**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 | 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 | **Gaining and keeping work**   * 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)   **Task 1: Response** |
| 3–4 | **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* |
| 5–6 | **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 |
| 7–8 | **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** |
| 9 | **Career development and management**   * 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 | **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** |
| 11 | **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   **Task 4: Investigation** |
| 12–13 | **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 5: Individual pathway plan/career portfolio** |
| 14–15 | **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 6: Externally set task** |

#### Semester 2 – Unit 4

| **Week** | **Key teaching points** |
| --- | --- |
| 1–4 | Introduction to unit  **Work skills**   * adapt communication skills to show respect for differences within the work place, 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 work place, including: * 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 | **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   **Task 8: Response** |
| 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** |
| 12–15 | **Career development and management**   * refine own electronic career portfolio * formats for job applications * formats for cover letters   **Task 10: Individual pathway plan/career portfolio** |