



SAMPLE COURSE OUTLINE

CAREERS AND EMPLOYABILITY

GENERAL YEAR 11

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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Sample course outline

Careers and Employability – General Year 11

Semester 1 – Unit 1

Week	Key teaching points
	<p>All the following Employability skills must be taught throughout the unit.</p> <p>Communication skills</p> <ul style="list-style-type: none"> • use appropriate terminology, spelling and grammar to convey information effectively and clearly • apply written and verbal communication skills to communicate an intended message, taking into account purpose, target audience and suitable format/s • use non-verbal communication skills, including body language, facial expressions and tone of voice, to build a connection with a target audience • apply active listening skills by focusing on the speaker’s words, asking questions to check for understanding and responding thoughtfully <p>Digital literacy skills</p> <ul style="list-style-type: none"> • navigate the internet to locate reliable sources of information • apply online safety processes to prevent criminal activity and negative impacts on digital footprint • use electronic media to communicate information via email, text messages, video calls and/or webinars • use work-related software applications to create documents, presentations and spreadsheets <p>Teamwork skills</p> <ul style="list-style-type: none"> • build rapport with team members • perform team role/s and responsibilities • act reliably by completing assigned tasks on time and to the expected standard • consider the ideas and opinions of team members with the view to reaching a consensus <p>Time management skills</p> <ul style="list-style-type: none"> • plan and prioritise tasks to meet specific deadlines • use productivity tools and applications, where applicable • track progress when completing tasks and reassess priorities for unexpected events. <p>Critical thinking skills</p> <ul style="list-style-type: none"> • apply research skills to collect reliable information that is relevant to a given task • analyse, compare and evaluate information to develop a solution for a given task • reflect on biases that may impact on decision-making <p>Problem-solving skills</p> <ul style="list-style-type: none"> • use open and closed questioning techniques to determine the nature of a situation and/or issue • generate a list of possible solutions • apply a decision-making model to plan, implement and evaluate possible solutions
1–3	<p>The nature of work</p> <ul style="list-style-type: none"> • types of employment, including: <ul style="list-style-type: none"> ▪ casual ▪ part-time ▪ full-time ▪ apprenticeships/traineeships ▪ contract ▪ shiftwork ▪ fly-in/fly-out (FIFO) and drive-in/drive-out (DIDO) ▪ voluntary/unpaid

Week	Key teaching points
	<ul style="list-style-type: none"> • advantages and disadvantages of different types of employment • types of work environments, including: <ul style="list-style-type: none"> ▪ physical ▪ virtual ▪ mobile ▪ high-risk • forms of diversity within a work setting, including: <ul style="list-style-type: none"> ▪ age ▪ gender ▪ ethnicity ▪ religion ▪ physical ability • factors affecting job satisfaction, such as: <ul style="list-style-type: none"> ▪ job security ▪ benefits/compensation/pay ▪ opportunities to use skills and abilities ▪ feeling safe in the work environment <p>Task 1: Response</p>
4–6	<p>Career building</p> <ul style="list-style-type: none"> • the concept of career development • SMART (specific, measurable, achievable, realistic, time based) goals • strategies to manage an individual career, including: <ul style="list-style-type: none"> ▪ setting personal and professional goals ▪ predicting consequences of decisions ▪ dealing with unexpected circumstances ▪ seeking feedback ▪ engaging in self-reflection processes • use of self-reflection to make decisions about an individual’s suitability for a particular job and/or career, including consideration of: <ul style="list-style-type: none"> ▪ skills, attributes, interests and knowledge ▪ personal values ▪ likes and dislikes ▪ strengths and weaknesses • benefits of an individual’s personal profile aligning with their career direction
7–9	<p>Learning and work exploration</p> <ul style="list-style-type: none"> • influences on personal work preferences, such as: <ul style="list-style-type: none"> ▪ preferred work environment ▪ tasks performed ▪ values and interests ▪ opportunities for advancement • the benefits of choosing individual career options linked to personal work preferences and aspirations • sources of reliable employment information, including: <ul style="list-style-type: none"> ▪ government websites ▪ careers specialists ▪ industry publications ▪ tertiary institutions ▪ employment agencies <p>Task 2: Investigation</p>

