



SAMPLE COURSE OUTLINE

**CAREER AND ENTERPRISE
GENERAL YEAR 12**

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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) <p>Task 1: Response</p>
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
7–8	<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 <p>Task 2: Investigation</p>
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 <p>Task 3: Production/performance</p>
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 <p>Task 4: Investigation</p>

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>Task 5: Individual pathway plan/career portfolio</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 <p>Task 6: Externally set task</p>

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 <p>Task 7: Investigation</p>
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 <p>Task 8: Response</p>
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:

Week	Key teaching points
	<ul style="list-style-type: none">▪ YouTube promotion▪ live performance Task 9: Production/performance
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 Task 10: Individual pathway plan/career portfolio