1. Rationale

Career development is an ongoing, lifetime process of interaction between the individual and the environment that surrounds them. These interactions will shape people’s learning requirements and their levels of mastery of the career competencies in different ways and at different times in their lives.¹

The goal of career development work is to assist individuals develop the skills and knowledge to effectively manage their careers.²

The school subject Career Development focuses on the knowledge, process and skills that students starting the senior phase of learning need to develop effective career development practices. The senior phase of learning includes Year 10 and the next two years of education and training (the compulsory participation phase). (See Section 10: Glossary).

The course is not intended to be a substitute for a quality career development service in a school, nor is it expected that teachers of this subject will provide career guidance to students. In fact, the provision of any career advice, general or specific, to a student or group of students is outside the scope of this course. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional. (See Appendix 1: Career development practitioner courses.)

Career development is important for individuals of all ages, with proven economic and social benefits for the country as a whole. These include:

- Effective learning: If individuals make decisions about what they are to learn in a well-informed and well-thought-through way, linked to their interests, their capacities and their aspirations, and informed realistically about the opportunities to which the learning can lead, then they are likely to be more successful learners. Additionally, the huge sums of public money invested in education and training systems are likely to yield much higher returns.

- Effective labour market: If individuals construct career paths and secure employment which use their potential and meet their own goals, they are likely to be more motivated and more productive, and therefore contribute to enhancing national prosperity.

- Social equity, equal opportunities and social inclusion: Career development services can raise the aspirations of disadvantaged groups, giving them access to opportunities that might otherwise have been denied.³

Individuals need help to develop their career management skills. Schools in partnership with universities, training institutions, workplaces, and support services have an important role to play in developing students’ career development knowledge and skills.

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1.1 Why will schools offer this course?

The progression from Year 10 to Year 11 can be the most complex transition in a student’s school life. As students move through the senior phase of schooling, they are increasingly expected to accept greater responsibility for their learning, participate in leadership and community service activities and make significant decisions about their pathways to further education, training and employment.

Research nominates the end of compulsory schooling as an important time for young people who are planning further schooling, vocational education and training, or combinations of these. Schools can help students manage these transitions by implementing a high-quality career development strategy. Beginning at the start of the senior phase of learning, this strategy would include:

- curriculum and processes that help students and their parents/carers make better decisions about immediate options for learning
- development of skills and knowledge that help students manage longer term career goals for post-school pathways
- opportunities for teachers and school administrators to reflect on the range of learning options and pathways for students at their school
- learning opportunities for students to develop a range of generic and employability skills that are required for work and further education and training, such as planning, organising, thinking flexibly, communicating well and working in teams.

1.2 Attitudes and values

Students should be engaged in learning that develops positive attitudes and values about being active lifelong participants in managing their careers. To be effective, this course must involve students in thinking about questions, issues and options that affect them in the short, medium and long term. It provides relatively low-risk experiences for students to assert their own identity, be empowered by decision making, be responsible for their own actions and be accountable for choices about their future.

By the conclusion of this course, students should be able to:

- understand that career development is a lifelong process of managing progression in life, learning and work
- be flexible and persistent learners, appreciating the need for lifelong learning
- realise the importance of positive relationships in life and work
- develop constructive behaviours that maintain a positive self-concept
- work cooperatively with others in a range of group and individual activities
- commit to a responsible and productive work ethic.

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1.3 **Aboriginal and Torres Strait Islander perspectives**

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, relevant sections of the syllabus identify content and skills that can be drawn upon to encourage engagement with:

- Indigenous frameworks of knowledge and ways of learning
- Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live
- Indigenous contributions to Australian society and cultures.

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5 The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The Queensland Studies Authority (QSA) is committed to helping achieve this vision and supports teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.

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2. General objectives

The general objectives are those that the school is required to teach and that students have the opportunity to learn. Schools must assess how well students have achieved the general objectives.

The general objectives, as well as the standards, are grouped by dimensions, which describe the salient properties or characteristics of the learning. The dimensions reflect the valued aspects of career development as a process, reflecting national and international practice.

There are three interrelated, assessable dimensions linked to the achievement standards (see Section 5.7):

- knowledge and understanding
- research
- decision making and reflection.

Progress in all dimensions should occur concurrently, as progress in one dimension may depend on the skills developed in another. The general objectives for each dimension are detailed below.

