SAMPLE COURSE OUTLINE

CAREER AND ENTERPRISE
ATAR YEAR 11
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# Sample course outline

## Career and Enterprise – ATAR Year 11

### Semester 1 – Unit 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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| 1 | Introduction to the course; distribution of syllabus, course outline and assessment outline  
**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  

| 2 | 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)  

| 3–4 | 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*  

| 5–6 | 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
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| 7    | **The nature of work**  
  - 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  
  **Career development and management**  
  - 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 |
| 8    | Oral presentations for Task 2 |
| 9    | **Career development and management**  
  - 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 |
| 10   | **Learning to learn**  
  - 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 |
| 11   | **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 |
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| 12–13 | **Career development and management**  
• strategies that give an individual an advantage in the workplace, including:  
  ▪ taking advantage of work opportunities  
  ▪ undergoing 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  
    o seeks advice, feedback and support as required  
  ▪ maintain balanced life and work roles  
    o develops a personal, school and work timetable to manage all commitments  
  ▪ understand the changing nature of life and work roles  
    o 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  
    o sets personal learning challenges using formal and informal learning opportunities  
• develop/refine own electronic individual pathway plan (IPP)  
• develop/refine own electronic career portfolio |
| 14–15 | **Gaining and keeping work**  
• 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 |
| 16 | **Revision of Unit 1**  
|  | **Semester 1 examination** |
### Sample course outline | Career and Enterprise | ATAR Year 11

#### Semester 2 – Unit 2

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| 1–4  | **Introduction to unit**  
Work skills  
- adapt communication skills to show respect for differences within the workplace, 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 |
| 5–6  | **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 |
| 7–8  | **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 workplace, including:  
  - identifying the problem  
  - applying a decision-making process, such as SWOT (strengths, weaknesses, opportunities, threats)  
  - creating an action plan to execute the solution |
| 9–10 | **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 |
| 11   | **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 |
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| 12–15 | **Career development and management**  
|       | • refine own electronic career portfolio  
|       | • formats for job applications  
|       | • formats for cover letters  
|       | Revision of Units 1 and 2 |
| 16   | Semester 2 examination |