

# Career and Life Planning

LEVEL 2	5 TCE CREDIT POINTS
COURSE CODE	CLP205118
COURSE SPAN	2018 — 2026
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course is current for 2024.

## An investment in career and life planning now will enable learners to be confident implementing the opportunities and embracing the changes ahead of them

The decisions learners make now will have a significant impact on their lives, not just their further education and work but also their health, relationships and financial situation. It is an investment in their future. This course will provide opportunities for learners to develop self-awareness, explore future opportunities and develop and use decision making skills to match their learning to their future needs. These will in turn enable learners to make informed career decisions and respond to changing circumstances now and into the future.

### Course Description

Career and Life Planning Level 2 prepares learners for their career and life. It builds on Australian Curriculum Work Studies and complements Work Readiness Level 2 and Pathways to Work Level 1. Career and Life Planning aims to develop learners' understanding of self, and the development of goals and plans for the future. Learners become familiar with using a career decision making model, managing change, and the concept of lifelong learning.

For the purposes of this Career and Life Planning course, the following definitions have been used from the Australian Blueprint for Career Development:

*Career:* career is the sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime. More broadly, 'career' includes life roles, leisure activities, learning and work.<sup>6</sup>

*Work:* a set of activities with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction. It is not necessarily tied to paid employment. It can also encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering.<sup>7</sup>

### Footnotes:

6. Australian Government: Department of Education and Training. 2010. *Australian Blueprint for Career Development*. P76 [ONLINE] Available at: <https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development>. [Accessed 8 June 2017].

7. Australian Government: Department of Education and Training. 2010. *Australian Blueprint for Career Development*. P79. [ONLINE] Available at: <https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development>. [Accessed 8 June 2017].

## Rationale

“Career education helps young people to better understand the relationship between educational goals and occupational outcomes, increasing learner motivation and application.”<sup>1</sup> With young people estimated to have 17 jobs across five industry areas during their career<sup>2</sup>, and linear careers becoming less common<sup>3</sup>, learners need to be equipped with a set of career management skills that will support them through the many career and life roles they may undertake into the future.<sup>3</sup>

The long term economic benefits for learners who undertake career education, particularly work exposure and networking opportunities are significantly positive.<sup>1</sup> Learners need opportunities to explore future opportunities that help them to have a positive approach to career and life planning. They also need accurate and timely career information to help them make career decisions for the next part of their journey as well as into the future.<sup>4</sup>

There is a growing level of underemployment in Australia with one in three young people currently underemployed or unemployed. This is creating a level of uncertainty for young people entering the workforce.<sup>3</sup> There is a key role for entrepreneurship in career education as young people create work for themselves, to reduce the risk of underemployment and unemployment. Innovation and entrepreneurial thinking are key skills for young entrepreneurs and more broadly for all young people in the 21<sup>st</sup> century.<sup>3</sup> These skills, over time can be transferred across a range of occupations throughout the learner's career.<sup>3</sup>

An investment in career and life planning now will enable learners to be confident implementing the opportunities and embracing the changes ahead of them.<sup>5</sup> The decisions learners make now will have a significant impact on their lives, not just their further education and work but also their health, relationships and financial situation.<sup>4</sup> It is an investment in their future.<sup>5</sup> This course will provide opportunities for learners to develop self-awareness, explore future opportunities and develop and use decision making skills to match their learning to their future needs. These will in turn enable learners to make informed career decisions and respond to changing circumstances now and into the future.<sup>5</sup>

### Footnotes:

1. Dr. Hughes, D, Dr Mann, A, et al. 2016. *Careers education: International literature review*. [ONLINE] Available at: <https://www.educationandemployers.org/research/careers-education-international-literature-review/>. [Accessed 20 January 2017].
2. Mark McCrindle. 2014. *Jobs of the future - where will we be working in 2030*. [ONLINE] Available at: <http://www.mccrindle.com.au/the-mccrindle-blog/jobs-of-the-future-where-will-we-be-working-in-2030-in-the-media>. [Accessed 20 January 2017].
3. Foundation for Young Australians. 2016. *The New Work Mindset*. [ONLINE] Available at: <https://www.fya.org.au/report/the-new-work-mindset-report/>. [Accessed 12 December 2016].
4. Brotherhood of St. Lawrence. 2014. *Generation Jobless: more than half a million young people underemployed or unemployed*. [ONLINE] Available at: <https://www.bsl.org.au/media/media-releases/generation-jobless-more-than-half-a-million-young-people-underemployed-or-unemployed/>. [Accessed 20 January 2017].
5. Career Industry Council of Australia. 2014. *The role of career practitioners in our schools*. [ONLINE] Available at: <https://cica.org.au/wp-content/uploads/CICA-Infographic-The-Role-of-Career-Practitioners-in-Our-Schools.pdf>. [Accessed 20 January 2017].

## Learning Outcomes

On successful completion of this course, learners will be able to:

1. build and maintain a positive self-concept
2. interact positively with others
3. locate and effectively use career information
4. describe how work contributes to the community and society
5. make career-enhancing decisions
6. understand changing nature of life and work roles
7. describe, engage in and manage the career building process
8. articulate the value of: changing and growing throughout life; lifelong learning; and maintaining balanced life and work roles
9. Additionally, learners may: participate in lifelong learning; secure, create and maintain work; maintain balanced life and work roles.

## Pathways

Career and Life Planning is a career development program that prepares learners for participation in work and life in a rapidly changing world. The course is suited to learners preparing for further study or work.

