**Sample Course Outline**

Career and Enterprise

ATAR Year 11

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# Sample course outline

# Career and Enterprise – ATAR Year 11

#### Semester 1 – Unit 1

| **Week** | **Key teaching points** |
| --- | --- |
| 1 | Introduction to the course; distribution of syllabus, course outline and assessment outline**Learning to learn*** identify personal and professional skills and attributes, and understand their link to career development
* self-management strategies to enhance personal change and growth, including:
* self-reflection
* construction of SMART (specific, measurable, achievable, realistic, time based) goals
* interacting with others through teamwork and networking
 |
| 2–3 | **Gaining and keeping work*** skills used to connect with and work with others, such as recognising strengths and weaknesses of their 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)

**Task 1: Response** |
| 4–5 | **The nature of work*** factors that create effective workplaces, including:
* 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:
* 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 *Fair Work Act 2009*
 |
| 6–7 | **Work skills*** the need to recognise diversity within a workplace, including:
* 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:
* 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:
* 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
 |
| 8–9 | **The nature of work*** features of each of the following workplace organisational structures:
* hierarchical
* flat
* the impact of global trends on the workforce, including:
* the ageing workforce
* a more mobile population
* changing work roles of family members
* e-commerce (for example, online shopping)
* overseas outsourcing

**Career development and management** * the influence of global trends on changing workplace requirements, including:
* 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:
* ageing workforce
* a more mobile population
* changing work roles of family members

**Task 2: Investigation** |
| 10 | * 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
 |
| 11 | **Learning to learn*** strategies to build and maintain a positive self-concept for career development, including:
* 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

**Task 3: Production/performance** |
| 12 | **Entrepreneurial behaviours*** taking personal risks when making career decisions, including:
* relocating
* accepting less pay
* taking a gap year
* undergoing re-training
* remaining employable in constantly changing workplaces, including:
* undertaking training and up-skilling
* networking and e-networking
* considering labour market information to identify employment opportunities, including:
* self-employment opportunities
* business and product development
 |
| 13–14 | **Career development and management*** strategies that give an individual an advantage in the workplace, including:
* taking advantage of work opportunities
* undertaking training
* seeking learning opportunities
* strategies to assist in making decisions in a work context, including:
* choosing from a set of pre-determined options
* using a formal decision-making process
* examine personal progress in each of the following career competencies:
* make career-enhancing decisions
	+ seeks advice, feedback and support as required
* maintain balanced life and work roles
	+ develops a personal, school and work timetable to manage all commitments
* understand the changing nature of life and work roles
	+ 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
	+ sets personal learning challenges using formal and informal learning opportunities
* develop/refine own electronic individual pathway plan (IPP)
* develop/refine own electronic career portfolio

**Task 4: Individual pathway plan/career portfolio** |
| 15 | **Gaining and keeping work*** location of job opportunities, including:
* newspapers
* websites
* social and professional networking
* professional associations
* interpret requirements in a job advertisement, including:
* job description
* job location
* qualifications required
* selection criteria
* expression of interest requirements
* application process and deadline
* strategies for successfully applying for a job, including:
* writing a job application letter
* participating in an interview situation

**Task 5: Response** |
| 16 | **Task 6: Examination**  |

#### Semester 2 – Unit 2

| **Week** | **Key teaching points** |
| --- | --- |
| 1–4 | Introduction to unit**Work skills*** adapt communication skills to show respect for differences within the workplace, including:
* values
* beliefs
* cultural expectations
* strategies and processes for resolving conflict in the workplace, including:
* 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:
* legal rights and responsibilities (for example, copyright implications)
* procedures and expectations in the workplace

**Task 7: Investigation** |
| 5–6 | **The nature of work*** 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:
* 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 | **Entrepreneurial** **behaviours*** being enterprising in a global economy, including:
* making international business links
* identifying consumer gaps
* using technology (including online groups)
* steps in problem solving within the workplace, including:
* identifying the problem
* applying a decision-making process, such as SWOT (strengths, weaknesses, opportunities, threats)
* creating an action plan to execute the solution

**Task 8: Response** |
| 9–10 | **Learning to learn*** the need for ongoing self-assessment when responding to change, including:
* personal life
* professional life
* responding to change and how it may impact an individual’s career, including:
* 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 | **Gaining and keeping work*** methods of finding job opportunities, including cold canvassing
* awareness of innovative contemporary strategies for gaining employment, such as:
* YouTube promotion
* live performance

**Task 9: Production/performance** |
| 12–14 | **Career development and management*** refine own electronic career portfolio
* formats for job applications
* formats for cover letters

**Task 10: Individual pathway plan/career portfolio** |
| 15 | Revision of Units 1 and 2 |
| 16 | **Task 11: Examination**  |