

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 Design and Technology Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Design and Technology Units 1-2 key knowledge and key skills relate to information required to pursue a career in design and technology (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 Design and Technology 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 Design and Technology 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	2	1	<ul style="list-style-type: none"> The collaborative process used by designers to investigate particular products in satisfying human needs/requirements 	
		2	2	<ul style="list-style-type: none"> Techniques used to evaluate the effectiveness of the team as a group of designer-makers Methods of analysing feedback on the productivity of individuals within the group 	<ul style="list-style-type: none"> Work as a team member or an individual to safely make one of the products within the product range or a component part of the team-designed project based on the developmental work completed in Outcome 1

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
	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"> Methods of generating, analysing and evaluating ideas to modify an existing design, with consideration of intellectual property 	<ul style="list-style-type: none"> Describe the principle of intellectual property in Australia and appropriately acknowledge the intellectual property of others
		2	1	<ul style="list-style-type: none"> Social, economic, ethical and environmental issues related to design and the selection of materials and processes 	<ul style="list-style-type: none"> Develop evaluation criteria that includes consideration of social, economic, ethical and environmental issues related to the design and selection of materials and processes Make judgements about the selection of materials based on social, economic, ethical and environmental considerations
Career Management	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	1	1	<ul style="list-style-type: none"> The purpose, components and structure of design briefs including the context or situation, and specifications (constraints and considerations) 	<ul style="list-style-type: none"> Explain how a designer develops a design brief and write a brief that is based on the modification of the design of a product, with at least three significant points of different to the original design (for example, quality modification, functional modification, materials or style modification) Select and justify the design option that best meets the requirements outlined in the design brief for the redesign of a product
		2	1	<ul style="list-style-type: none"> The role, purpose, components and structure of a design brief, including specifications (considerations and constraints) Factors to consider, including the use of design brief specifications and evaluation criteria, when selecting a preferred design option 	<ul style="list-style-type: none"> Develop a design brief from a design scenario including the need for, or purpose of, the product/product range

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