This course has a natural progression from Australian Curriculum Work Studies which may be undertaken in years 9 and 10. Career and Life Planning complements Work Readiness Level 2 and Pathways to Work Level 1. The skills developed through Career and Life Planning may enhance the development of skills, knowledge and understandings in Work Readiness Level 2 and Pathways to Work, and visa versa.

## Resource Requirements

Providers must ensure learners participate in at least two work exposure opportunities during the year.

For example:

- direct involvement in the workplace
- visits to and from private and public enterprises and community organisations
- visits to and from industry experts, employers, employees, self-employed people
- 'career taster' days
- mentoring and shadowing
- interviews with industry experts, employers, employees, and self-employed people
- use of various media sources
- labour market research
- use of work-related simulations and role plays
- virtual tours of industries and workplaces
- industry, community, career or problem-based projects
- use of part-time work, unpaid work or community-based volunteering currently undertaken by students
- engaging with work-related education programs.

(Refer to Appendix 1 for more information about work exposure opportunities.)

## Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgment is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 5.

## Relationship To Other TASC Accredited And Recognised Senior Secondary Course

Work from another course of study may supply evidence for assessment against explicit criteria and standards of this Career and Life Planning course. While evidence from another course may form part of the evidence for a standard in this course it will not make up the majority of evidence.

## Course Delivery

Career and Life Planning may be delivered holistically with work exposure opportunities embedded where appropriate (refer to Appendix 1 for details about work exposure).

It is recommended that learners participate in team discussions and activities to develop and share values and understandings.

## Course Requirements

This course consists of two sections: A, and B. Learners will study **ALL** course content (Units and Topics) from *EITHER* Section A *OR* Section B.

If undertaking **Section A: Foundations For Career Building**, the following will be considered:

- decision making and problem solving
- exploring and identifying possibilities
- confirming plans
- acknowledging post school direction
- SMART goals.

If undertaking **Section B: Preparing to Transition From School**, the following will be considered and evident:

- basic analysis of career options available
- SMART goals (in light of jobs that may not exist yet)
- consolidating and actioning plans

At least two work experience exposure opportunities will be undertaken regardless of whether Section A or Section B is selected.

## Course Content

This course consists of two sections: A, and B. Learners will study **ALL** course content (Units and Topics) from *EITHER* Section A *OR* Section B.

The content in each section is informed by the [Australian Blueprint for Career Development](#) competencies.

### SECTION A: FOUNDATIONS FOR CAREER BUILDING

#### UNIT 1: Personal Management

##### Build and Maintain a Positive Self-Concept

1. interests, skills and attributes for work, personal life and learning
2. what are the Core Skills for Work, and how do they interchange between work and life?
  - transferability of skills and attributes from one context to another
3. career interest inventories and vocational personality types
  - reflecting on career interest assessments and how they apply to your life (e.g. hobbies, subjects you enjoy, leisure activities, volunteering activities)
  - determining your own personality type.
4. identity
  - understanding self
  - self-confidence and positive thinking
  - maintaining wellbeing and health:
    - o mental
    - o emotional
    - o physical
    - o social
    - o spiritual

##### Interact Positively and Effectively With Others

1. social and consequential awareness
2. role models and social supports
3. respectful relationships
  - relationships and belonging
    - o understanding personal relationships
    - o respect gender and power
  - protective behaviours
    - o personal safety and risk taking
    - o recognising unsafe situations
    - o sexting and relationships
  - digital behaviours and their impact – now and into the future

##### Change and Grow Throughout Life

1. decision making and problem solving for life and career
  - exploring and identifying possibilities
  - confirming plans
  - acknowledging post-school direction.

## 2. career adaptability

- attitudes, traits and capabilities that foster capacity to respond to career changes and transitions throughout life
- developing confidence about making choices
- taking personal responsibility for own future
- being aware of the impact personal decisions have on the future of the community/society
- using initiative to develop career and to create opportunities for work

## UNIT 2: LEARNING TO LEARN

### Participate in Lifelong Learning

#### 1. the role learning plays in:

- planning for the future
- gaining work and entering the labour market
- creating work
- maintaining work in rapidly changing world
- developing study skills

#### 2. exploring options at and beyond school

- relationship between school subject choices and post school course and career options
- university
- VET
- combinations

#### 3. types of learning:

- lifelong learning
- online learning
- accredited/certified courses
- non-accredited such as Khan Academy, vsource, MOOCs, Youtube, Lynda, EdX

#### 4. impact unpredicted change has on learning and career and life plans particularly in relation to:

- education
- transitions
- strategies to deal with change

#### 5. mentoring and coaching

- value of personal mentors to assist in ongoing learning and development

### Locate and Effectively Use Career Information

#### 1. identifying tools and resources

- human
- digital
- print

#### 2. role and use of career websites

#### 3. being informed about industry clusters/skill areas

#### 4. investigating career choices

### Understand How Work Contributes to Our Community and Society

1. the role of:

- volunteering
- work experience
- enrichment activities

in developing skills and capabilities for work

2. unconventional jobs

### **UNIT 3: FOUNDATIONS FOR CAREER BUILDING**

#### **Secure/Create and Maintain Work**

1. develop understanding of the terms 'career' and 'portfolio career' – sequential and concurrent

2. impact of an individual's digital footprint on career development when using social media

3. roles of skills, attributes and interests in developing a career

4. responding to work opportunities

- face to face
- on line
- written

5. being enterprising

- enterprise skills – what are they?
- role of enterprise skills for work
- how can enterprise skills be learned?
- adapting to change

#### **Make Career Enhancing Decisions**

1. readiness for career decision making

2. decision making relating to learning

- models and steps
- tools
- key ideas
- strategies that promote reflection
- importance of decision making relating to learning

3. career options related to career assessments

- 'what have I got to offer?'
- 'how can I improve this offer?'

