



SAMPLE COURSE OUTLINE

CAREER AND ENTERPRISE FOUNDATION YEAR 12

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Career and Enterprise – Foundation Year 12

Semester 1 – Unit 3

Week	Key teaching points
	<p>Where appropriate, explicitly teach the following literacy and numeracy skills in the context of the course.</p> <p>Literacy skills</p> <ul style="list-style-type: none"> • acquiring words leading to an appropriately expanding vocabulary; for example, selection criteria, resume and aptitude test • developing pronunciation and spelling of key words • using Standard Australian English grammar and punctuation to communicate effectively; for example, in a job application letter • expressing increasingly complex ideas using a range of simple and complex sentence structures; for example, when constructing a resume or addressing selection criteria • using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language • organising ideas and information in different forms and for different purposes and audiences; for example, producing an electronic individual pathway plan (IPP) and career portfolio • achieving cohesion of ideas at sentence, paragraph and text level; for example, when constructing a letter of appreciation • editing work for coherence, clarity and appropriateness • using a range of speaking and listening skills; for example, on a phone call or during a job interview • comprehending and interpreting a range of texts; for example, different job application formats <p>Numeracy skills</p> <ul style="list-style-type: none"> • identifying and organising mathematical information; for example, stock ordering in a workplace • choosing the appropriate mathematics to complete a task; for example, appropriate units of measurement for quantities to be ordered • applying mathematical knowledge, tools and strategies to complete the task; for example, using the appropriate measuring equipment within a workplace • representing and communicating mathematical conclusions; for example, creating a spreadsheet to indicate stock re-order levels • reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, justifying the re-ordering levels based on the time an order takes to arrive and the amount of stock used on a daily basis

Week	Key teaching points
1–3	<p>Introduction to the course – distribution of syllabus, course outline and assessment outline</p> <p>C12.1 Where are all the jobs?</p> <ul style="list-style-type: none"> • key words associated with locating employment: <ul style="list-style-type: none"> ▪ labour market ▪ employment trends ▪ skills shortage ▪ personal goals ▪ personal values ▪ work settings ▪ individual pathway plan • the concept of the labour market • the concept of employment trends • interpretation of simple graphs and data on labour market statistics, and employment trends from a source such as Australian Jobs • identify key organisations, people in the community or services that can assist in finding employment opportunities in the local area, such as: <ul style="list-style-type: none"> ▪ MyFuture ▪ Jobs and Skills WA ▪ Workforce Development Centres • investigate employment trends in the local area by accessing information from sources, such as: <ul style="list-style-type: none"> ▪ Labour Market Insights ▪ MyFuture ▪ Australian Jobs ▪ Jobs and Skills WA ▪ Workforce Development Centres • the concept of a skills shortage area • identify the current skill shortage areas in Western Australia • identify own personal goals and values • create/review own electronic individual pathway plan (IPP) • edit IPP to ensure coherence, clarity, appropriate language and words <p>Task 1: Individual pathway plan/career portfolio</p>
4	<ul style="list-style-type: none"> • identify how technology has changed the workplace in the last twenty years, including: <ul style="list-style-type: none"> ▪ use of internet ▪ email ▪ mobile devices, such as mobile phones and tablet devices • identify the impact of different work settings on entry-level employment, including: <ul style="list-style-type: none"> ▪ fly-in/fly-out ▪ mobile workplace ▪ virtual workplace • the benefits for maintaining work and career development of accessing ongoing education and training • the need to choose education and training opportunities that align to own skills, attributes, values and interests

Week	Key teaching points
5	<ul style="list-style-type: none"> • identify how personal goals, values and pathway plans can be influenced by factors, such as: <ul style="list-style-type: none"> ▪ labour market information ▪ employment trends ▪ skills shortage areas • identify different locations of job advertisements, including: <ul style="list-style-type: none"> ▪ newspaper ▪ private electronic job boards, such as Seek.com ▪ government electronic job boards, such as Jobs WA ▪ employment agencies
6	<p>C12.2 Gaining a job</p> <ul style="list-style-type: none"> • key words associated with gaining employment: <ul style="list-style-type: none"> ▪ job application ▪ letter of application ▪ selection criteria ▪ resume ▪ job interview ▪ aptitude test ▪ SAO (situation, action, outcome) ▪ STAR (situation, task, action, result) • investigate work search strategies, including: <ul style="list-style-type: none"> ▪ cold canvassing ▪ networking ▪ written job application ▪ online job application • the job application process, including: <ul style="list-style-type: none"> ▪ finding a job vacancy <ul style="list-style-type: none"> ○ open (advertised) job market ○ 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, shiftwork <p>Task 2: Investigation</p>

