

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 Systems Engineering Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Systems Engineering Units 1-2 key knowledge and key skills relate to information required to pursue a career in systems engineering (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 Systems Engineering 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 Systems Engineering Study Design | | | |
|--|--|--------------------------------------|-----|--|--|
| Stage | Learning Outcome | Unit | AOS | Key knowledge | Key skill |
| 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 | 3 | <ul style="list-style-type: none"> Appropriate technical language | <ul style="list-style-type: none"> Prepare a technical report on a selected system using appropriate technical language and cite references and resources appropriately |
| | | 2 | 1 | | <ul style="list-style-type: none"> Describe the operation of basic electrotechnology systems and subsystems using appropriate engineering terms for the |

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|--|--|---|---|---|---|
| | | | | | components and operational processes |
| | | 2 | 2 | <ul style="list-style-type: none"> Relevant Australian Standards related to the system being designed and produced | <ul style="list-style-type: none"> Refer to Australian Standards related to the system being planned, and/or its components |
| | 6. Engage in career planning and development that takes into account changing economic, social and employment trends | 1 | 3 | <ul style="list-style-type: none"> The effect of a selected technological system on society and the wider global environment | <ul style="list-style-type: none"> Analyse the effect of a technological system on society and the environment and evaluate social and environmental issues and trade-offs |
| | | 2 | 3 | <ul style="list-style-type: none"> All | <ul style="list-style-type: none"> All |

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