2.1 Knowledge and understanding

Career development is the lifelong process of managing life, learning and work. Students will know and use the Australian Blueprint for Career Development (the Blueprint) career management competencies\(^7\) and employability skills.\(^8\)

By the end of the course, students should be able to:

- retrieve, describe and explain information about career development as a process
- apply career development knowledge in familiar and unfamiliar situations.\(^9\)

(See Appendixes 2 and 3 for more information about the structure of the Blueprint, career management competencies and employability skills.)

2.2 Research

Research is the gathering of data, information and facts to build knowledge about an area of career interest.

By the end of the course, students should be able to:

- identify, select and develop issues for inquiry
- gather, summarise and present information from primary and secondary sources relevant to the inquiry.\(^10\)

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\(^7\) MCEETYA 2009, op. cit.
\(^9\) In this context, “familiar” means well acquainted or previously seen; “unfamiliar” means some transformation or adaptation of existing knowledge is needed, e.g. a student applying knowledge learnt at school in a real workplace.
\(^10\) In this instance, primary sources include first-hand accounts of interviews, presentations or surveys that students develop and implement. Secondary sources include published information such as newspaper or magazine articles, editorials or second-hand accounts of interviews or presentations.
2.3 Decision making and reflection

Decision making is an active and deliberate process for a person to reach a decision, blending knowledge, experience and intuition. The act of making decisions is complemented by the cognitive process of reflection.

Reflection is a metacognitive strategy — the deliberate process of thinking about and evaluating what you know, and how and why you know it.

By the end of the course, students should be able to:

- analyse and synthesise options in the planning and development of their Senior Education and Training (SET) Plan and associated action plan
- make judgments and decisions about the appropriateness of career options.
3. Course organisation

The number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is a minimum of 55 hours to a maximum of 80 hours (if an elective is included).

The course is suited for implementation during Semester 2 Year 10; however, consideration should be given to implementing across at least two year levels. There is scope for a school to implement the course from Year 10 to Year 12, e.g.:

- Year 10, Semester 2 — Year 11, Semester 1 or Semester 2
- Year 10, Semester 2 — Year 12, Semester 2.

3.1 Core units

The course has three core units:

- Beginning the senior phase of learning
- Designing your future
- Skills for success after school.

When developing the curriculum and assessment for this course, teachers should adapt and contextualise the subject matter, learning experiences and assessment to meet the needs of their students.

Unit 1: Beginning the senior phase of learning

The intent of this unit is to help students make a successful transition from compulsory education to the senior phase of learning. The unit requires students to:

- demonstrate competence in the majority of the performance indicators for the Blueprint's career management competencies for Area A: Personal Management:
  (1.3) Develop abilities to maintain a positive self-concept
  (2.3) Develop abilities for building positive relationships in life and work
  (3.3) Learn to respond to change that affects your well-being
- investigate the key elements of a positive self-concept
- know and use strategies for building positive relationships
- evaluate readiness to begin the senior phase of learning by reviewing achievement in secondary school studies
- know that change is part of life, and that planning helps people cope with change
- develop an initial SET Plan, including identifying some career options
- identify the range of learning options that can contribute to a Queensland Certificate of Education (QCE) or Queensland Certification of Individual Achievement (QCIA)\(^{11}\)
- use the QSA Career Information Service to identify some possible future career pathways, and analyse the implications for planned secondary studies, training, tertiary studies or employment

\(^{11}\) The options include courses of study in the Core, Enrichment, Advanced and Preparatory categories of learning. More information about learning options and requirements is available online at www.qsa.qld.edu.au > Years 10-12 > Certificates & qualifications.
- investigate the education and training options that their school and local Technical and Further Education (TAFE) institute and/or Registered Training Organisation (RTO) offer
- be registered with the QSA, access a student learning account and know their Learner Unique Identifier (LUI) and initial password
- identify the features of a student learning account
- be aware of the different learning demands and expectations of the senior phase of learning by investigating senior subject requirements, vocational education and training (VET) certificate requirements, school-based apprenticeships and traineeships and other studies in the QCE’s Enrichment or Advanced categories of learning.

