many ways. The types of work required to create products or perform services for clients, customers and suppliers are defined in response to local, national and international market forces. New types of workplaces are emerging and old ones, which are no longer capable of meeting market demands, are disappearing as a result. All workplace operations involve managing human, physical, financial and technological resources. All these must comply with quality assurance standards and relevant workplace legislation, including occupational safety and health. Policies and procedures set the boundaries and conditions that guide the management and processes of all workplace operations.

Gaining and keeping work

Gaining and keeping work involves processes associated with building and maintaining self-image, interacting effectively with others and being open to change and growth. Gaining and keeping work involves strategies for dealing with predictable changes in work patterns and settings as well as the impact of change on short and long term career management. Gaining and keeping work involves the ability to apply core skills, such as, self-marketing and reflection, and to explain the relationship between these skills and personal interests, values, beliefs and attributes.

Progression from the Year 7-10 curriculum

The Career and Enterprise course has links, in the areas of career development and workplace readiness, to the Work Studies Year 9–10 curriculum. Career development understandings and competencies are encompassed in other learning areas.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Career and Enterprise ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating multimodal texts to develop the knowledge and skills required for the modern day workplace and to manage their own careers. Students develop an understanding and make use of career-related terms to communicate ideas associated with self-management, career building and learning experiences.

Career options and success in the workplace are improved through well-developed literacy skills. The safety and wellbeing of workers, as well as the efficiency, productivity and sustainability of workplaces, are dependent on effective communication, both written and verbal, and students have many opportunities in this course to develop both.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Students use mathematical practices and conventions to collect, analyse and organise data as they investigate workplace and labour market trends to make informed decisions related to career development. They scrutinise data and put ideas into action through the creation and implementation of a career plan and enterprise activities.

While some careers and workplaces require a higher level of mathematics than others, all require at least a basic understanding of time, estimation, measurement and financial literacy. This course assists students to recognise when mathematical skills are required, and provides the opportunity to develop them in a workplace context.

Information and communication technology capability

Students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in this course and all other learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

ICT capabilities are important in the workplace and in career building. Students develop the skills and confidence to use a variety of information and communication technologies in the workplace, when seeking work, investigating career options and in their career development planning and management.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions, such as reason, logic, resourcefulness, imagination and innovation, in all learning areas at school and in their lives beyond school.

Students collect, analyse and organise information as they investigate factors underpinning career development, explore a range of workplaces, analyse data to draw conclusions, consider needs, values and beliefs and communicate solutions to work and career issues. They scrutinise information and put ideas into action through the creation and implementation of a career plan and enterprise activities. Students reflect on their own actions, and those of others, as they evaluate factors which influence their own work, life and career decisions.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices, including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

The Core Skills for Work Developmental Framework (2013) explored in this course encompasses career competencies such as 'connect and work with others' and 'recognise and utilise diverse perspectives' as important skills to develop for success in the workplace and in career building.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and social-oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.a

Social justice principles are an important consideration when transacting business in the global economy. Students reflect on their values and attitudes and how their actions in the workplace impact on the business and wider community. They learn about integrity and individual and corporate responsibility in a globalised world. Students examine the impact of attitudes and values on lifestyle and career choices.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and to develop an awareness of the values, languages and customs of other cultures. The capability involves students in learning about multicultural workplaces, cross-cultural communication, and recognition of commonalities and differences between cultures in different countries and within individual workplaces.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Career and Enterprise ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The Career and Enterprise ATAR course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Students may be provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples.

Asia and Australia's engagement with Asia

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society. Students develop an understanding of the diversity of Asia's people, environments and cultures. They learn about the diversity of workplaces, work settings and conditions and the career opportunities available.

Sustainability

Through the exploration of workplace practices, students have the opportunity to investigate the issue of sustainability and to discover the importance of respecting and valuing different views and ways of doing things. Students are encouraged to reflect on their own beliefs and practices in relation to work, career and life choices, and their contribution to the creation of a sustainable workplace.