Week	Key teaching points
7–9	<ul style="list-style-type: none"> • techniques for a telephone enquiry, including: <ul style="list-style-type: none"> ▪ prior to making the call <ul style="list-style-type: none"> ○ identify the purpose of the call ○ identify who to speak to ○ practise what will be said, using appropriate language ○ have note-taking material available to record any necessary information ▪ speaking and listening skills during the call <ul style="list-style-type: none"> ○ use appropriate language and terminology ○ listen carefully to speaker ○ ask clarifying questions where necessary • the concept of an expression of interest, including: <ul style="list-style-type: none"> ▪ the timeline ▪ expected length ▪ who the contact person is • required letters in the job application process, including: <ul style="list-style-type: none"> ▪ letter of introduction ▪ letter of application or expression of interest ▪ letter of appreciation • components of a formal job application letter, such as: <ul style="list-style-type: none"> ▪ personal address ▪ date ▪ inside address (recipient’s address) ▪ subject line ▪ salutation ▪ body paragraphs ▪ complimentary close • techniques in addressing basic selection criteria, including: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ abstract ▪ verbal ▪ numerical • prepare a mock application for an advertised job <p>Task 3: Production/performance</p>

Week	Key teaching points
10–11	<p>E12.4 Workplace issues and problem solving</p> <ul style="list-style-type: none"> • possible workplace issues, including: <ul style="list-style-type: none"> ▪ workplace violence ▪ workplace stress ▪ discrimination ▪ harassment ▪ bullying ▪ racism • possible causes of workplace issues, including: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 • considerations for an employee if asked to carry out unsafe work, including: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ check payslip ▪ check employment contract ▪ clarify the error with the payroll officer
12–13	<p>E12.1 Work/life balance</p> <ul style="list-style-type: none"> • the concept of work/life balance • work/life settings, including: <ul style="list-style-type: none"> ▪ home based work ▪ paid work (full-time, casual, part-time) ▪ self-employment ▪ shiftwork ▪ fly-in/fly-out • reasons for different work/life choices, including: <ul style="list-style-type: none"> ▪ hours of work ▪ lifestyle ▪ rosters ▪ travel commitments ▪ workplace stress ▪ personal health ▪ family commitments

Week	Key teaching points
	<ul style="list-style-type: none"> • the impact of the internet and technology on work/life balance, including: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ setting boundaries ▪ planning leisure activities ▪ maintaining friendships and personal networks ▪ turning off electronic devices after work hours • key words associated with the balance between work and other facets of life: <ul style="list-style-type: none"> ▪ work ▪ work/life balance ▪ workplace stress <p>Task 4: Externally set task</p>
14–15	<p>E12.6 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 • 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 ▪ 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 <p>Task 5: Response</p>

Semester 2 – Unit 4

Week	Key teaching points
1–2	<p>Introduction to the unit</p> <p>C12.3 The job interview</p> <ul style="list-style-type: none"> • the concept of first impressions and the impact on the job interview • interview types, including: <ul style="list-style-type: none"> ▪ phone/Skype/Face Time ▪ face to face ▪ individual/group/panel • the importance of researching the potential employer, including: <ul style="list-style-type: none"> ▪ examining the organisation’s website ▪ locating and reading recent press releases ▪ asking an employee of the organisation for information (if possible) • the importance of researching the actual job being applied for, including: <ul style="list-style-type: none"> ▪ finding out what skills, attributes and knowledge the employer is likely to be looking for ▪ locating the worksite ▪ identifying the start date ▪ determining any training and whether this is conducted on the job or after hours ▪ identifying dress requirements and personal presentation requirements ▪ matching own skills, attributes and knowledge against those required for the job
3–5	<ul style="list-style-type: none"> • tasks to prepare for a job interview, including: <ul style="list-style-type: none"> ▪ be well groomed and clean ▪ select appropriate clothes ▪ organise travel arrangements ▪ prepare career portfolio documentation • personal skills in a job interview, including: <ul style="list-style-type: none"> ▪ introduce yourself ▪ give a firm handshake and greet each interviewer in turn ▪ sit comfortably upright ▪ smile confidently as appropriate ▪ make eye contact with the person who asked the question, but don’t stare ▪ listen carefully to the questions and ask for clarification if you aren’t sure what’s being asked ▪ take your time and think about your answers to the questions asked ▪ use humour (if it is appropriate to the situation and the interviewer) ▪ use positive words ▪ speak clearly ▪ show enthusiasm • personal skills used after an interview, including: <ul style="list-style-type: none"> ▪ thank the interviewer ▪ shake hands ▪ seek feedback from the panel ▪ review your performance after the interview ▪ note the questions you were asked and outline/review the answers you gave • participate in a mock job interview • key words associated with job interviews: <ul style="list-style-type: none"> ▪ job ▪ employer ▪ interview

