



SAMPLE COURSE OUTLINE

CAREER AND ENTERPRISE FOUNDATION YEAR 11

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Sample course outline

Career and Enterprise – Foundation Year 11

Semester 1 – Unit 1

Week	Key teaching points
1–3	<p>Introduction to the course; distribution of syllabus, course outline and assessment outline</p> <p>C11.1 Exploring work</p> <ul style="list-style-type: none"> • the need to develop an increased vocabulary for a selected workplace • identify own TACKS (talents, attributes, capabilities, knowledge, skills) • use self-reflection to make decisions of own suitability for a particular job, including consideration of: <ul style="list-style-type: none"> • TACKS <ul style="list-style-type: none"> ▪ personal values ▪ likes and dislikes ▪ strengths and weaknesses • the concept of an IPP • create own IPP • ways to interact positively and effectively with others, including: <ul style="list-style-type: none"> • active listening <ul style="list-style-type: none"> ▪ eye contact when speaking to someone ▪ speaking clearly and directly ▪ writing to the needs of the audience ▪ appropriate greetings in the workplace (both written and in person) • the need for clear communication in the workplace, including: <ul style="list-style-type: none"> ▪ using email for routine workplace communication ▪ giving logical sequenced instructions, for example how to log on to a computer • using note-taking strategies to record information, including: <ul style="list-style-type: none"> ▪ structured overview ▪ brainstorm ▪ mind map • the concept of a digital footprint • self-reflection on own digital footprint • ways work has changed over time as a consequence of the following factors: <ul style="list-style-type: none"> ▪ social factors <ul style="list-style-type: none"> o changing attitude to working parents o age discrimination affecting younger and older workers ▪ technology <ul style="list-style-type: none"> o development of new technologies requiring new skills o increased reliance on technology in the workplace • workplace changes that have consequences for entry-level jobs, including: <ul style="list-style-type: none"> ▪ more team-based and collaborative work environments ▪ increased need for social skills in a work environment ▪ increased need for technological competence ▪ reduced dependence on geographical location (for example, more mobile work environments, fly-in/fly-out) • the concept of work

Week	Key teaching points
4–5	<ul style="list-style-type: none"> • reasons people work, including: <ul style="list-style-type: none"> ▪ earn money to meet the needs and wants of self and family ▪ personal satisfaction ▪ meet new people ▪ learn new skills ▪ provide goods and services for others ▪ to contribute towards making the world a better place • types of work, including: <ul style="list-style-type: none"> ▪ paid work <ul style="list-style-type: none"> o full-time o part-time o casual o seasonal o contract o apprenticeship o traineeship ▪ unpaid work <ul style="list-style-type: none"> o voluntary work o training o study o parenting o caring • work settings, including: <ul style="list-style-type: none"> ▪ indoor/outdoor ▪ mobile/stationary ▪ fly-in/fly-out and drive-in/drive-out ▪ city/country/remote • the concept of remuneration • pay structures, including: <ul style="list-style-type: none"> ▪ wage ▪ salary • add the following key words associated with working to your glossary: <ul style="list-style-type: none"> ▪ TACKS (talents, attributes, capabilities, knowledge, skills) ▪ individual pathway plans (IPP) ▪ active listening ▪ greetings ▪ team work ▪ collaboration ▪ paid work ▪ unpaid work ▪ work setting ▪ remuneration ▪ wage salary
6–7	<p>E11.1 Workplace communication</p> <ul style="list-style-type: none"> • forms of workplace communication, including: <ul style="list-style-type: none"> ▪ verbal/oral or non-verbal (written and visual) ▪ formal or informal • considerations when communicating verbally in the workplace, including: <ul style="list-style-type: none"> ▪ tone ▪ volume ▪ type of language ▪ timing