4. identifying future goals and aspirations

5. role of interests and abilities in career and life

6. making the best choice rather than the right choice

- contingency planning

*Note:* Refer to Appendix 2 for a career decision making model to be used in conjunction with this topic.

## **Maintaining Balanced Life and Work Roles**

1. leading a happy and fulfilling life
2. taking time off
  - gap year
  - using time differently
  - contract work
3. time management, priorities and resource allocation

## **Understand the Changing Nature of Life and Work Roles**

1. living and managing work and life in a world of change
2. reflecting on career assessments since earlier years
3. developing a plan for the future

## **Understand, Engage In and Manage the Career Building Process**

1. owning your own career:
  - decision making for next year
  - positioning yourself for beyond Year 12
2. career progression and career development
  - self-management in career planning
  - identifying future goals and aspirations
3. developing resumes
  - embedding competencies
  - skills statements
  - applicant tracking systems (ATS)
    - what are ATS
    - what is their role in the recruitment process
    - what are the implications for individuals
  - video resumes
4. interview techniques
  - face to face
  - group
  - online

## **SECTION B: PREPARING TO TRANSITION FROM SCHOOL**

### **UNIT 1: PERSONAL MANAGEMENT**

#### **Build and Maintain a Positive Self-Concept**

1. interests, values, skills and attributes
  - interests:
    - where do they fit in your life?



- o how have they changed over time?
- values:
  - o defining your values
  - o how your values help you
- reflecting on career interest assessment and how it applies to your life (e.g. hobbies, subjects you enjoy, leisure activities, volunteering activities)

2. self-assessment of interests, values, skills and attributes – for personal and professional life

3. identity and self-management

- personal branding and self-promotion
- promoting yourself to others
- behaviours that reflect a positive attitude
- giving and receiving feedback to maintain a positive self-concept
- self-reflection

## **Interact Positively and Effectively With Others**

1. interpersonal skills

2. nature of friendships and positive relationships

- impact leaving school may have on social connectivity
  - o changes to personal networks that occur after leaving school
  - o changes in routines
  - o isolation from friends

3. common difficulties in relationships

- personal
  - o communicating and managing conflict
- professional
- ethical and cultural sensitivity and appropriateness
  - o respect, gender and power

4. collaboration and team work

- to build positive relationships and to get things done
- building networks: both face to face and electronic
- role of social media in personal and working life

## **Change and Grow Throughout Life**

1. developing resilience

- grit
- dealing with adversity
- strategies to cope
- dealing with unexpected events and work traumas

2. adapting to change

- planning and decision making, including SWOT analysis and action plans
- planned “happenstance”
  - o creating opportunities to be in the right place at the right time
  - o making direct approaches to employers to ask for a job, i.e. constructing your own career
- risk taking in career planning (This may include relocating, accepting less pay, taking a gap year, undergoing retraining.)

3. help seeking

- accessing help and support

- advocacy and action

## **UNIT 2: LEARNING TO LEARN**

### **Participating in Lifelong Learning**

1. value of lifelong learning in supporting career goals
2. role of formal and informal learning experiences
3. role of informal learning in developing interests and career
4. process of identification of future knowledge required to stay competitive
5. alternative pathways to university and other course and career options
  - VET pathways
  - associate degrees, other pathway and alternative entry schemes
  - portfolio entry into courses

### **Locate and Effectively Use Career Information to Inform Learning and Employment Opportunities**

1. self-employment
2. location
3. growth areas
4. occupations/industry areas in decline

### **Understand How Work Contributes to Our Community and Society**

1. personal commitments impacting on work and study obligations
2. global trends impacting on workforce
  - mobility
  - changing roles in families
  - e-commerce
  - outsourcing
3. legal requirements of work
  - awards
  - tax file numbers
  - contracts
  - unlawful acts  
regulations
4. work commitments
  - hours
  - shift work
  - overtime
  - on call
  - strategies for managing work commitments to minimise stress
  - impact travel to/from work can have on work and personal life

## **UNIT 3: CAREER BUILDING**

### **Secure/Create and Maintain Work**

#### 1. preparing job applications, resumes and cover letters

- interpreting requirements of an advertisement
- job description
- location
- qualifications
- selection criteria
- expression of interest processes
- deadlines

#### 2. personal branding and self-promotion

- personal statements
- profile
- promoting a positive self-image
- promoting a positive online image
- utilising networks such as blogs and social media

#### 3. further education options required for work

### **Making Career Enhancing Decisions**

#### 1. making career decisions

#### 2. how do decisions about school, family, leisure, work, etc... affect all areas of life

#### 3. career decision making problems

- lack of readiness
- lack of information
- inconsistent information
- patterns over time

*Note:* Refer to Appendix 2 for a career decision making model to be used in conjunction with this topic.