Unit 1

Unit description

This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined. An exploration is made of the implications of organisational reviews due to influences and trends, and how they impact on individual opportunities to secure and maintain work.

Opportunities are provided for students to further develop the repertoire of career competencies and work search techniques that are directly applicable to securing and maintaining work. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning to learn

- identify personal and professional skills and attributes, and understand their link to career development

- self-management strategies to enhance personal change and growth, including:
  - self-reflection
  - construction of SMART (specific, measurable, achievable, realistic, time based) goals
  - interacting with others through teamwork and networking

- strategies to build and maintain a positive self-concept for career development, including:
  - promoting yourself to others
  - targeting job searching to match own personal profile

- identify personal and professional learning opportunities and understand their link to career development

- the value of participating in lifelong learning designed to support career goals

Work skills

- the need to recognise diversity within a workplace, including:
  - ages
  - ethnicity
  - physical ability

- the need to adjust to diversity within a workplace

- the steps in planning and organising work load and work/life balance, including:
  - determining the amount of work to be completed in a set timeframe
  - identifying personal priorities related to work hours and work patterns

- ways to build networks that will enhance career opportunities, including:
  - identifying people you feel comfortable talking to and whose advice you listen to
  - increasing the range of people you know in a work role
  - using of technology to help expand networks

- strategies to deal with unexpected events in a workplace

Entrepreneurial behaviours

- taking personal risks when making career decisions, including:
  - relocating
  - accepting less pay
  - taking a gap year
  - undergoing re-training

- remaining employable in constantly changing workplaces, including:
  - undertaking training and up-skilling
  - networking and e-networking

- considering labour market information to identify employment opportunities, including:
  - self-employment opportunities
  - business and product development

Career development and management

- strategies that give an individual an advantage in the workplace, including:
  - taking advantage of work opportunities
  - undertaking training
  - seeking learning opportunities

- strategies to assist in making decisions in a work context, including:
  - choosing from a set of pre-determined options
  - using a formal decision-making process

- examine personal progress in each of the following career competencies:
  - make career-enhancing decisions
    - seeks advice, feedback and support as required
  - maintain balanced life and work roles
    - develops a personal, school and work timetable to manage all commitments
  - understand the changing nature of life and work roles
    - identifies changes in personal roles and commitments that will occur in the school to post-school transition
  - understand, engage in and manage the career-building process
    - sets personal learning challenges using formal and informal learning opportunities

- develop/refine own electronic individual pathway plan (IPP)

- develop/refine own electronic career portfolio

- the impact of social, cultural and technological change on current work patterns and work settings

- the impact of economic, social and technological change on individual career development

- the concept of e-networks

- how social media can be used as a career development tool

- the influence of global trends on changing workplace requirements, including:
    - possible increased travel requirements
    - increased need for technology for video or teleconferencing
    - more cultural diversity in work environments

- the impact of global trends on individual career development, including:
    - ageing workforce
    - a more mobile population
    - changing work roles of family members

The nature of work

- factors that create effective workplaces, including:
    - management of human, physical, financial and technological resources
    - internal and external communication strategies and processes, including meetings, telephone calls and text messages, emails, memos, letters, newsletters, intranet and internet
    - health and safety workplace legislation
    - equal employment opportunity workplace legislation
    - quality assurance standards

- the relationship between individual efficiency and work satisfaction

- the need for rights and protocols for the workplace, including:
    - health and safety
    - equal opportunity
    - codes of conduct and standards

- completion of a WorkSafe SmartMove industry-specific module

- reasons for, and requirements of, an employment contract with reference to the National Employment Standards from the *Fair Work Act 2009*

- features of each of the following workplace organisational structures:
    - hierarchical
    - flat

- the impact of global trends on the workforce, including:
    - the ageing workforce
    - a more mobile population
    - changing work roles of family members
    - e-commerce (for example, online shopping)
    - overseas outsourcing

