**Sample Course Outline**

Career and Enterprise

Foundation Year 12

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# Sample course outline

# Career and Enterprise – Foundation Year 12

## Semester 1 – Unit 3

| **Week** | **Key teaching points** |
| --- | --- |
|  | **Where appropriate, explicitly teach the following literacy and numeracy skills in the context of the course.****Literacy skills*** 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

**Numeracy skills*** 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
 |
| 1–3 | Introduction to the course – distribution of syllabus, course outline and assessment outline**C12.1 Where are all the jobs?*** key words associated with locating employment:
* 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:
* MyFuture
* Jobs and Skills WA
* Workforce Development Centres
* investigate employment trends in the local area by accessing information from sources, such as:
* 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

**Task 1: Individual pathway plan/career portfolio** |
| 4 | * identify how technology has changed the workplace in the last twenty years, including:
* 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:
* 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
 |
| 5 | * identify how personal goals, values and pathway plans can be influenced by factors, such as:
* labour market information
* employment trends
* skills shortage areas
* identify different locations of job advertisements, including:
* newspaper
* private electronic job boards, such as Seek.com
* government electronic job boards, such as Jobs WA
* employment agencies
 |
| 6 | **C12.2 Gaining a job*** key words associated with gaining employment:
* 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:
* cold canvassing
* networking
* written job application
* online job application
* the job application process, including:
* finding a job vacancy
* 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

**Task 2: Investigation** |
| 7–9 | * techniques for a telephone enquiry, including:
* prior to making the call
* 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
* use appropriate language and terminology
* listen carefully to speaker
* ask clarifying questions where necessary
* the concept of an expression of interest, including:
* the timeline
* expected length
* who the contact person is
* required letters in the job application process, including:
* letter of introduction
* letter of application or expression of interest
* letter of appreciation
* components of a formal job application letter, such as:
* personal address
* date
* inside address (recipient’s address)
* subject line
* salutation
* body paragraphs
* complimentary close
* techniques in addressing basic selection criteria, including:
* 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:
* 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:
* abstract
* verbal
* numerical
* prepare a mock application for an advertised job

**Task 3: Production/performance** |
| 10–11 | **E12.4 Workplace issues and problem solving*** possible workplace issues, including:
* workplace violence
* workplace stress
* discrimination
* harassment
* bullying
* racism
* possible causes of workplace issues, including:
* 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:
* 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:
* 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:
* check payslip
* check employment contract
* clarify the error with the payroll officer
 |
| 12–13 | **E12.1 Work/life balance*** the concept of work/life balance
* work/life settings, including:
* home based work
* paid work (full-time, casual, part-time)
* self-employment
* shiftwork
* fly-in/fly-out
* reasons for different work/life choices, including:
* hours of work
* lifestyle
* rosters
* travel commitments
* workplace stress
* personal health
* family commitments
* the impact of the internet and technology on work/life balance, including:
* 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:
* 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:
* work
* work/life balance
* workplace stress

**Task 4: Externally set task** |
| 14–15 | **E12.6 Volunteering/experiencing work*** 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:
* 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

**Task 5: Response** |

## Semester 2 – Unit 4

| **Week** | **Key teaching points** |
| --- | --- |
| 1–2 | Introduction to the unit**C12.3 The job interview*** the concept of first impressions and the impact on the job interview
* interview types, including:
* phone/Skype/Face Time
* face to face
* individual/group/panel
* the importance of researching the potential employer, including:
* 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:
* 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 | * tasks to prepare for a job interview, including:
* be well groomed and clean
* select appropriate clothes
* organise travel arrangements
* prepare career portfolio documentation
* personal skills in a job interview, including:
* 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:
* 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:
* job
* employer
* interview
* interviewer
* handshake
* greeting
* eye contact
* feedback

**Task 6: Production/performance** |
| 6–7 | **C12.4 Planning a career*** 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:
* 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:
* private and State training providers
* universities
* defence force
* TAFE
* apprenticeships
* traineeships
* the application process for each of the following training options:
* TAFE
* apprenticeships
* traineeships
 |
| 8–9 | * strategies to assist when seeking employment, including:
* networking
* job/workforce development centres
* websites
* job boards
* newspapers (state and local)
* work patterns, including:
* full-time
* part-time
* casual
* develop and/or review appropriate materials to apply for training/employment options, including:
* own electronic IPP
* own electronic resume
* own electronic career portfolio, including:
* evidence of employment claims on your application (letter from employer, reference)
* school reports
* school reference
* qualification certificates
* first aid certificate
* WorkSafe SmartMove certificate
* key words associated with career planning:
* career goal
* education provider
* training provider
* TAFE
* apprenticeship
* traineeships
* networking

**Task 7: Investigation** |
| 10–11 | **E12.5 Workplace numeracy*** define measurement terms commonly used in workplaces, including:
* weight
* length
* volume
* define measurement units commonly used in workplaces, including:
* metre
* centimetre
* kilogram
* litre
* megabyte
* abbreviations used to record measurements, including:
* mm
* cm
* mL
* L
* kg
* mg
* select and interpret measurement information in workplace tasks, for example:
* 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:
* measuring cups
* tape measures
* scales
* perform a range of calculations using routine measurements, such as:
* 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:
* scales for weight
* tape measure for length
* record results with correct unit of measurement

**Task 8: Response** |
| 12–13 | **E12.2 Financial management*** financial forms and documents, including:
* payslip
* bank statements
* mobile phone accounts
* personal budget
* the concept of savings
* the concept of savings goals, including:
* short term goals
* medium term goals
* long term goals
* examples of savings goals for personal items, such as:
* 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:
* income
* expenses
* savings
* completion of financial forms, including:
* loan application
* bank account application form
* tax file number application form (if required)
* key words associated with financial management, including:
* 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

**Task 9: Individual pathway plan/career portfolio** |
| 14–15 | **E12.3 Independent living*** the concept of independent living
* main costs of living independently, including:
* rent
* bond
* food
* utilities
* transport
* entertainment
* accommodation options, including:
* share housing
* apartment living
* room rental
* the concept of a tenancy agreement
* the responsibilities of a tenant, including:
* 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:
* public transport
* driving own vehicle
* car pooling
* reading and interpreting public transport timetables
* completing forms associated with independent living, including:
* rental application
* car registration form
* key words associated with independent living, including:
* tenant
* tenancy agreement
* bond
* landlord/landlady
* utilities
* rent
* eviction
* inspections
* agent
* loan
* repayments
* insurance

**Task 10: Response** |