### **Maintain Balanced Life and Work Roles**

#### 1. managing work/life balance

#### 2. the rewards of working

#### 3. managing commitments and time

- developing a timetable of commitments for school, work, family and self
- identifying priorities

### **Understand the Changing Nature of Life and Work Roles**

#### 1. relationship between education, qualifications, work and standard of living

- consider the impact of studying vs going to work after completing school
- how does education impact on standard of living?
- relativity of income to age, gender, qualifications and occupation

#### 2. concern for personal and global future

- what will I invest my time, energy, and money into in planning my future
- how do decisions I make now impact on my future and that of the community and more broadly the world

### 3. diversity and equity at work

- range of equity issues which may include, but are not limited to
  - age
  - gender
  - ethnicity
  - physical ability
  - religion
- need to adjust to diversity at school and work

## **Understand, Engage In and Manage the Career Building Process**

### 1. accessing career information

### 2. post school options

- gap year
- work
- university study
- VET
- combination

### 3. targeting job searching, and further education planning to match personal profile

### 4. identifying learning opportunities and links to career development

### 5. implementing post school plans, including applying for a course, apprenticeships, traineeships, accommodation, scholarships, gap programs

### 6. paying for tertiary study

- role of scholarships, VET Student Loans, HECS-HELP
- accommodation
- transport

### 7. reviewing career plans

## Work Requirements

**Regardless of whether Section A or Section B is undertaken, learners must:**

1. Develop a transition plan for either:

- Year 11 into Year 12

OR

- Year 12 to further study or work.

2. Undertake planning and reflective tasks demonstrating the process of career planning and decision making (this may take many forms including an electronic blog, paper journal, video or other suitable format).

3. Maintain a digital portfolio (e-portfolio) that can be shared with potential employers, recruiters and further education providers. This may include:

- up to date resume
- job application documentation
- third party references or reports of participation in activities that support transition, for example volunteering at a community event or employer reference
- evidence of clear communication
- evidence of interpersonal skills

4. Learners must show evidence of engaging in the career decision making process utilising a career decision making model  
As part of this process, learners must:

- undertake a career interest inventory (e.g. use the *My Education Assessment Tool*, *Morrisby*, *Jiig-cal*)

OR

- undertake qualitative career assessment exercises

OR

- integrate career interest inventory results and qualitative career assessment exercises to facilitate career exploration and decision making.

Learners must reflect on the results to inform future directions.

5. Learners must participate in at least two work exposure opportunities during the year. (Refer to Appendix 1 for examples of work exposure opportunities).

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. For further information, see TASC's [quality assurance](#) and [assessment](#) processes.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

## Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

**Process** – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications that TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
  - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
  - class records of assessment to examples of learner work that demonstrate the use of the marking guide
  - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

## Criteria

The assessment for Career and Life Planning Level 2 will be based on whether the learner can:

1. identify and describe own personal and social capabilities
2. link lifelong learning to the career building process
3. locate and use career information
4. describe the impact change has on career planning and work and life roles
5. describe and apply career building skills

## Standards

### Criterion 1: identify and describe own personal and social capabilities

The learner:

Rating C
identifies and reflects – verbally and in writing – upon personal strengths, skills and capabilities and identifies areas for improvement
describes personal characteristics, interests, attitudes, values and beliefs that influence career decisions
identifies significant people who may support the achievement of life, learning and work goals
identifies and describes personal and social behaviours that have a positive or negative influence on self
describes key social and interpersonal skills that build positive relationships in life and work
describes own habits that maintain or improve wellbeing, and identifies some adjustments in own personal and social life to maintain wellbeing

### Criterion 2: link lifelong learning to the career building process

The learner:

Rating C
describes the learning requirements of choosing a career path
identifies the General Capabilities*/Core Skills for Work** that are required for specific work and life roles
develops an action plan (using SMART goals) for implementing a career decision
explains the importance of reflection in the learning process
identifies some chance factors that may impact on future study options

\* Australian Curriculum General Capabilities – ethical understanding, critical and creative thinking, personal and social capability, intercultural understanding, literacy, numeracy, ICT capability: <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

\*\* Core Skills for Work – manage career and work life, work with roles, rights and responsibilities, communicate for work, connect and work with others, recognise and utilise diverse perspectives, make decisions, identify and solve problems, plan and organise, create and innovate, work in a digital world: <https://www.dewr.gov.au/skills-information-training-providers/resources/core-skills-work-developmental-framework>

### Criterion 3: locate and use career information

The learner:

Rating C
locates and appropriately uses a limited range of career information sources (online, in print and in person)
uses career information services to identify a range of possible future pathways and identifies implications for future senior secondary studies, training, tertiary studies or employment
describes learning demands and expectations of a limited range of further study and/or career options
describes how key labour market information informs own decisions about future direction in own career

## Criterion 4: describe the impact change has on career planning and work and life roles

The learner:

Rating C
correctly identifies services and initiatives that support people's transitions*
identifies a range of career choices which are reflective of the changing world of works giving reasons for choices
describes how technological change has impacted upon work in own local community, providing examples
identifies a limited range of chance factors that may impact on own career planning and development
identifies how equity issues have and are being addressed in contemporary workplaces
recognises and identifies the impact personal values and beliefs can have on overcoming bias and stereotyping in work and life

\* Such as:

- school to study
- school to work
- job to job
- unemployment to work

## Criterion 5: describe and apply career building skills

The learner:

Rating C
describes how own 'personal branding'* reflects career goals
identifies how own networks can be utilised in creating or gaining work
identifies own attributes and Core Skills for Work** requiring further development to gain or maintain work
identifies potential suitable volunteering opportunities and describes their value in career building
selects and integrates advice, feedback and support from a range of sources*** to make career enhancing decisions

\* Personal branding – practice people marketing themselves and their career as a brand.