**Unit 2: Designing your future**

The intent of this unit is to prepare students to make successful transitions to work, further education and/or training. This unit requires students to:

- demonstrate competence in all of the performance indicators for the *Blueprint*’s career management competencies 1.3, 2.3 and 3.3 for Area A: Personal Management (see Unit 1)
- demonstrate proficiency in the majority of the performance indicators for the *Blueprint*’s career management competencies for Area B: Learning and Work Exploration:
  - (4.3) Link lifelong learning to the career building process
  - (5.3) Locate and evaluate a range of career information sources
  - (6.3) Understand how societal needs and economic conditions influence the nature and structure of work.
- know the differences between traineeships and apprenticeships; full-time and part-time work; casual and permanent employment; unskilled, semi-skilled and skilled labour; and paraprofessional and profession occupations
- know the employability skills (Appendix 3) and the reasons why employers value them
- identify opportunities to develop and apply employability skills, including considering complementary learning options (see Appendix 4)
- know and use the inquiry process (Figure 1, p. 11) to research an area of career interest
- research multiple sources of career information
- be aware of the nature and dynamics of the Australian workforce
- know and use a simple reflection process to review decisions
- revise their initial SET Plan, developed in Unit 1, and affirm two possible post-school career paths
- know the key elements of an action plan
- develop an action plan for implementing their SET Plan.
Unit 3: Skills for success after school

The intent of this unit is to improve students’ learning skills, prepare them to make a successful transition to work, further education and/or training, and become independent, lifelong learners. This unit requires students to:

- demonstrate competence in all of the performance indicators for the Blueprint’s career management competencies 4.3, 5.3 and 6.3 for Area B: Learning and Work Exploration (see Unit 2)
- demonstrate proficiency in a majority of the performance indicators for the Blueprint’s career management competencies for Area C: Career Building:
  - (7.3) Develop abilities to seek, obtain/create and maintain work
  - (8.3) Engage in career decision making
  - (9.3) Link lifestyles and life stages to career building
  - (10.3) Understand and learn to overcome stereotypes in your career building
  - (11.3) Take charge of your career building process
- know how to locate and use information about work, further education or training opportunities
- investigate the consequences of choosing a career path, e.g. prerequisite school subject requirements for further education or training, geographic location of learning providers, tuition fees or Higher Education Contribution Scheme repayments
- know different styles of learning, e.g. visual, auditory and kinaesthetic
- investigate their preferred style of learning and assess their learning abilities, e.g. learning how to learn (metacognition) and learning preferences
- know how to assess their learning abilities and use critical reading, time management, and other techniques for their chosen post-school pathway
- review their SET Plan, developed in Unit 2, revise it if necessary, then implement it
- critically evaluate their action plan, developed in Unit 2, and develop a new action plan that includes at least two possible post-school scenarios.

3.2 School-based electives

To meet the particular needs of their students, teachers can design an elective to include in the course. The elective, if included, will be additional to the minimum 55 hours required for the three core units previously described.

The intent and scope of the elective must be significantly different from the three core units described in the syllabus.

In addition, the elective must:

- provide opportunities for further development of:
  - one or more Blueprint career management competencies
  - employability skills
- be contextualised for real-world application
- include assessment of two or more of the dimensions.
3.3 Composite classes

This syllabus enables teachers to develop a course that caters for a variety of circumstances, such as combined Year 10, Year 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study.

The flexibility of the syllabus can support teaching and learning for composite classes by enabling teachers to:

- structure learning experiences and assessment that allow students to access the key concepts and ideas suited to their needs in each year level
- provide opportunities for multi-level group work, peer teaching and independent work on appropriate occasions.

3.4 Study plan requirements

A study plan is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school’s study plan must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards. The requirements for study plan approval are available on the QSA’s website, <www.qsa.qld.edu.au>. Please see the latest updates before completing a study plan.
4. **Teaching and learning**

Career development must be approached in a practical way, allowing for many hands-on activities. As part of their learning, students will have opportunities to be involved in practical experiences that reflect real-life and lifelike situations. Work experience and the Certificate I in Work Education are desirable complementary learning options.

A sympathetic and supportive learning environment should be established from the beginning of the course. Teachers should promote and incorporate attributes and essential skills identified in the rationale and general objectives of this syllabus.

Teaching and learning strategies should incorporate a variety of learning styles. A constructivist approach is encouraged.

By the end of the course, students should have been provided with the opportunity to:

- demonstrate competence in all of the performance indicators for the *Blueprint* career management competencies in Area A: Personal Management and Area B: Learning and Work Exploration:
  1. Develop abilities to maintain a positive self-concept
  2. Develop abilities for building positive relationships in life and work
  3. Learn to respond to change that affects well being
  4. Link lifelong learning to the career building process
  5. Locate and evaluate a range of career information sources
  6. Understand how societal needs and economic conditions influence the nature and structure of work.

