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 Industry and Enterprise Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Industry and Enterprise Units 1-2 key knowledge and key skills relate to information required to pursue a career in industry and enterprise (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 Industry and Enterprise 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 Industry and Enterprise Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skill
Self Development	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	1	1	• Techniques for developing personal career goals and pathway • Changing personal and community values and attitudes to work	• Develop self-awareness of personal lifelong and work-related skills
		1	2	• The status of work and the choice of work options, the value of work both paid and unpaid • How work is viewed as a productive activity in	• Collate, organise and apply relevant information to report on the significance of lifelong learning and work-related skills for the workplace

				settings such as small business (including home-based enterprises), self-employment, voluntary organisations and community work • The importance of lifelong and work-related skills including their relationship to personal and social competencies and their significance for the workplace	
	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	3	• Strategies for developing teamwork and leadership and related skills in the workplace, including: ○ effective communication in the workplace ○ interpersonal skills and emotional intelligence ○ mentoring and coaching ○ workplace relations including the resolution of conflict	• Analyse strategies for developing teamwork and leadership in the workplace
	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	1	1	• Career myths and realities faced by young people entering the workforce	
		1	3	• Employer and employee workplace rights and responsibilities, including: ○ occupational health and safety and its relevance for employees including specific occupational health and safety preparation for work placement, such as safe@work ○ the role of equal opportunity and is significance to employees ○ the role of unions in the modern workplace	• Research issues related to employer and employee workplace rights and responsibilities • Collate, organise and apply relevant information to report on a significant workplace issue
		2	1	• Workplace arrangements governing conditions of employment, including awards, workplace agreements and individual contracts	
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		• Accurately use relevant terminology
		1	1	• The notion of career, including the concepts of career development, multiple career pathways and lifelong learning	
		1	2	• The range of work environments and employment opportunities, such as public and private sector, small business, large business, self-employment, paid and unpaid work	• Develop awareness of personal skills and the occupations to which they are relevant
		2	1	• Major stakeholders in industries, including customer/clients, employees and their representatives, employers and their representatives • The scope of industry and classifications used, such as primary, secondary, tertiary and Australian Bureau of Statistics (ANZIC) industry classification system • Entry-level skills and knowledge and education and training required for entering work in selected industries	• Demonstrate knowledge of a selected industry
	5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	1	1		• Research and report on a range of personal career goals, pathways and options using both print and online sources

	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	1	• Predictions about future work environments, changing patterns of work and future work options • Future growth and emerging trends in the labour market (regional, national and global) and their impact on groups and individuals in society	• Analyse statistical data related to work • Collate, organise and apply relevant information to report on the changing nature of work and the effect on employees
		2	1	• Statistical analysis related to specific features of the major industry sectors such as size, composition, product/service provision, employment levels, development and decline of selected industries and changing employment levels • Factors encouraging the emergence of new industries	• Analyse statistical data related to specific features of major industry sectors
		2	3	• All	• Research and report on the impact on one or more of the challenges facing Australian industry • Analyse statistical data related to the impact of one or more of the challenges facing Australian industry • Collate, organise and analyse relevant information to report on the impact of one or more of the challenges facing Australian industry
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	1	1	• Methods of sourcing work including networking and online	

		1	2	• Job tasks and processes for occupations and the workplace, including:
				  o Job classifications, job descriptions and job specifications, giving consideration to the inclusion of lifelong and work-related skills
				  o Identification of links between local workplaces and broader industry categories
					• Research and report on a range of work environments and employment opportunities using both print and online sources

	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	1 2	2 2		• Undertake 35 hours of work placement
		2	2	• All	• Research and report on the importance of enterprise, leadership and innovation in industry using both print and online sources • Analyse statistical data related to the impact of enterprise, leadership and innovation within industry

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