\*\* Core Skills for Work – manage career and work life, work with roles, rights and responsibilities, communicate for work, connect and work with others, recognise and utilise diverse perspectives, make decisions, identify and solve problems, plan and organise, create and innovate, work in a digital world: <https://www.education.gov.au/core-skills-work-developmental-framework-0>.

\*\*\* Range includes:

- teachers
- career advisors
- parents/carers or other family members
- friends
- employers/colleagues
- mentors.



## Qualifications Available

Career and Life Planning Level 2 (with the award of):

SATISFACTORY ACHIEVEMENT (SA)

PRELIMINARY ACHIEVEMENT (PA)

## Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 5 ratings.

The minimum requirements for an award in Career and Life Planning Level 2 are as follows:

SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

## Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

## Course Developer

The Department of Education acknowledges the significant leadership of Megan Gunn, Dr Catherine Hughes, Heather Rawding, Felicity Sly, Emma Dobson, Vivien Ride, Richard Clarke and Katrina Hutchinson in the development of this course.

## Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2026.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

## Version History

Version 1 – Accredited on 30 July 2017 for use from 1 January 2018. This course replaces PPP205113 Personal Pathway Planning that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2026, without amendments.

## Appendix 1

### WORK EXPOSURE

Work exposure promotes learning in a wide variety of environments, e.g. by bringing the world of work into the classroom and taking the classroom to the world of work. It provides a platform for applied learning experiences and is an integral element of the Work Studies Years 9–10 curriculum. Work exposure is embedded in content descriptions and elaborations, making it integral to the curriculum. Work exposure opportunities are not intended to be restricted to the traditional practice of blocks of work experience, although work experience may take up part of work exposure.

Rather, work exposure can take many forms including:

- direct involvement in the workplace
- visits to and from private and public enterprises and community organisations
- visits to and from industry experts, employers, employees, self-employed people
- ‘career taster’ days
- mentoring and shadowing
- interviews with industry experts, employers, employees, and self-employed people
- use of various media sources
- labour market research
- use of work-related simulations and role plays
- virtual tours of industries and workplaces
- industry, community, career or problem-based projects
- use of part-time work, unpaid work or community-based volunteering currently undertaken by students
- engaging with work-related education programs.

Students’ knowledge of the dynamic nature of workplaces and understanding of workplace expectations are enhanced through interacting with employers, employees, self-employed people, entrepreneurs and community agencies.

Work exposure contributes to students’ understanding of the changing nature and requirements of work, the variances between different occupations and industries, and the skills and personal qualities needed for work and life. It encourages students to identify and practise these skills in school and other environments and to recognise the relevance and importance of their ongoing learning. Work exposure provides the opportunities and impetus for students to explore and frame possible future work options and career pathways.

These opportunities require schools to develop and/or continue to expand ties with local industry, business and community agencies, as well as education and training institutions. These partnerships form the foundation for providing students with learning and real work exposure opportunities and allow students to explore traditional and non-traditional employment options.

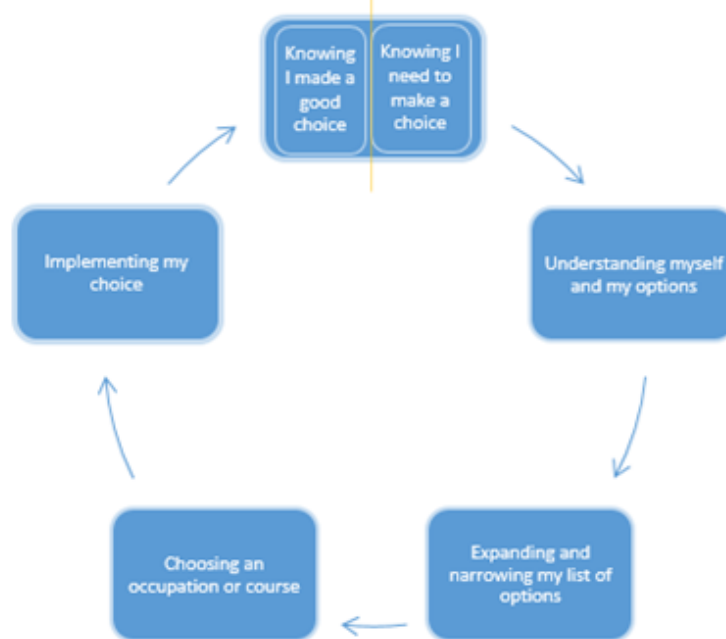
Work exposure needs to be tailored to meet individual student and school needs, and reflect availability in the local and wider community. Remote schools or schools with limited options for access to such authentic learning experiences may require different solutions to broaden the range of offerings accessible to students such as the use of:

- internet research
- visits to remote and rural schools by businesses and community organisations
- virtual workplaces
- tours.

More information can be found at the [Australian Curriculum](#) website in the learning area [Work Studies](#).

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Figure 1: A Career Problem Solving and Decision Making Model



### A guide to decision making

Adapted from 'A Cognitive Approach to Career Development and Services: Translating Concepts into Practice' by J.P. Sampson, Jr., G.W. Peterson, J.G. Lenz and R.C. Beadon, 1992, The Career Development Quarterly, 41, p. 70. Copyright 1992 by the National Career Development Association. All rights reserved. Reprinted with permission.

## Appendix 3

### GLOSSARY

**Accredited courses**

Certified as meeting prescribed standards or requirements.

