



## **SAMPLE COURSE OUTLINE**

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**CAREERS AND EMPLOYABILITY**

**GENERAL YEAR 12**

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## **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 12

#### Semester 1 – Unit 3

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

Week	Key teaching points
1–4	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• the concept of megatrends</li> <li>• types of megatrends, including: <ul style="list-style-type: none"> <li>▪ economic power shifts</li> <li>▪ demographic shifts</li> <li>▪ impactful technology</li> <li>▪ climate change</li> </ul> </li> <li>• the impact of megatrends on the future of work, including: <ul style="list-style-type: none"> <li>▪ work environments</li> <li>▪ types of employment</li> <li>▪ emerging and declining jobs</li> </ul> </li> </ul> <p><b>Task 1: Investigation</b></p>
5–6	<p><b>Learning and work exploration</b></p> <ul style="list-style-type: none"> <li>• labour market information relating to a range of jobs, including: <ul style="list-style-type: none"> <li>▪ skills shortage areas</li> <li>▪ geographic location</li> <li>▪ industry growth areas</li> <li>▪ emerging industries</li> <li>▪ green industries</li> <li>▪ local, national and global trends</li> </ul> </li> <li>• the concept of a growth industry</li> <li>• advantages and disadvantages of seeking employment in strong growth, average growth and negative growth industries</li> </ul>
7–8	<p><b>Personal management</b></p> <ul style="list-style-type: none"> <li>• the concept of career adaptability</li> <li>• unexpected life events and their impact on career planning, including: <ul style="list-style-type: none"> <li>▪ breakdowns in relationships</li> <li>▪ geographic relocation</li> <li>▪ changes to financial circumstances</li> <li>▪ physical and mental health challenges</li> </ul> </li> <li>• the concepts of personal and professional risks</li> <li>• advantages and disadvantages of taking personal and professional risks, including: <ul style="list-style-type: none"> <li>▪ relocating</li> <li>▪ accepting less pay</li> <li>▪ taking a gap year</li> <li>▪ undergoing re-training</li> </ul> </li> <li>• strategies to manage personal finance, including: <ul style="list-style-type: none"> <li>▪ setting financial goals</li> <li>▪ tracking income and spending</li> <li>▪ budgeting</li> <li>▪ saving and investing</li> <li>▪ planning for the unexpected</li> <li>▪ seeking assistance</li> </ul> </li> </ul> <p><b>Task 2: Response</b></p>

Week	Key teaching points
9–11	<p><b>Career building</b></p> <ul style="list-style-type: none"> <li>• the job application process</li> <li>• requirements specified in a job advertisement, including the: <ul style="list-style-type: none"> <li>▪ job description</li> <li>▪ job location</li> <li>▪ qualifications required</li> <li>▪ selection criteria</li> <li>▪ application process and deadline</li> </ul> </li> <li>• methods of responding to a job opportunity, including: <ul style="list-style-type: none"> <li>▪ online</li> <li>▪ written</li> <li>▪ verbal</li> </ul> </li> <li>• purpose of a cover letter in response to a specific job advertisement</li> <li>• format of a cover letter</li> <li>• techniques for addressing selection criteria and interview questions, including: <ul style="list-style-type: none"> <li>▪ SAO (situation, action, outcome)</li> <li>▪ STAR (situation, task, action, result)</li> <li>▪ CAR (context, action, result)</li> </ul> </li> </ul> <p><b>Task 3: Job application and interview</b></p>
12–13	<p><b>Enterprising behaviours</b></p> <ul style="list-style-type: none"> <li>• the concept of initiative</li> <li>• ways to show initiative at work, including: <ul style="list-style-type: none"> <li>▪ being proactive</li> <li>▪ identifying ways to improve current work practices</li> <li>▪ vocalising your opinions</li> <li>▪ helping fellow workers</li> <li>▪ seeking more responsibilities</li> </ul> </li> <li>• benefits of using initiative in the workplace, including: <ul style="list-style-type: none"> <li>▪ increased empowerment and recognition</li> <li>▪ increased efficiency</li> <li>▪ to create work opportunities (for example, promotion)</li> </ul> </li> </ul>
14–15	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• importance of recognising and adjusting for diversity within a workplace</li> <li>• strategies for working with diversity within a workplace, such as: <ul style="list-style-type: none"> <li>▪ encouraging cultural celebrations</li> <li>▪ developing anti-discrimination policies and enforcing them</li> <li>▪ actively seeking out new perspectives and ideas</li> </ul> </li> </ul> <p><b>Task 4: Externally set task</b></p>