Week	Key teaching points
	<ul style="list-style-type: none"> • considerations when communicating non-verbally in the workplace, such as use of appropriate body language • the need to vary the language used when communicating with different audiences, including: <ul style="list-style-type: none"> ▪ friends ▪ family ▪ professional co-workers ▪ customers • considerations when listening actively, including: <ul style="list-style-type: none"> ▪ being focused on the speaker ▪ making eye contact ▪ asking clarifying questions ▪ using appropriate note-taking (when required) • the ability to communicate information accurately to others, including: <ul style="list-style-type: none"> ▪ taking notes for a meeting ▪ taking a phone message ▪ providing instructions on how to use a piece of equipment • add the following key words associated with workplace communication to your glossary: <ul style="list-style-type: none"> ▪ verbal communication (oral communication) ▪ non-verbal communication ▪ formal communication ▪ informal communication ▪ written communication ▪ visual communication ▪ tone ▪ volume ▪ body language ▪ active listening ▪ eye contact ▪ clarifying questions
8–9	<p>E11.4 Team work</p> <ul style="list-style-type: none"> • team member roles, including: <ul style="list-style-type: none"> ▪ leader ▪ recorder ▪ time-keeper ▪ encourager • strategies for working collaboratively, including: <ul style="list-style-type: none"> ▪ identifying the responsibility of the individual ▪ listening attentively to requests or instructions ▪ demonstrating appropriate body language ▪ accepting others' points of view ▪ demonstrating reliability ▪ listening actively ▪ sharing openly and willingly • possible advantages of teamwork in the workplace, including: <ul style="list-style-type: none"> ▪ efficiency ▪ belonging ▪ learning from co-workers (for example, being mentored) • possible disadvantages of teamwork in the workplace, including: <ul style="list-style-type: none"> ▪ different work rates of individuals ▪ potential to increase conflict between individuals ▪ potential to decrease individual creativity

Week	Key teaching points
	<ul style="list-style-type: none"> • add the following key words associated with team work to your glossary: <ul style="list-style-type: none"> ▪ team work ▪ collaboration ▪ efficiency ▪ belonging ▪ flexibility ▪ reliability ▪ creativity ▪ conflict
10	<p>E11.2 Personal organisation</p> <ul style="list-style-type: none"> • the characteristics of an organised person, including: <ul style="list-style-type: none"> ▪ punctual ▪ well presented ▪ completes tasks on time ▪ keeps track of important dates and events ▪ plans ahead • strategies to improve an individual’s personal organisation, including: <ul style="list-style-type: none"> ▪ be aware of time ▪ make plans ▪ use a diary • conduct an audit of own personal organisation • develop strategies to remedy identified personal weaknesses • develop an action plan for improvement of personal organisation • plan and document a daily routine and estimate the time needed for each task • use a diary and calendar (digital or physical) to arrange daily activities, including: <ul style="list-style-type: none"> ▪ homework, revision and study schedule ▪ general appointments ▪ sporting commitments ▪ work commitments • use travel planning tools to organise and plan short trips, including: <ul style="list-style-type: none"> ▪ street directories ▪ Google maps ▪ Transperth Journey Planner • add the following key words associated with personal organisation to your glossary: <ul style="list-style-type: none"> ▪ punctuality ▪ presentation ▪ daily routine ▪ diary ▪ calendar
11–12	<p>C11.2 Work health and safety</p> <ul style="list-style-type: none"> • the concept of work health and safety (WHS) • the importance of WHS in different work settings, including: <ul style="list-style-type: none"> ▪ shop ▪ office ▪ factory ▪ mine site • the role of instructions/manuals in providing information on safe use of tools and equipment

