

# Short Course: Career Education 2018

## Frequently asked questions

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### What are the key features of Short Courses?

Short Courses are:

- one-unit courses requiring approximately 55 hours of teaching, learning and assessment time
- available for delivery in Years 10, 11 or 12.

Short Courses have:

- two summative internal assessments, each with two parts
- instrument-specific A–E standards for each assessment
- exit folios of student responses on which student results are determined.

Results in Short Courses:

- do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- may contribute to attainment of a Queensland Certificate of Education (QCE).

### Why offer this Short Course?

The QCE system aims to ensure students exit the education system as literate and numerate people with a genuine capacity to overcome challenges in the 21st century.

The Career Education Short Course is designed to support students as they move towards their chosen pathways beyond school. It will inform them of the specific requirements of their chosen pathway, whether it be to further education, training or work. It could also give students exposure to what their career pathway looks like and give them an opportunity to reflect on their choices.

Key reasons for schools to offer this course are to enable students to:

- accept greater responsibility for their learning
- participate in leadership and community service activities
- make significant decisions about their pathways to further education, training or employment.

### Who should complete this Short Course, and when?

It is a school-based decision as to how and when the Career Education Short Course is implemented. While it can be undertaken by students in Years 10, 11 or 12, the course is designed to help students identify and reflect on their potential career pathways, and so Year 10 is the ideal time for students to complete the course.

This will give students the opportunity to focus on a pathway, and help them develop their senior education and training (SET) plan.

## What will students study?

The course is designed to focus on the knowledge, processes and skills that students in the senior phase of learning need to develop effective career development and management practices. The course of study consists of two topics:

- My current skills and attributes, with sub-topics
  - Understanding myself
  - Understanding the world of work
- My options for the future, with sub-topics
  - My career options
  - My plans for the future.

Aspects of 21st century skills are embedded in syllabus objectives, subject matter and instrument-specific standards for Career Education.

## How long does the course take to complete?

The Short Course has been developed with a notional teaching, learning and assessment time of 55 hours. Schools may implement the Short Course in a number of different ways. They may choose to deliver the course:

- as a timetabled unit of work
- over an extended period, e.g. a semester or year
- before or after school
- in partnership with non-school providers.

## How much support should schools offer students completing this Short Course?

Students will require help and guidance. Therefore, whether a learner is working at a dependent, guided or independent level, it will be the responsibility of teachers to model and provide strategies on how students can best learn, develop and use an inquiry approach to investigate an area of career interest. An inquiry approach involves:

- a method of learning, initiated by questions or problems
- personal construction of a student's own knowledge, i.e. knowledge that is new to the student
- an active approach to learning where students have the central role
- the teacher acting as the facilitator
- developing self-directed learning over time, as students assume increasing responsibility for their learning.

## How do schools make accurate judgments about student achievement?

This syllabus has two assessments. Each assessment has two parts. Standards are provided for each part of each assessment. Teachers match the student response to the instrument-specific standard. The student responses are collected to represent a student's exit folio. Schools are required to determine an A–E exit result from the course using an on-balance judgment applied to the folio of student work. A level of achievement is awarded by matching the student work to a standard, even though it is not necessary for the student's responses to have been matched to every characteristic for a standard.

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own.

To successfully complete the Short Course, students will be required to demonstrate literacy skills equivalent to Level 3 of the Australian Core Skills Framework (ACSF). Further information on the ACSF influence on the Career Education Short Course is available in the *Australian Core Skills Framework* (Department of Education, Employment and Welfare 2008, Commonwealth of Australia, [www.dewr.gov.au/skills-information-training-providers/core-skills-work-developmental-framework](http://www.dewr.gov.au/skills-information-training-providers/core-skills-work-developmental-framework)).

## Where can I find out more?

If you would like more information, please:

- visit [www.qcaa.qld.edu.au/senior/subjects/short-courses](http://www.qcaa.qld.edu.au/senior/subjects/short-courses)
- phone (07) 3864 0375
- email [seo@qcaa.qld.edu.au](mailto:seo@qcaa.qld.edu.au).



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