Week	Key teaching points
10–11	<p>Career building</p> <ul style="list-style-type: none"> • elements of a pathway plan, including: <ul style="list-style-type: none"> ▪ goals ▪ action plan ▪ career exploration ▪ academic review ▪ self-reflection • benefits of a pathway plan • career progression within an individual’s preferred pathway • the value of risk-taking in career development <p>Learning and work exploration</p> <ul style="list-style-type: none"> • potential barriers to accessing learning and work opportunities • strategies to address potential barriers to accessing learning and work opportunities, including: <ul style="list-style-type: none"> ▪ a personal mentor ▪ professional support services ▪ financial and academic assistance programs <p>Task 3: Career portfolio</p>
12–14	<p>Personal management</p> <ul style="list-style-type: none"> • the concept of a growth mindset • strategies to develop a growth mindset, such as: <ul style="list-style-type: none"> ▪ learning from mistakes ▪ embracing challenges ▪ regular self-reflection • the concept of personal development skills • strategies to improve personal development skills, including: <ul style="list-style-type: none"> ▪ overcoming fears ▪ asking for feedback ▪ observing others ▪ networking • the concept of emotional intelligence • elements of emotional intelligence, including: <ul style="list-style-type: none"> ▪ self-awareness ▪ self-regulation ▪ motivation ▪ empathy ▪ social skills
15–16	<p>Enterprising behaviours</p> <ul style="list-style-type: none"> • enterprising characteristics, including: <ul style="list-style-type: none"> ▪ adaptability ▪ resilience ▪ problem-solving ▪ initiative ▪ critical and creative thinking ▪ managed risk-taking • the concept of innovation • types of innovation, including: <ul style="list-style-type: none"> ▪ product ▪ service ▪ process ▪ social • the interrelationship between innovation and enterprising characteristics <p>Task 4: Response</p>

Sample course outline

Careers and Employability – General Year 11

Semester 2 – Unit 2

Week	Key teaching points
	<p>All the following Employability skills must be taught throughout the unit.</p> <p>Communication skills</p> <ul style="list-style-type: none"> • use appropriate terminology, spelling and grammar to convey information effectively and clearly • apply written and verbal communication skills to communicate an intended message, taking into account purpose, target audience and suitable format/s • use non-verbal communication skills, including body language, facial expressions and tone of voice, to build a connection with a target audience • apply active listening skills by focusing on the speaker’s words, asking questions to check for understanding and responding thoughtfully <p>Digital literacy skills</p> <ul style="list-style-type: none"> • navigate the internet to locate reliable sources of information • apply online safety processes to prevent criminal activity and negative impacts on digital footprint • use electronic media to communicate information via email, text messages, video calls and/or webinars • use work-related software applications to create documents, presentations and spreadsheets <p>Teamwork skills</p> <ul style="list-style-type: none"> • build rapport with team members • perform team role/s and responsibilities • act reliably by completing assigned tasks on time and to the expected standard • consider the ideas and opinions of team members with the view to reaching a consensus <p>Time management skills</p> <ul style="list-style-type: none"> • plan and prioritise tasks to meet specific deadlines • use productivity tools and applications, where applicable • track progress when completing tasks and reassess priorities for unexpected events <p>Critical thinking skills</p> <ul style="list-style-type: none"> • apply research skills to collect reliable information that is relevant to a given task • analyse, compare and evaluate information to develop a solution for a given task • reflect on biases that may impact on decision-making. <p>Problem-solving skills</p> <ul style="list-style-type: none"> • use open and closed questioning techniques to determine the nature of a situation and/or issue • generate a list of possible solutions • apply a decision-making model to plan, implement and evaluate possible solutions
1–2	<p>Enterprising behaviours</p> <ul style="list-style-type: none"> • models for decision-making, such as: <ul style="list-style-type: none"> ▪ SWOT (strengths, weaknesses, opportunities, threats) ▪ SOAR (strengths, opportunities, aspirations, results) ▪ PMI (plus, minus, interesting) ▪ DECIDE (define the problem, establish the criteria, consider all alternatives, identify the best alternative, develop and implement a plan of action, evaluate and monitor the solution and feedback when necessary) • benefits of using a decision-making model

