



SAMPLE COURSE OUTLINE

**CAREER AND ENTERPRISE
GENERAL YEAR 12**

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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 – General Year 12

Semester 1 – Unit 3

Week	Key teaching points
1	<p>Introduction to the course; distribution of syllabus, course outline and assessment outline</p> <p>Learning to learn</p> <ul style="list-style-type: none"> • identify personal and professional skills and attributes, and understand their link to career development • self-management strategies to enhance personal change and growth, including: <ul style="list-style-type: none"> ▪ self-reflection ▪ construction of SMART (specific, measurable, achievable, realistic, time based) goals ▪ interacting with others through teamwork and networking
2	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • 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	<p>The nature of work</p> <ul style="list-style-type: none"> • factors that create effective workplaces, including: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 <i>Fair Work Act 2009</i>
5–6	<p>Work skills</p> <ul style="list-style-type: none"> • the need to recognise diversity within a workplace, including: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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

Week	Key teaching points
7	<p>The nature of work</p> <ul style="list-style-type: none"> • features of each of the following workplace organisational structures: <ul style="list-style-type: none"> ▪ hierarchical ▪ flat • the impact of global trends on the workforce, including: <ul style="list-style-type: none"> ▪ the ageing workforce ▪ a more mobile population ▪ changing work roles of family members ▪ e-commerce (for example, online shopping) ▪ overseas outsourcing <p>Career development and management</p> <ul style="list-style-type: none"> • the influence of global trends on changing workplace requirements, including: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ ageing workforce ▪ a more mobile population ▪ changing work roles of family members
8	Oral presentations for Task 2
9	<p>Career development and management</p> <ul style="list-style-type: none"> • 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	<p>Learning to learn</p> <ul style="list-style-type: none"> • strategies to build and maintain a positive self-concept for career development, including: <ul style="list-style-type: none"> ▪ 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	<p>Entrepreneurial behaviours</p> <ul style="list-style-type: none"> • taking personal risks when making career decisions, including: <ul style="list-style-type: none"> ▪ relocating ▪ accepting less pay ▪ taking a gap year ▪ undergoing re-training • remaining employable in constantly changing workplaces, including: <ul style="list-style-type: none"> ▪ undertaking training and up-skilling ▪ networking and e-networking • considering labour market information to identify employment opportunities, including: <ul style="list-style-type: none"> ▪ self-employment opportunities ▪ business and product development

Week	Key teaching points
12–13	<p>Career development and management</p> <ul style="list-style-type: none"> • strategies that give an individual an advantage in the workplace, including: <ul style="list-style-type: none"> ▪ taking advantage of work opportunities ▪ undertaking training ▪ seeking learning opportunities • strategies to assist in making decisions in a work context, including: <ul style="list-style-type: none"> ▪ choosing from a set of pre-determined options ▪ using a formal decision-making process • examine personal progress in each of the following career competencies: <ul style="list-style-type: none"> ▪ make career-enhancing decisions <ul style="list-style-type: none"> o seeks advice, feedback and support as required ▪ maintain balanced life and work roles <ul style="list-style-type: none"> o develops a personal, school and work timetable to manage all commitments ▪ understand the changing nature of life and work roles <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <p>Externally set task: A task set by the SCSA based on the following content from Unit 3 – <teacher to insert information provided by the Authority></p>
14–15	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • location of job opportunities, including: <ul style="list-style-type: none"> ▪ newspapers ▪ websites ▪ social and professional networking ▪ professional associations • interpret requirements in a job advertisement, including: <ul style="list-style-type: none"> ▪ job description ▪ job location ▪ qualifications required ▪ selection criteria ▪ expression of interest requirements ▪ application process and deadline • strategies for successfully applying for a job, including: <ul style="list-style-type: none"> ▪ writing a job application letter ▪ participating in an interview situation

Semester 2 – Unit 4

Week	Key teaching points
1–4	<p>Introduction to unit</p> <p>Work skills</p> <ul style="list-style-type: none"> • adapt communication skills to show respect for differences within the work place, including: <ul style="list-style-type: none"> ▪ values ▪ beliefs ▪ cultural expectations • strategies and processes for resolving conflict in the workplace, including: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ legal rights and responsibilities (for example, copyright implications) ▪ procedures and expectations in the workplace
5–6	<p>The nature of work</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ 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	<p>Entrepreneurial behaviours</p> <ul style="list-style-type: none"> • being enterprising in a global economy, including: <ul style="list-style-type: none"> ▪ making international business links ▪ identifying consumer gaps ▪ using technology (including online groups) • steps in problem solving within the work place, including: <ul style="list-style-type: none"> ▪ 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	<p>Learning to learn</p> <ul style="list-style-type: none"> • the need for ongoing self-assessment when responding to change, including: <ul style="list-style-type: none"> ▪ personal life ▪ professional life • responding to change and how it may impact an individual’s career, including: <ul style="list-style-type: none"> ▪ 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	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • methods of finding job opportunities, including cold canvassing • awareness of innovative contemporary strategies for gaining employment, such as: <ul style="list-style-type: none"> ▪ YouTube promotion ▪ live performance

Week	Key teaching points
12–15	Career development and management <ul style="list-style-type: none">• refine own electronic career portfolio• formats for job applications• formats for cover letters