Week	Key teaching points
	<ul style="list-style-type: none"> • the ThinkSafe SAM steps <ul style="list-style-type: none"> ▪ spot the hazard ▪ assess the risk ▪ make the changes • identify potential hazards in a selected workplace and possible solutions to the identified hazards • recognise and interpret safety information in a selected workplace, including: <ul style="list-style-type: none"> ▪ hazardous material signage ▪ safety instructions for machinery operation ▪ specific workplace safety warnings, for example, a sharps box in a pathology laboratory • the uses of common safety equipment in the workplace, including: <ul style="list-style-type: none"> ▪ safety glasses ▪ steel capped boots ▪ overalls ▪ laboratory coats ▪ protective gloves
13–14	<ul style="list-style-type: none"> • the WHS roles and responsibilities of: <ul style="list-style-type: none"> ▪ the employers ▪ the employees ▪ the designated safety officers • employers' expectations that employees will work in a safe way, including the completing of the WorkSafe SmartMove general module
15–16	<ul style="list-style-type: none"> • compare safety statistics of different work settings using the Safe Work Australia website • add the following key words associated with work health and safety (WHS) to your glossary: <ul style="list-style-type: none"> ▪ ThinkSafe SAM ▪ workplace hazard ▪ safety signs ▪ safety equipment ▪ safety officer • revision and consolidation of all key words associated with Unit 1

Semester 2 – Unit 2

Week	Key teaching points
1–2	<p>Introduction to the unit</p> <p>C11.3 Work behaviours</p> <ul style="list-style-type: none"> • behaviours (capabilities) that are essential for an entry-level job, including: <ul style="list-style-type: none"> ▪ punctuality ▪ self-motivation ▪ willingness to learn about the workplace ▪ use common sense when completing tasks ▪ reliability ▪ enterprising behaviours, such as: <ul style="list-style-type: none"> o showing initiative o working autonomously o self-confidence • the concept of body language • use of body language in the workplace, including: <ul style="list-style-type: none"> ▪ posture ▪ facial gestures ▪ eye movements • the concept of workplace relationships • workplace relationships, including with: <ul style="list-style-type: none"> ▪ co-workers ▪ line-manager ▪ customers • the difference between workplace relationships and non-workplace relationships • factors affecting productive workplace relationships, including: <ul style="list-style-type: none"> ▪ team work ▪ communication ▪ work schedules ▪ prioritising work ▪ time management
3	<ul style="list-style-type: none"> • the concept of a workplace code of conduct • how a code of conduct (written and/or unwritten) contributes to a harmonious and productive work environment • the importance of employees trying to meet an employer’s expectations • work environments, including: <ul style="list-style-type: none"> ▪ small, medium and large organisations ▪ profit and non-profit organisations • the nature of diversity within a workplace, including: <ul style="list-style-type: none"> ▪ ages ▪ cultures ▪ gender
4–5	<ul style="list-style-type: none"> • the possible impact of cultural diversity in the workplace, including: <ul style="list-style-type: none"> ▪ communication barriers ▪ cultural variations in dress-code ▪ work pattern variations (for example, unable to work at particular times for cultural or religious reasons) • considerations when using ICT resources in the workplace, including: <ul style="list-style-type: none"> ▪ the use of appropriate language in electronic communication ▪ following appropriate use guidelines and policy

Week	Key teaching points
	<ul style="list-style-type: none"> • add the following key words associated with behaviour in the workplace to your glossary: <ul style="list-style-type: none"> ▪ punctuality ▪ self-motivation ▪ common sense ▪ reliability ▪ workplace relationships ▪ team work ▪ prioritising ▪ line-manager ▪ work environment
6–9	<p>C11.4 Designing your future</p> <ul style="list-style-type: none"> • use TACKS and/or VIPs (values, interests, personal traits) to assist in building own personal profile • use VIPs to assist in selecting a future job • the elements of an action plan, including: <ul style="list-style-type: none"> ▪ who ▪ what ▪ where ▪ when • the concept of a career portfolio • create own career portfolio • the concepts of formal and informal career pathways • factors that may impact on job opportunities, for example, availability only during school hours, previous criminal convictions • sources of information and organisations used to gain career information, including: <ul style="list-style-type: none"> ▪ Career Information Centre ▪ Job Guide ▪ Myfuture ▪ Job Outlook ▪ Australian Jobs ▪ Career One ▪ individual training providers ▪ universities ▪ ApprentiCentre ▪ individual Industry Training Council websites ▪ career counsellors ▪ VET co-coordinators ▪ career expos ▪ skills expo ▪ family members • the concept of career road blocks, including: <ul style="list-style-type: none"> ▪ required to relocate ▪ increased work hours required ▪ requirement for further training • work search tools, resources and organisations used to gain work, such as: <ul style="list-style-type: none"> ▪ an IPP ▪ a career portfolio ▪ the ApprentiCentre ▪ the Career Centre ▪ the Job Search Guide ▪ the Aboriginal Workforce Development Centre