Gaining and keeping work

- skills used to connect with and work with others, such as, recognising strengths and weaknesses of your interpersonal skills

- the features of the personality types outlined in Holland's Theory of Career Choice (1985) and how they relate to career choice

- determine own personality type and preferred work environment using the personality types and work environments outlined in Holland's Theory of Career Choice (1985)

- location of job opportunities, including:
  - newspapers
  - websites
  - social and professional networking
  - professional associations

- interpret requirements in a job advertisement, including:
  - job description
  - job location
  - qualifications required
  - selection criteria
  - expression of interest requirements
  - application process and deadline

- strategies for successfully applying for a job, including:
  - writing a job application letter
  - participating in an interview situation

Unit 2

Unit description

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. An examination of the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

Exposure to changing scenarios for career development provides opportunities to further develop career competencies and work search techniques, in particular those associated with planning and organisation, making decisions, identifying and solving problems and creativity and innovation.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Learning to learn

- the need for ongoing self-assessment when responding to change, including:
  - personal life
  - professional life

- responding to change and how it may impact an individual's career, including:
  - retraining
  - updating skills
  - managing finances
  - coping with unemployment

- the need to undertake personal and professional development opportunities to maintain up-to-date skills and knowledge

Work skills

- adapt communication skills to show respect for differences within the work place, including:
  - values
  - beliefs
  - cultural expectations

- strategies and processes for resolving conflict in the workplace, including:

- informal strategies and processes, such as, communicating concerns through supportive relationships, being tolerant of others, adopting a positive approach to resolving differences, and internal mediation
- formal processes, such as, arbitration processes, industrial tribunal hearings and trade union intervention

- work rights and protocols in the use of technology, including:
  - legal rights and responsibilities (for example, copyright implications)
  - procedures and expectations in the workplace

Entrepreneurial behaviours

- being enterprising in a global economy, including:
  - making international business links
  - identifying consumer gaps
  - using technology (including online groups)

- steps in problem solving within the work place, including:
  - identifying the problem
  - applying a decision-making process, such as SWOT (strengths, weaknesses, opportunities, threats)
  - creating an action plan to execute the solution

Career development and management

- refine own electronic career portfolio

- formats for job applications

- formats for cover letters

The nature of work

- the interrelationships between individual efficiency, workplace productivity and sustainability

- the use of performance management as a tool to improve individual efficiency and workplace productivity

- considerations for individuals in the workplace, including:
  - pay and conditions
  - ethical considerations, including following the code of conduct

- the concepts of organisational restructuring and workplace reform

- the impact of organisational restructuring on individual career development

- the concept of work/life balance

Gaining and keeping work

- methods of finding job opportunities, including cold canvassing

- awareness of innovative contemporary strategies for gaining employment, such as:
  - YouTube promotion
  - live performance