**Adapting**

Making changes in order to deal successfully with a situation.

**Adversity**

A difficult or unfavourable situation.

**Airtasker**

An online community marketplace for people and businesses to outsource tasks.

**Applicant Tracking System**

A software application that handles the recruitment process.

**Aptitude test**

A test designed to determine a person's ability in a particular skill or field of knowledge.

**Articulate**

Express thoughts and ideas clearly in words.

**Aspiration**

Strong desire to achieve something.

**Assess**

To judge the worth, importance of something.

**Attitude**

The way a person views something or tends to behave towards it.

**Attributes**

A quality someone has.

**Beliefs**

Something that is accepted, considered to be true, or held as an opinion.

**Bias**

Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

**Basic analysis**

Basic analysis: to assess and provide understanding on a concept, theory, idea or position; explains the context, purpose and rationale of an argument or position; may refer to analysis with limited supporting evidence.

**Career**

Career is the sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime. More broadly, 'career' includes life roles, leisure activities, learning and work.

**Career adaptability**

Having the skills and abilities you need so you can best respond to your environment. It is more than resilience which is about having the ability to bounce back. Career adaptability involves the attributes you need to move forward as you continue to shape your career and your future. Attributes associated with career adaptability include positive attitude, self-belief, exploration, experimentation and engagement.

**Career planning**

Career planning is the continuous process of:

- thinking about your interests, values, skills and preferences;
- exploring the life, work and learning options available to you;
- creating a plan to implement a career decision;
- ensuring that your work fits with your personal circumstances; and
- continuously fine-tuning your work and learning plans to help you manage the changes in your life and the world of work.

**Chance factors**

Events over which we have little or no control.

**Characteristics**

A distinguishing trait, quality, or property.

**Citizenship**

Membership of a community.

**Coaching****Competencies**

Qualities of being adequately or well qualified physically or intellectually.

**Competitive**

Having a strong desire to compete or succeed.

**Consequences**

Something produced by a cause or necessarily following from a set of conditions.

**Consequential**

Following as an effect, result or conclusion.

**Contextualisation**

To put in a context, especially one that is characteristic or appropriate.

**Contingency**

A possibility that must be prepared for.

**Core skills for work**

Core non-technical skills that have been identified by Australian employers as important for successful participation in work.

**Describe**

Give an account of characteristics or features.

**Digital footprint**

Unique set of traceable digital activities, actions, contributions and communications.

**Diversity**

The inclusion of different types of people (such as people of different races, cultures or gender identities).

**Effectiveness**

Producing a decided, decisive, or desired effect.

**Efficiency**

The degree to which a quality is exercised.

**Entrepreneurial behaviours**

Behaviours that demonstrate confidence, initiative, innovation and creativity, global competency and empathy, an awareness of opportunity and a willingness to take risks that can all be applied to a range of contexts.

**Enterprise skills**

Generic skills that are transferable across different jobs. They include confidence, creativity, enthusiasm, critical thinking, working with others, communication, project management, financial literacy, digital literacy, citizenship.

**Enterprising**

Show initiative and willingness to undertake new ventures.

**Equity**

The state or quality of being just and fair.

**Ethnicity**

A person's ethnic background.

**Exploring**

Investigating, studying or analysing.

**Evaluates**

Provides a detailed examination and substantiated judgement concerning the merit, significance or value of something.

**Feedback**

Helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc...

**Formal**

Made or done in an official and usually public way.

**Globalisation**

Growth to a global or worldwide scale.

**Goals**

Measurable milestone that are established to indicate the success of a plan.

**Grit**

Mental toughness and courage.

**Habits**

A usual way of behaving.

**Happenstance**

A circumstance that is due to chance.

**HECS-HELP**

Higher Education Contribution Scheme (HECS) – Higher Education Loan Program (HELP) – Australian Government loan program to help eligible Commonwealth supported students to pay their student contribution amounts. Before 2005 this was known as 'HECS'.

**Identifies**

Establishing or indicating who or what someone or something is.

**Impact**

A powerful or major influence or effect.

**Influence**

To affect or change (someone or something) in an indirect but usually important way : to have an influence on (someone or something).

**Informal**

Not formal or ceremonious; casual.

**Interests**

Something in which one is interested; a hobby or pursuit, activities that are enjoyed.

**Initiative**

The energy and desire that is needed to do something.

**Internships**

A period of undergoing practical instruction in one's job or career.

**Interpreting**

To understand something in a specific way.

**Interpersonal skills**

The skills a person uses to communicate and interact with others.

**Labour market information**

Labour market information is information related to conditions in, or the operation of, the labour market, including wages, job openings, working conditions, and current and future skill, occupation and industry requirements. It is an increasingly important element of career information.

**Life design**

Career management that pursues contextual possibilities, responds to dynamic processes and change, non-linear progression and personal patterns.

**Life stages**

Stages through which an individual progresses over their lives: growth (childhood); exploration (adolescence); establishment (young

adulthood); management (middle adulthood); decline (old age). Individuals may recycle through some of these stages at career decision points.

**Life span**

The duration of existence of an individual.

**Mentoring**

Providing support and feedback.

**Mobility**

The movement of individuals or groups from place to place, job to job, or one social or economic level to another.

**Networks**

Groups or systems of inter-connected people.

**Non-accredited course**

Not certified, not credentialed.

**Occupation**

A group of similar jobs found in different industries or organisations.

**Outsourcing**

The practice of having certain job functions done outside an organisation or region.

