

VICTORIAN CAREERS CURRICULUM FRAMEWORK

The Victorian Careers Curriculum Framework (the Framework) focuses young people's attention on realising their aspirations by creating opportunities, making informed choices and defining their career goals. The Framework is based on the eleven competencies identified in the Australian Blueprint for Career Development.

The Framework is designed to assist teachers, trainers, careers practitioners and curriculum coordinators in the preparation of young people to make a successful transition into further education, training and employment.

Learning Outcomes in the Framework are focused on the three Stages of Career Development: Self Development, Career Exploration and Career Management. The focus for these Learning Outcomes is providing opportunities for young people to build their career skills, knowledge and capabilities.

Learning Outcomes for Year 11 are:

Stage	Self Development			Career Exploration			Career Management	
Learning Outcome	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	2. Explore innovative interpersonal and group communication skills; including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	6. Engage in career planning and development that takes into account changing economic, social and employment trends	7. Use career information resources to identify career opportunities that are available to someone with your skills, knowledge, aspirations and assess the reliability of the information	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level

The table below demonstrates alignment between the Framework Learning Outcomes and selected key knowledge and key skills from the VCE Agricultural and Horticultural Studies Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Agricultural and Horticultural Studies Units 1-2 key knowledge and key skills relate to information required to pursue a career in agricultural and horticultural studies (e.g. Learning Outcome 4). Teachers may choose to design additional activities to embed the Framework into learning and teaching practice, such as asking students why they chose the subject (e.g. Learning Outcome 1) or using the Job Guide or myfuture website to identify career opportunities in the subject area (e.g. Learning Outcome 7).

As the table of alignment is against a selection of key knowledge and key skills only, teachers must refer to the VCE Agricultural and Horticultural Studies Study Design for the complete list of key knowledge and key skills, available from the VCAA website at <http://www.vcaa.vic.edu.au>.

Victorian Careers Curriculum Framework		VCE Agricultural and Horticultural studies Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skill
Self Development	2. Explore innovative interpersonal and group communication skills; including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life	1	2		<ul style="list-style-type: none"> Work effectively as a team member
Career Exploration	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	All	All	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All
		1	1	<ul style="list-style-type: none"> The role of plants and animals in agricultural and/or horticultural businesses in Australia Human resources and their role in agricultural 	<ul style="list-style-type: none"> Use a case study approach to: <ul style="list-style-type: none"> describe the operation and production cycle/s of local agricultural and/or

			<ul style="list-style-type: none"> and/or horticultural businesses • Production cycles in agricultural and/or horticultural businesses 	<ul style="list-style-type: none"> horticultural businesses using a simple systems model <ul style="list-style-type: none"> ○ identify and explain the role of human resources in an agricultural and/or horticultural system
	1	2	<ul style="list-style-type: none"> • The nature of an agricultural and/or horticultural business • The components of small business and its planning, including researching resources and potential markets, budgeting, operation and evaluation • Safe methods to implement procedures to conduct a small business project • The relationship between available resources and appropriate business type 	<ul style="list-style-type: none"> • Identify and compare potential business opportunities appropriate to the available resources • Identify a potential market for the product/s to be produced • Select and justify a business project to be undertaken • Develop a production plan, including an expected timeline of operations • Calculate cost of production • Predict possible outcomes of the production and sales, including estimates of profit/loss • Select and use appropriate production skills • Safely use tools and equipment appropriate to the business project • Evaluate and report on the progress of the business project, and suggest improvements
	2	2	<ul style="list-style-type: none"> • Factors that influence the operation of the business, including management, financial, production and animal welfare • Physical and human resource inputs into agricultural and/or horticultural production • The effects and implications of production outputs, intended and unintended • Production processes and timelines • Risks involved with production processes, such as health and safety, day-to-day weather extremes, pests and diseases • Methods of developing a budget 	<ul style="list-style-type: none"> • Identify production inputs for a small business project • Prepare a timeline and schedule for the operation of a business • Identify costs and production returns and develop a budget to support production processes • Describe and implement the production process for an agricultural and/or a horticultural product • Identify risks (such as business, environmental and occupational health and safety) in production and monitor and adjust for change in operations • Use appropriate production skills, including adherence to animal welfare requirements • Safely use appropriate tools and equipment • Evaluate production outcomes, both intended and unintended • Prepare a profit and loss statement • Evaluate and report on the outcomes of the business project, including suggested modifications to improve its operation
6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	1	<ul style="list-style-type: none"> • Regional climate and weather and their influence on agricultural and/or horticultural production • The influence of economic, social, environmental and historical factors on the sustainability of agricultural and horticultural systems 	<ul style="list-style-type: none"> • Use a case study approach to: <ul style="list-style-type: none"> ○ analyse the suitability of location and physical resources and their availability for an agricultural or a horticultural system in relation to environmental, economic, social and historical factors
	1	2	<ul style="list-style-type: none"> • Strategies to use resources in a sustainable 	<ul style="list-style-type: none"> • Plan for, and implement, the sustainable use of

				manner	resources
		2	2	<ul style="list-style-type: none"> • Sustainability factors through the production cycle to minimise resource use, waste and environmental impact • Environmental factors such as the long-term climatic extremes caused by wind, water and temperature 	<ul style="list-style-type: none"> • Identify and evaluate sustainable business practices, including the use of resources, the management of waste and other environmental considerations relevant to the business
Career Management	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	1	2		<ul style="list-style-type: none"> • Collect and record appropriate production data, including visual material (for example, photographs)
		2	2	<ul style="list-style-type: none"> • Methods of marketing agricultural and/or horticultural products to local and national markets • Methods of collecting and reading data and reporting on outcomes of an agricultural and/or a horticultural business in relation to its business plan 	<ul style="list-style-type: none"> • Describe and implement the marketing strategies for an agricultural and/or a horticultural product and relate these to local and national markets • Collect and record appropriate production data, including visual material

For more information about the Framework, please visit www.education.vic.gov.au/careersframework.