- demonstrate proficiency in a majority of the performance indicators for the *Blueprint* career management competencies in Area C: Career Building:
  7. Develop abilities to seek, obtain/create and maintain work
  8. Engage in career decision making
  9. Link lifestyles and life stages to career building
  10. Understand and learn to overcome stereotypes in career building
  11. Take charge of career building process

- develop and apply, in the context of developing their career management competencies, each of the employability skills
- learn, develop and use the inquiry approach
- learn, develop and use a range of strategies that promote decision making and reflection.

4.1 **Knowledge and understanding**

The primary reference for this course is the *Blueprint*. This national framework for developing and evaluating career development programs and products provides a set of career competencies to create effective and measurable career development programs. A number of resources are freely available to complement the subject matter of this course. These include:

- assessment suggestions, workbooks and information handouts available at the Toolkit page of the *Blueprint* website <www.blueprint.edu.au>
- assessment suggestions and worksheets available from the CIS staffroom page of the QSA website <www.cis.qsa.qld.edu.au>. 
4.2 Research

Inquiry as a framework for developing understandings about the world has a long history in educational pedagogy and remains a powerful tool in the contemporary classroom.12

For this course of study, the key phases of research using the inquiry approach (see Figure 1) are:
- define
- analyse
- synthesise
- evaluate
- produce
- reflect.

The guiding principles for teaching inquiry in a career development course are:
- Effective inquiry is a skill. The inquiry approach requires explicit teaching.
- The inquiry approach to research is not a linear process, as Figure 1 (p. 11) illustrates.
- The student–teacher relationship during the inquiry process is typified by the teacher yielding control. There are different levels of inquiry, ranging from verification (where the problem and answer are given) to open inquiry, where all of the steps are open or negotiated. The level of openness of an activity can be categorised as shown in Table 1.

Table 1: Levels of openness of inquiry13

<table>
<thead>
<tr>
<th>Level</th>
<th>Problem</th>
<th>Resources</th>
<th>Procedure</th>
<th>Answer</th>
<th>Common Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Given</td>
<td>Given</td>
<td>Given</td>
<td>Given</td>
<td>Verification</td>
</tr>
<tr>
<td>1</td>
<td>Given</td>
<td>Given</td>
<td>Given</td>
<td>Open</td>
<td>Guided inquiry</td>
</tr>
<tr>
<td>2a</td>
<td>Given</td>
<td>Given</td>
<td>Open/Negotiated</td>
<td>Open</td>
<td>Open guided inquiry</td>
</tr>
<tr>
<td>2b</td>
<td>Given</td>
<td>Open/Negotiated</td>
<td>Open/Negotiated</td>
<td>Open</td>
<td>Open guided inquiry</td>
</tr>
<tr>
<td>3</td>
<td>Open/Negotiated</td>
<td>Open/Negotiated</td>
<td>Open/Negotiated</td>
<td>Open</td>
<td>Open inquiry</td>
</tr>
</tbody>
</table>

The level of openness is largely determined by the nature of the task and the context in which it is being undertaken. Students require opportunities to learn and exercise self-control. However, open investigations should not be equated with minimal guidance, where learners are expected to discover or construct essential information for themselves. Teachers should ensure that, when inquiry-based investigations are a component of summative assessment, the possibility of students succeeding is likely.

- Individualised student-directed research is most desirable. Inquiry processes should be aimed at the individualisation of tasks, with some opportunities for group work. Groups can be involved in a collective inquiry. However, these inquiries should be used to inform a customised individual inquiry for each student in the group.
- By the end of the course, most students will have had opportunities to conduct an open inquiry of their own, i.e. work independently with only some advice and modelling available.


13 Adapted from Hackling, M 2005, Working Scientifically: Implementing and assessing open investigation work in science, Western Australia Department of Education and Training, p. 2.
Figure 1: The inquiry approach

New learning

**DEFINE**
Establishing, refining, framing:
- Investigation
- Hypothesis
- Design brief
- Problem or challenge
- Research
- Management and resource strategy

**ANALYSE**
Dissecting to ascertain and examine constituent parts and/or their relationships.

**SYNTHESISE**
Assembling constituent parts into a coherent, unique and/or complex entity.

**PRODUCE**
Undertaking and completing the inquiry, producing a response.

**EVALUATE/JUSTIFY**
Assigning merit according to criteria/providing sound reasons or evidence to support a statement.

**REFLECT**
Re-examining the question, the research method and the outcomes.
- Has a solution been found?
- Do new questions arise?
- Where to from here?
  The answer may be to begin inquiry again.
- What have I learnt that can inform future learning?