**Performance appraisal**

Method of regularly documenting and evaluating the performance of an employee.

**Personal branding**

Practice of people marketing themselves and their career as a brand.

**Portfolio**

Evidence of experiences, achievements, qualifications and abilities.

**Portfolio career**

Multiple part-time jobs (may include part-time jobs, temporary jobs, freelancing and self employment) with different employers that when combined are the equivalent of a full time position. Portfolio careers offer more flexible, variety, and freedom but also require organisational skills as well as risk tolerance.

**Predictions**

A statement about what might or will happen in the future.

**Progression**

The act of advancing or moving forward

**Promoting**

Helping to grow or develop

**Qualifications**

Something that is necessary in order for you to do, have, or be part of something.

**Recognise**

Acknowledge the existence of.

**Reflection**

The capacity for individuals to exercise introspection to learn more about their fundamental nature and purpose, their skill set, to learn from mistakes and gain deeper insight, to develop self-awareness and grow personally and professionally, to help with clarifying priorities, strengths and goals, and build resilience.

**Relativity**

The close dependence of one occurrence, value or quality on another.

**Resources**

A supply of materials and people that can be drawn on.

**Self-employment**

Self-employed is a situation in which an individual works for himself instead of working for an employer that pays a salary or a wage.

**Self-management**

Taking responsibility for one's own behaviour and well-being.

**Self-promotion**

Making oneself look good to others by highlighting our competence and abilities.

**Self-reflection**

Careful thought about one's own behaviour and beliefs.

**Skills**

Knowledge and abilities that enable someone to do something well.

**SMART goals**

Specific, measurable, achievable, relevant and time-bound.

**Stereotyping**

A belief that many people have about all people or things with a particular characteristic.

**Suitability test**

A comprehensive job specific employment test related to attitudes, motivations, work values, engagement factors and interpersonal skills.

**SWOT**

Strengths, weaknesses, opportunities and threats.

**Technological change**

The invention of technologies and their commercialisation.

**Tertiary study**

Tertiary study is any study at a level above secondary (or high school equivalent) study. This study may range from relatively simple courses lasting a few weeks to highly specialised courses lasting for several years.

**Tools**

Resources.

**Transition plan**

Used to identify and develop goals which need to be accomplished to assist in meeting post school goals.

**Transitions**

Change from one stage to another.

**Unpredicted**

Unforeseen.

**Utilising**

Using something for a particular purpose.

**Values**

Beliefs that are important to the way someone lives and works.

**Vocational education and training (VET)**

Appropriately accredited and industry-specific training programs that deliver competencies endorsed within the National Training Framework and certification of industry-accredited training aligned to the Australian Qualifications Framework (AQF).

**VET student loans**

The Australian Government loan program established by the VET Student Loans Act 2016 that assists eligible students enrolled in approved higher level vocational education and training courses, at approved course providers, pay their tuition fees.

**Video resume**

A brief account of a job applicant's experience, qualifications and interests, submitted to a prospective employer in video form.

**Volunteering**

Work for an organisation without being paid.

**Work**

A set of activities with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction. It is not



necessarily tied to paid employment. It can also encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering.

**Work experience**

a placement in a workplace where a student shadows and observes or observes work activity.

## Appendix 4

### Line of Sight – Career and Life Planning Level 2

<i>Standards</i>	<i>Broad Areas</i>	<i>Content Section A: Foundations for Career Building</i>	<i>Content Section B: Preparing to Transition From School</i>	<i>Work Requirements</i>	<i>Work Exposure Opportunities</i>
C5 (E –5)	Career Building	<ul style="list-style-type: none"> <li>• career readiness and decision making</li> <li>• career choices related to career assessments</li> <li>• identifying future goals and aspirations</li> <li>• role of interests in career and life</li> <li>• making the best choice rather than the right choice</li> </ul>	<ul style="list-style-type: none"> <li>• making career decisions</li> <li>• career decision making problems</li> </ul>	<ul style="list-style-type: none"> <li>• develop a transition plan</li> <li>• engage with career decision making process</li> <li>• planning and reflective tasks</li> </ul>	
C3 (E1–4)	Learning to Learn	<ul style="list-style-type: none"> <li>• identifying tools and resources</li> <li>• role and use of career websites</li> <li>• being informed about industry clusters</li> <li>• investigating career choices</li> </ul>	<ul style="list-style-type: none"> <li>• role and use of labour market information to inform employment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• engage with career decision making process</li> </ul>	<ul style="list-style-type: none"> <li>• labour market research</li> <li>• use of various media sources</li> </ul>
C1 (E1–6)	Personal Management	<ul style="list-style-type: none"> <li>• interests, skills and attributes for work</li> <li>• career interest inventories and vocational personality types</li> <li>• identity</li> </ul>	<ul style="list-style-type: none"> <li>• interests, values, skills and attributes</li> <li>• identity and self-management</li> </ul>	<ul style="list-style-type: none"> <li>• planning and reflective tasks</li> </ul>	<ul style="list-style-type: none"> <li>• career "taster days"</li> <li>• "Speed careers"</li> </ul>
C2 (E1–5) C3 (E1–4) C4 (E3–4) C5 (E1–5)	Career Building	<ul style="list-style-type: none"> <li>• owning your own career</li> <li>• career progression and career development</li> <li>• developing resumes</li> <li>• interview techniques</li> </ul>	<ul style="list-style-type: none"> <li>• access career information</li> <li>• post school options</li> <li>• targeting job searching and further education planning to match personal profile</li> <li>• identifying learning</li> </ul>	<ul style="list-style-type: none"> <li>• develop a transition plan</li> <li>• engage with career decision making process maintain a digital portfolio</li> </ul>	