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Career and Enterprise ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Investigation Students plan, conduct and communicate the findings of an investigation relating to the unit content. Formats can include: a written report, an oral or multimedia presentation, a portfolio, or a combination of these.	20%
Production/performance Tasks can include: a written report, an oral or multimedia presentation, observation checklists, mock job applications, mock job interviews and/or self or peer evaluation tools.	10%
Individual pathway plan/career portfolio Students are required to develop an individual pathway plan (IPP) in Unit 1 and develop a career portfolio in Unit 2. These documents can include: • a resume • evidence of skills and experiences • evidence of work history • goals.	10%
Response Questions can require students to respond to short answer questions and/or extended answer questions. Questions can require students to respond to stimulus materials including: extracts from documents, articles, journals or texts; cartoons; graphs; case studies; and/or guest speakers. Short answer formats can include: • closed questions, to which there is a limited response or a precise answer • open questions that require a paragraph response • completion of retrieval charts and/or structured overview templates. Extended answer questions can be scaffolded. Tasks typically consist of a combination of multiple choice questions and questions requiring short and/or extended answers. Typically, these tasks are administered under test conditions.	30%
Examination Typically, conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, students could be required to complete a statement of authenticity and academic integrity, declaring that the work they submit is their own.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Career and Enterprise ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	**Career and enterprise knowledge and understanding** Presents comprehensive discussions about work, securing and maintaining work, workplaces, and the changes, issues, influences and trends impacting on career development. Makes detailed and relevant references to career-related concepts and/or theories. **Work skills and strategies** Identifies and independently develops relevant industry standard skills for work. Selects and applies a wide range of specific and appropriate strategies to manage career development. **Communication** Presents responses consistently in a detailed and organised way to industry standard, including correct spelling and grammar. Accurately uses career-related terminology appropriate for the context, making reference to a wide range of relevant examples.
B	**Career and enterprise knowledge and understanding** Presents detailed information about work, securing and maintaining work, workplaces, and the changes, issues, influences and trends impacting on career development. Makes relevant references to career-related concepts and/or theories. **Work skills and strategies** Identifies and develops relevant industry standard skills for work. Selects and applies a wide range of appropriate strategies to manage career development. **Communication** Presents responses in an appropriate and well organised way to an acceptable standard for the relevant industry, including correct spelling and grammar. Accurately uses career-related terminology appropriate for the context, making reference to a range of relevant examples.
C	**Career and enterprise knowledge and understanding** Presents generalised information about work, securing and maintaining work, workplaces, and the changes, issues, influences and trends impacting on career development. Makes general references to career-related concepts and/or theories. **Work skills and strategies** Identifies and develops some relevant industry standard skills for work. Selects and uses some appropriate strategies to manage career development. **Communication** Presents responses in an organised way to an acceptable standard for the relevant industry, including mostly correct spelling and grammar. Accurately uses some career-related terminology appropriate for the context, making some reference to relevant examples.
D	**Career and enterprise knowledge and understanding** Presents simple and/or incomplete discussions about work, securing and maintaining work, workplaces, and the changes, issues, influences and trends impacting on career development. Makes limited references to career-related concepts and/or theories. **Work skills and strategies** With support, identifies and develops some skills for work. With support, uses some strategies to manage career development. **Communication** Presents responses with little to no organisation to a basic standard, including some incorrect spelling and grammar. Uses some career-related terminology, making occasional reference to examples to develop responses.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

Career	The sequence and variety of roles which one undertakes throughout a lifetime. It encompasses all life roles, not just occupation, and includes all paid and unpaid work, learning, leisure activities, and community and family responsibilities. Each person has a unique career in which work, learning and life are inextricably intertwined.
Career building	The process of securing and maintaining work, making career-enhancing decisions, maintaining balanced life and work roles, understanding the changing nature of life and work roles, and understanding, engaging in and managing the career-building process. Work search techniques are encompassed within career building.
Career competencies	The skills and attributes that promote intentional career development, lifelong learning and work/life balance. There are eleven competencies across three areas in the *Australian Blueprint for Career Development*. These competencies can be developed and strengthened over time.
Career development	The lifelong process of gaining the knowledge, skills, attitudes and behaviours to manage life, learning, leisure, transition and work in order to move towards a personally determined and evolving preferred future. It involves individuals planning and making decisions about education, training and career choices, as well as developing the right skills and knowledge to do this.
Career management	Career management is about well thought out career planning and the active management of one's own career choices. It includes skills, such as self-management, and strategies by which individuals can effectively direct their own career development process, lifelong learning and work/life balance, and the ability to turn chance/serendipity into opportunity.
Career portfolio	A career portfolio is used to organise and document evidence of education, personal and professional achievements, qualifications and attributes. A career portfolio is used to: inform future choices, applying for jobs, entry to higher education or training programs or scholarships; when seeking promotion; to show transferable skills; and when reflecting on personal development. It should be updated regularly. For this course, a career portfolio includes: resume, achievements, job application, and qualifications. A career portfolio can be either written, or an e-portfolio in a format such as a Google site, Weebly or Vizualize.me.
Enterprise	Those skills, competencies, understandings and attributes that equip an individual to be innovative and to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves. This term can also refer to an organisation such as a business, community or government agency.
Flat organisational structure	Where the span of control within an organisation is wide, resulting in fewer levels of management.
Functional organisational structure	A common type of organisational structure in which the organisation is grouped based on specialisation by functional areas, such as IT, finance, and marketing. A functional organisation is best suited as a producer of standardised goods and services at large volume and low cost.

