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 from the VCE Psychology Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Psychology Units 1-2 key knowledge relates to information required to pursue a career in psychology (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 only, teachers must refer to the VCE Psychology Study Design for the complete list of key knowledge, available from the VCAA website at http://www.vcaa.vic.edu.au.

Victorian Careers Curriculum Framework		VCE Psychology Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skills
Self Development	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	2	1	• Classic and contemporary theories and studies relating to the formation and change of attitudes, including the application and limitations of the tri-component model of attitudes	
		2	2	• The concept of personality, including characteristic patterns of thoughts, feelings and behaviours of an individual, and the influence of genetic and environment factors	

	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	All	All		• Work independently and collaboratively as appropriate within identified research constraints • Use communication methods suitable for different audiences and purposes

		2	1	• Social influences on the individual:
				  ○ effects of status and social power within groups, informed by researchers such as Philip Zimbardo
				  ○ factors affecting obedience including social proximity, legitimacy of authority figures and group pressure, informed by researchers such as Stanley Milgram
				  ○ factors affecting conformity, including normative influence and culture, informational influence, unanimity, group size, deindividuation and social loafing, informed by researchers such as Solomon Asch, and Peter Smith and Michael Bond
				  ○ ways in which a group may influence others to change their behaviour including peer pressure, risk-taking behaviour	

	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	1	2	• The nature and incidence of mental illness in the population across the lifespan	

		2	1	• The interrelationship between attitudes, prejudice and discrimination:
				  ○ factors contributing to the development of prejudice
				  ○ factors which may reduce prejudice: inter-group contact (sustained contact, mutual interdependence, equality), cognitive interventions and super-ordinate goals
				  ○ social and cultural grouping, stigma, stereotypes and prejudice: gender, race and age
				• The extent to which ethical principles are applied to research investigations into attitudes and behaviours	

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	• All	• All
		All	All		• Adhere to current occupational health and safety codes and ethical guidelines for conducting psychological investigations
		1	1	• Scope of psychology including specialist career fields and fields of application and their contribution to understanding human behaviour	
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	1	• Classic and contemporary theories that have contributed to the development of psychology from philosophical beginnings to an empirical science, including the relationship between psychology and psychiatry	

Career Management	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	2	2	• Classic and contemporary theories of describing and classifying personality:
				  ○ psychodynamic including the work of Sigmund Freud
				  ○ trait theories including the work of Gordon Allport, Raymond Cattell (16 personality factor
					•

				model), Hans Eynsenck (PEN model), Paul Costa and Robert McCrae (NEO-PI/Five Factor model) ○ humanistic including the person-centred theory of Carl Rogers • The use of personality and aptitude inventories in vocational selections and workplace settings: ○ Myers-Briggs Type Indicator (MBTI) ○ Holland's Self-Directed Search • Research methods and ethics associated with investigations into intelligence and personality	

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