Week	Key teaching points
	<ul style="list-style-type: none"> • the role of ongoing education and training in gaining and maintaining employment • changes to personal networks that occur after leaving school • locate and interpret information from Australian Jobs 2013 (or the most recent edition) from the Career Development Association of Australia for the following: <ul style="list-style-type: none"> ▪ occupational overviews ▪ occupational outlook ▪ employer expectations in the workplace • add the following key words associated with career development to your glossary: <ul style="list-style-type: none"> ▪ talents ▪ attributes ▪ capabilities ▪ knowledge ▪ skills ▪ values ▪ interests ▪ personality traits ▪ action plan ▪ career portfolio ▪ career pathway ▪ career roadblocks
10–11	<p>E11.5 Workplace numeracy</p> <ul style="list-style-type: none"> • skill levels of workers, including: <ul style="list-style-type: none"> ▪ unskilled ▪ semi-skilled ▪ skilled • identify pay awards for selected entry-level jobs • calculate daily work hours, based on total required hours: <ul style="list-style-type: none"> ▪ per week ▪ per fortnight ▪ per month • calculate gross pay amounts for selected entry-level jobs • calculate net pay amounts for selected entry-level jobs • compare pay amounts for selected entry-level jobs, using: <ul style="list-style-type: none"> ▪ mathematical calculation ▪ graphical representation • construct a weekly work roster based on: <ul style="list-style-type: none"> ▪ 12 hour time ▪ 24 hour time • add the following key words associated with workplace numeracy to your glossary: <ul style="list-style-type: none"> ▪ pay awards ▪ work hours ▪ gross pay ▪ net pay ▪ work roster

Week	Key teaching points
12–13	<p>E11.3 Rights and responsibilities</p> <ul style="list-style-type: none"> • appropriate and inappropriate behaviours in the workplace • the responsibilities of an employee in the workplace, including: <ul style="list-style-type: none"> ▪ wearing all personal protective equipment provided ▪ following safe work procedures ▪ not interfering with or misusing anything provided by the employer (equipment, signs etc.) ▪ not behaving in a way that puts themselves or others at risk ▪ responding to a reasonable request to provide assistance • the responsibilities of an employer in the workplace, including: <ul style="list-style-type: none"> ▪ properly orientating, training and supervising staff ▪ providing suitable personal protective equipment ▪ providing adequate facilities for employees • the rights of employees • the rights of employers • the purpose of a code of conduct in the workplace • investigate issues that can arise in the workplace, including: <ul style="list-style-type: none"> ▪ unfair pay ▪ sexual discrimination ▪ racial discrimination ▪ age discrimination • strategies to resolve issues in the workplace, including: <ul style="list-style-type: none"> ▪ adequate training provisions ▪ peer mediation ▪ counselling • the role of a trade union, including: <ul style="list-style-type: none"> ▪ participating in the issue resolution process ▪ requesting assistance of external agencies from industry-specific organisations • add the following key words associated with the rights and responsibilities of employers and employees to your glossary: <ul style="list-style-type: none"> ▪ protective equipment ▪ work procedures ▪ orientation ▪ training ▪ supervision ▪ workplace code of conduct ▪ pay ▪ discrimination ▪ mediation ▪ counselling ▪ trade union
14–16	<p>E11.8 Volunteering/experiencing work</p> <ul style="list-style-type: none"> • 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

Week	Key teaching points
	<ul style="list-style-type: none">• create a log book of experiences undertaken during a volunteering or experiencing work activity, including:<ul style="list-style-type: none">▪ a safety audit▪ daily duties undertaken▪ a list of communication strategies used• establish contacts during the volunteering or experiencing work activity• revision and consolidation of all key words associated with Unit 2