Geographic organisational structure	A firm organised into geographical units (regional, national, international) that report to a central headquarters. This type of structure allows an organisation's offices to operate individually while adhering to company policies and values.
Global economic activity	Actions that involve the production, distribution and consumption of goods and services at all levels within a society.
Globalisation	The move towards increasing economic, financial, trade and communications integration of economies around the world, resulting in an interconnected and interdependent world with free transfer of capital, goods and services across national borders.
Hierarchical organisational structure	Incorporates a set of defined roles that are performed by employees in the workplace. This structure allows each employee to work systematically and according to procedures understood by all employees. In most cases, each worker will have fellow co-workers, supervisors and managers working in a team environment. In smaller companies, there will be fewer co-workers and maybe only one manager.
Individual efficiency	The extent to which time, effort or cost is well used for the intended task or purpose, with a minimum amount or quantity of waste, expense, or unnecessary effort. The ability of an individual to maximise his/her contributions to an organisation.
Individual pathway plan (IPP)	A document completed and regularly reviewed by an individual that summarises skills, knowledge and attributes, together with short and long term goals and associated action plans, to assist a person manage their life, learning and work throughout the many transition points in their life.
Lifelong learning	The ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skill development for either personal or professional reasons; it enhances personal development, competitiveness and employability.
Self-management	The skills and strategies by which an individual can effectively direct their own activities toward the achievement of objectives, and includes goal setting, decision making, focusing, planning, scheduling, time management, task tracking, self-evaluation, self-intervention and self-development.
Technology	The making, modification, usage and knowledge of tools, machines, techniques, crafts, systems and methods of organisation, in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal or perform a specific function.
Work	A set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering.
Work patterns	The work schedule structure. It includes flexitime, different types of shift work, full-time, part-time, fly-in, fly-out (FIFO), casual and job sharing arrangements.
Work processes	Work in any organisation is performed through processes. A process is a series of work steps directed to a particular end or output. To ensure staff are as productive as possible, the work processes need to be defined and enabled by tools and systems.

Work search techniques	Specific techniques used to find employment, including: • using online recruitment agencies and company websites • responding to advertisements in newspapers, shops, newsletters, magazines • approaching employers directly when no vacancies are advertised • using government and non-government employment agencies • networking • participating in extra-curricular activities (work experience, volunteering).
Work search tools	Tools for seeking a job, such as a résumé, written application, including cover letters and application forms, career portfolio, interview portfolio and electronic portfolio.
Work settings	The circumstances or conditions that surround an individual and the location where a task is completed. It involves the physical geographical location as well as the immediate surroundings of the workplace, such as a construction site or office building. It typically involves other factors relating to the place of employment, such as the quality of the air, noise level, and additional perks and benefits of employment, such as free child care or unlimited coffee, or adequate parking. Also referred to as work environment.
Workplace culture	The 'way of life' for those in a particular workplace. This has many elements, including: laws, language, fashion, power relationships, conventions, conflict management processes and dispute resolution processes. Workplace culture is normally strongly linked to organisational structure.
Workplace productivity	The ratio of output to input in production.
Workplace reform	A comprehensive and integrated approach to redesigning the management of work to achieve improvements in economic performance and adaptability, and an improved life for workers.
Workplace sustainability	The ability to maintain efficiency and productivity over time. It requires the reconciliation of environmental considerations, social equity and economic demands.