## Semester 2 – Unit 4

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

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• the job interview process, including:               <ul style="list-style-type: none"> <li>▪ interview preparation</li> <li>▪ greeting the interviewers</li> <li>▪ responding to questions</li> <li>▪ asking questions</li> <li>▪ concluding the interview</li> </ul> </li> </ul> <p><b>Task 5: Job application and interview</b></p>
4–6	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• the nature and purpose of government legislation relating to employment, including:               <ul style="list-style-type: none"> <li>▪ <i>Work Health and Safety Act 2020</i></li> <li>▪ <i>Equal Opportunity Act 1984 (WA)</i></li> <li>▪ <i>Fair Work Act 2009</i></li> </ul> </li> <li>• understanding the conditions of employment for an industry award, including:               <ul style="list-style-type: none"> <li>▪ wages and allowances</li> <li>▪ types of employment and classifications</li> <li>▪ leave entitlements</li> <li>▪ hours of work</li> <li>▪ breaks</li> <li>▪ superannuation</li> <li>▪ consultation and dispute resolution</li> <li>▪ termination of employment and redundancy</li> </ul> </li> </ul> <p><b>Task 6: Investigation</b></p>
7–8	<p><b>Enterprising behaviours</b></p> <ul style="list-style-type: none"> <li>• the concept and importance of enterprise culture</li> <li>• types of enterprise culture:               <ul style="list-style-type: none"> <li>▪ clan/collaborative</li> <li>▪ adhocracy</li> <li>▪ hierarchy</li> <li>▪ market</li> </ul> </li> <li>• characteristics of successful enterprise cultures, including:               <ul style="list-style-type: none"> <li>▪ vision</li> <li>▪ values</li> <li>▪ practices</li> <li>▪ training and education</li> <li>▪ innovation</li> <li>▪ leadership</li> <li>▪ a culture of continuous improvement</li> </ul> </li> <li>• benefits of aligning an individual’s values with an organisation’s enterprise culture, including:               <ul style="list-style-type: none"> <li>▪ enhanced motivation and engagement</li> <li>▪ improved wellbeing</li> <li>▪ ethical decision-making</li> </ul> </li> </ul> <p><b>Task 7: Response</b></p>
9	<p><b>Career building</b></p> <ul style="list-style-type: none"> <li>• nature and role of performance management, including to:               <ul style="list-style-type: none"> <li>▪ assist employees with goal setting</li> <li>▪ establish accountability and transparency in the workplace</li> <li>▪ help employees make improvements</li> <li>▪ recognise and reward achievements</li> </ul> </li> </ul>

Week	Key teaching points
	<p><b>Personal management</b></p> <ul style="list-style-type: none"> <li>• strategies for handling feedback on performance, including: <ul style="list-style-type: none"> <li>▪ using active listening</li> <li>▪ asking clarifying questions</li> <li>▪ taking time to process emotions</li> <li>▪ analysing the feedback</li> <li>▪ developing an action plan</li> </ul> </li> </ul>
10–12	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• the need for rights and protocols for the workplace, including: <ul style="list-style-type: none"> <li>▪ health and safety</li> <li>▪ equal opportunity</li> <li>▪ codes of conduct and standards</li> <li>▪ appropriate use of technology</li> </ul> </li> <li>• grievance procedures and processes for dealing with issues in the workplace, including: <ul style="list-style-type: none"> <li>▪ pay and conditions (for example, underpayment of wages, leave entitlements)</li> <li>▪ unfair termination</li> <li>▪ bullying</li> <li>▪ sexual harassment</li> <li>▪ discrimination</li> </ul> </li> </ul> <p><b>Task 8: Investigation</b></p>
13–15	<p><b>Personal management</b></p> <ul style="list-style-type: none"> <li>• the concept of resilience</li> <li>• models of resilience, such as the: <ul style="list-style-type: none"> <li>▪ 7 Cs (competence, confidence, connection, character, contribution, coping and control) of resilience</li> <li>▪ resilience doughnut</li> </ul> </li> </ul> <p><b>Career building</b></p> <ul style="list-style-type: none"> <li>• responding to change and how it may impact an individual’s career, including: <ul style="list-style-type: none"> <li>▪ coping with unemployment</li> <li>▪ organisational restructuring</li> <li>▪ opportunities for promotion</li> <li>▪ feedback and review processes</li> </ul> </li> </ul> <p><b>Learning and work exploration</b></p> <ul style="list-style-type: none"> <li>• the concept of lifelong learning</li> <li>• benefits of lifelong learning for career development</li> <li>• elements of continuing professional development, including: <ul style="list-style-type: none"> <li>▪ identifying personal needs</li> <li>▪ planning and participating in learning opportunities</li> <li>▪ reflecting on learning</li> <li>▪ applying learning</li> <li>▪ sharing learning with others</li> </ul> </li> </ul>