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ interviewer ▪ handshake ▪ greeting ▪ eye contact ▪ feedback <p>Task 6: Production/performance</p>
6–7	<p>C12.4 Planning a career</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ private and State training providers ▪ universities ▪ defence force ▪ TAFE ▪ apprenticeships ▪ traineeships • the application process for each of the following training options: <ul style="list-style-type: none"> ▪ TAFE ▪ apprenticeships ▪ traineeships
8–9	<ul style="list-style-type: none"> • strategies to assist when seeking employment, including: <ul style="list-style-type: none"> ▪ networking ▪ job/workforce development centres ▪ websites ▪ job boards ▪ newspapers (state and local) • work patterns, including: <ul style="list-style-type: none"> ▪ full-time ▪ part-time ▪ casual • develop and/or review appropriate materials to apply for training/employment options, including: <ul style="list-style-type: none"> ▪ own electronic IPP ▪ own electronic resume ▪ own electronic career portfolio, including: <ul style="list-style-type: none"> ○ evidence of employment claims on your application (letter from employer, reference) ○ school reports

Week	Key teaching points
	<ul style="list-style-type: none"> ○ school reference ○ qualification certificates ○ first aid certificate ○ WorkSafe SmartMove certificate ● key words associated with career planning: <ul style="list-style-type: none"> ▪ career goal ▪ education provider ▪ training provider ▪ TAFE ▪ apprenticeship ▪ traineeships ▪ networking <p>Task 7: Investigation</p>
10–11	<p>E12.5 Workplace numeracy</p> <ul style="list-style-type: none"> ● define measurement terms commonly used in workplaces, including: <ul style="list-style-type: none"> ▪ weight ▪ length ▪ volume ● define measurement units commonly used in workplaces, including: <ul style="list-style-type: none"> ▪ metre ▪ centimetre ▪ kilogram ▪ litre ▪ megabyte ● abbreviations used to record measurements, including: <ul style="list-style-type: none"> ▪ mm ▪ cm ▪ mL ▪ L ▪ kg ▪ mg ● select and interpret measurement information in workplace tasks, for example: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ measuring cups ▪ tape measures ▪ scales ● perform a range of calculations using routine measurements, such as: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ scales for weight ▪ tape measure for length ● record results with correct unit of measurement <p>Task 8: Response</p>

Week	Key teaching points
12–13	<p>E12.2 Financial management</p> <ul style="list-style-type: none"> • financial forms and documents, including: <ul style="list-style-type: none"> ▪ payslip ▪ bank statements ▪ mobile phone accounts ▪ personal budget • the concept of savings • the concept of savings goals, including: <ul style="list-style-type: none"> ▪ short term goals ▪ medium term goals ▪ long term goals • examples of savings goals for personal items, such as: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ income ▪ expenses ▪ savings • completion of financial forms, including: <ul style="list-style-type: none"> ▪ loan application ▪ bank account application form ▪ tax file number application form (if required) • key words associated with financial management, including: <ul style="list-style-type: none"> ▪ 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 <p>Task 9: Individual pathway plan/career portfolio</p>

Week	Key teaching points
14–15	<p>E12.3 Independent living</p> <ul style="list-style-type: none"> • the concept of independent living • main costs of living independently, including: <ul style="list-style-type: none"> ▪ rent ▪ bond ▪ food ▪ utilities ▪ transport ▪ entertainment • accommodation options, including: <ul style="list-style-type: none"> ▪ share housing ▪ apartment living ▪ room rental • the concept of a tenancy agreement • the responsibilities of a tenant, including: <ul style="list-style-type: none"> ▪ pay rent on time ▪ keep the place clean, tidy and undamaged ▪ keep to the terms of the tenancy agreement ▪ respect your neighbours' right to peace and quiet • transportation options available, including: <ul style="list-style-type: none"> ▪ public transport ▪ driving own vehicle ▪ car pooling • reading and interpreting public transport timetables • completing forms associated with independent living, including: <ul style="list-style-type: none"> ▪ rental application ▪ car registration form • key words associated with independent living, including: <ul style="list-style-type: none"> ▪ tenant ▪ tenancy agreement ▪ bond ▪ landlord/landlady ▪ utilities ▪ rent ▪ eviction ▪ inspections ▪ agent ▪ loan ▪ repayments ▪ insurance <p>Task 10: Response</p>