Week	Key teaching points
3–5	<p>Career building</p> <ul style="list-style-type: none"> • strategies for remaining employable, including: <ul style="list-style-type: none"> ▪ undertaking formal and informal learning opportunities ▪ networking ▪ taking advantage of work opportunities • strategies for building effective networks that will enhance career opportunities, including: <ul style="list-style-type: none"> ▪ seeking personal and/or professional mentors ▪ developing a professional social media presence ▪ accessing e-networking platforms <p>Learning and work exploration</p> <ul style="list-style-type: none"> • options and benefits of ongoing education and training in gaining and keeping work • informal learning opportunities, including: <ul style="list-style-type: none"> ▪ mentorship ▪ work shadowing ▪ team-building activities ▪ trade shows • formal learning opportunities, including: <ul style="list-style-type: none"> ▪ micro-credentials ▪ short courses ▪ vocational education and training ▪ university qualifications <p>Task 5: Investigation</p>
6–7	<p>Personal management</p> <ul style="list-style-type: none"> • the concept of personal branding • ways to promote personal brand, including: <ul style="list-style-type: none"> ▪ online ▪ in writing ▪ face-to-face <p>Career building</p> <ul style="list-style-type: none"> • the importance of self-promotion in gaining and keeping work • appropriate self-promotion techniques, including: <ul style="list-style-type: none"> ▪ building and maintaining a positive personal brand ▪ promoting personal achievements ▪ creating and maintaining a positive online personal brand ▪ using networks
8–9	<p>Career building</p> <ul style="list-style-type: none"> • elements of a résumé, including: <ul style="list-style-type: none"> ▪ contact details ▪ objective ▪ education ▪ qualifications ▪ employment history (paid employment) ▪ work experience (such as volunteering, workplace learning, community service) ▪ referees • purpose of a career portfolio and its intended audience • components of a career portfolio, including: <ul style="list-style-type: none"> ▪ a pathway plan ▪ a résumé ▪ evidence of achievement and qualifications ▪ evidence of skills

Week	Key teaching points
	<ul style="list-style-type: none"> • characteristics of a high-quality career portfolio, including: <ul style="list-style-type: none"> ▪ relevance to target audience ▪ clear communication ▪ professional presentation ▪ up-to-date <p>Task 6: Career portfolio</p>
10–13	<p>The nature of work</p> <ul style="list-style-type: none"> • the importance of work health and safety (WHS) legislation, including the rights and responsibilities of employers and employees • the purpose and content of key government documents relating to employment, including the: <ul style="list-style-type: none"> ▪ <i>National Employment Standards</i> ▪ <i>Fair Work Information Statement</i> ▪ <i>Casual Employment Information Statement</i> • features of employment contracts, including: <ul style="list-style-type: none"> ▪ position ▪ employment type ▪ probationary period ▪ relevant award and/or enterprise agreement ▪ pay and conditions • strategies employers use to retain employees, including: <ul style="list-style-type: none"> ▪ providing training and career progression ▪ providing a safe and healthy environment ▪ providing employee benefits and incentives ▪ responding to employee needs (for example, flexible work conditions) <p>Personal management</p> <ul style="list-style-type: none"> • characteristics of individual responsibility in the workplace, including: <ul style="list-style-type: none"> ▪ reliability and punctuality ▪ loyalty and dedication ▪ professional behaviour and conduct ▪ accountability <p>Task 7: Investigation</p>
14–16	<p>Personal management</p> <ul style="list-style-type: none"> • the changing nature of life and work roles • the concept of work/life balance • strategies for managing a work/life balance, such as: <ul style="list-style-type: none"> ▪ determining priorities ▪ auditing time ▪ establishing boundaries ▪ knowing when to seek assistance • strategies for achieving personal wellbeing in life, learning and work settings, such as: <ul style="list-style-type: none"> ▪ establishing and maintaining positive relationships ▪ prioritising physical and mental health ▪ stress management <p>Task 8: Response</p>