			<p>opportunities and links to career development</p> <ul style="list-style-type: none"> <li>• implementing post school options</li> <li>• paying for tertiary study</li> <li>reviewing career plans</li> </ul>		
C4 (E1–4) C5 (E1–4)	Career Building	<ul style="list-style-type: none"> <li>• living and managing work and life in a world of change</li> <li>• reflecting on previous career assessments</li> <li>• developing a plan for the future</li> </ul>	<ul style="list-style-type: none"> <li>• relationship between education, qualifications, work and standard of living</li> <li>• concern for personal and global future diversity and equity at work</li> </ul>	<ul style="list-style-type: none"> <li>• planning and reflective tasks</li> </ul>	
C1 (E3–5) C4 (E6) C5 (E2,5)	Personal Management	<ul style="list-style-type: none"> <li>• respectful relationships</li> <li>• social and consequential awareness</li> <li>• communication</li> <li>• role models and social supports</li> </ul>	<ul style="list-style-type: none"> <li>• interpersonal skills</li> <li>• nature of friendships</li> <li>• common difficulties in relationships</li> <li>• collaboration and team work</li> <li>• building networks</li> <li>• role of social media in personal and working life</li> </ul>	<ul style="list-style-type: none"> <li>• planning and reflective tasks</li> </ul>	
C4 (E1–6)	Learning to Learn	<ul style="list-style-type: none"> <li>• the role of volunteering, work experience, enrichment activities in developing skills and capabilities for work</li> <li>• unconventional jobs</li> </ul>	<ul style="list-style-type: none"> <li>• global trends impacting on the workforce</li> <li>• personal commitments impacting on work and study options</li> <li>• legal requirements of work</li> <li>• work commitments</li> </ul>		<ul style="list-style-type: none"> <li>• use of part-time work, unpaid work, volunteering</li> <li>• guest speakers from industry experts, employers, employees, self-employed people</li> <li>• labour market information</li> </ul>
C2 (E1–5)	Learning to Learn	<ul style="list-style-type: none"> <li>• role learning plays in planning for the future</li> </ul>	<ul style="list-style-type: none"> <li>• value of lifelong learning in supporting career goals</li> </ul>	<ul style="list-style-type: none"> <li>• planning and reflective tasks</li> </ul>	<ul style="list-style-type: none"> <li>• visits to/from further education providers</li> <li>• mentoring/shadowing</li> <li>• visits to or from industry experts,</li> </ul>

		<ul style="list-style-type: none"> <li>types of learning</li> <li>mentoring and coaching</li> <li>exploring options beyond school</li> <li>impact unpredicted change has on learning</li> </ul>	<ul style="list-style-type: none"> <li>role of formal and informal learning experiences</li> <li>process of identification of future knowledge required to stay competitive</li> <li>alternative pathways to university and other course and career options</li> </ul>		employers, employees, self-employed people
C5 (E1,5)	Personal Management	<ul style="list-style-type: none"> <li>career decision making and problem solving</li> <li>career adaptability</li> </ul>	<ul style="list-style-type: none"> <li>developing resilience</li> <li>adapting to change</li> <li>risk taking in career planning</li> <li>help seeking</li> </ul>		
C4 (E5) C5 (E1-5)	Career Building	<ul style="list-style-type: none"> <li>living and managing work and life in a world of change</li> <li>career adaptability and flexibility within a world of change</li> <li>reflecting on previous career assessments</li> <li>developing a plan for the future</li> </ul>	<ul style="list-style-type: none"> <li>managing work/life balance</li> </ul>	<ul style="list-style-type: none"> <li>planning and reflective tasks</li> </ul>	
C2 (E1-5)	Learning to Learn	<ul style="list-style-type: none"> <li>role learning plays in planning for the future</li> <li>types of learning</li> <li>mentoring and coaching</li> <li>exploring options beyond school</li> <li>impact unpredicted change has on learning</li> </ul>	<ul style="list-style-type: none"> <li>value of lifelong learning in supporting career goals</li> <li>role of formal and informal learning experiences</li> <li>alternative pathways to university and other course and career options</li> </ul>	<ul style="list-style-type: none"> <li>planning and reflective tasks</li> </ul>	

C2 (E1-3) C3 (E1-4) C4 (E1-6) C5 (E1-5)	Career Building	<ul style="list-style-type: none"> <li>• develop an understanding of the term "career"</li> <li>• impact of digital footprint on career development</li> <li>• role of skills, attributes and interests in developing a career</li> <li>• responding to work opportunities</li> <li>• being enterprising</li> </ul>	<ul style="list-style-type: none"> <li>• preparing job applications and cover letters</li> <li>• personal branding and self-promotion</li> <li>• further education options required for work</li> </ul>	<ul style="list-style-type: none"> <li>• maintain a digital portfolio</li> <li>• engage in the career decision making process</li> </ul>	
C4 (E5) C5 (E1)	Career Building	<ul style="list-style-type: none"> <li>• leading a happy and fulfilling life</li> <li>• taking time off</li> <li>• time management, priorities and resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>• managing work/life balance</li> </ul>	<ul style="list-style-type: none"> <li>• planning and reflective tasks</li> </ul>	<ul style="list-style-type: none"> <li>• use of part-time work, unpaid work, volunteering</li> </ul>