Critical thinking/reflecting throughout the process
Examples of guided inquiry

The following provides an example of a level 1 guided inquiry that might be used at the beginning of a course:

A career development class is given the task of finding three possible tertiary courses that match their career interests. The teacher provides the students with the resources about local and regional tertiary study options, and instructs them to work in small groups to explore the resources and compile a list of courses.

The following provides an example of a level 2 open guided inquiry that might be used at the end of a course:

A career development class is given the task of reviewing their SET Plan and critically evaluating their associated action plan. Each student is required to develop a new action plan that includes at least two possible study, training or work options for a chosen post-school pathway. Students are free to select the resources they plan to use, and negotiate with their teacher how they plan to complete the task.

4.3 Decision making and reflection

Making decisions should be an active, deliberate and often non-linear process for a person to reach a decision, blending knowledge, experience and intuition. In this course of study, decision making includes the key process of goal setting. Goal setting gives purpose to decision making. Goal setting in the context of decision making has four distinct elements:

- prediction — to forecast or anticipate
- verification — to check the truth of information
- validation — to check how well information matches the reason for seeking it
- intention — planned opportunities to learn, study and solve problems.

Reflection is the deliberate process of thinking about and evaluating what you know, and how and why you know it. It is a metacognitive strategy sometimes called self-awareness. It is a complementary cognitive process for decision making.

Decision making

Key ideas

- Making decisions can be stressful.
- Some stress (positive stress) is good for you.
- Effective decision making is enhanced by a systematic approach.
- Good decision makers have a range of strategies.
- Goal setting is a performance-enhancing technique.
- Goal setting can reduce stress by clarifying expectations.

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Approach

- Name the issue, problem or goal that requires a decision.
- List all the alternatives, starting with “do nothing”.
- Choose criteria to measure which alternative will be the most satisfying.
- Use a process such as Plus, Minus, Interesting (PMI)\textsuperscript{15} to analyse the impact of each alternative.
- Make a decision (Plan A), and for big decisions, have an alternative (Plan B).
- Know and use the SMART approach to set goals for career development (see Table 2).

Table 2: The SMART approach\textsuperscript{16}

<table>
<thead>
<tr>
<th>S = Specific</th>
<th>State the action or outcome that is intended and why it is important.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M = Measurable</td>
<td>State how achievement of a goal will be verified or measured as a real thing.</td>
</tr>
<tr>
<td>A = Attainable</td>
<td>Stretch goals are motivational, unattainable goals are not.</td>
</tr>
<tr>
<td>R = Realistic</td>
<td>Good goals require effort, not the improbable.</td>
</tr>
<tr>
<td>T = Timely</td>
<td>A timeline with milestones and end point will help you succeed.</td>
</tr>
</tbody>
</table>

Reflection

Key ideas

- Reflection is enhanced by a systematic approach.
- Reflection can involve the use of divergent thinking strategies, but usually concludes with convergent processes.
- Reflection is a staged process involving, most commonly, experiencing, analysing and/or evaluating, identifying and applying new learning.

Approach

Models that promote reflection are often illustrated as recursive processes. As with the inquiry process, if the teacher always provides scaffolding for these stages, then reflection, as an internalised metacognitive strategy, will not be developed well. In planning a course, teachers must provide opportunities for students to learn, in the context of career development:

- why it is important to reflect on the stages and nature of learning
- a range of strategies that promote reflection.

In the early stages of the course, teachers should introduce and use a simple reflection model, i.e. the Greenaway 3-stage model (Figure 2).\textsuperscript{17} Teachers should be aware that this model has the potential to be used with a low level of engagement by the participant.

By the end of the course, students should know and apply a more complex process, i.e. the reflective practice model (Figure 3).\textsuperscript{18}

\textsuperscript{15} de Bono, E 1992, \textit{Serious Creativity: Using the power of lateral thinking to create new ideas}, Harper Business.

\textsuperscript{16} Adapted from Locke, E & Latham, G 1990, \textit{A Theory of Goal Setting and Task Performance}, Prentice Hall.


**Figure 2: Greenaway 3-stage model**

- **Plan**
- **Do**
- **Review**

**Figure 3: Reflective practice model**

- **New situation/experience**
- **Awareness of feelings and thoughts**
- **Describe situation**
  - key events/issues
  - thoughts/feelings
- **Evaluate relevance and use of knowledge**
- **Identify learning**
- **Analyse feelings/knowledge**
  - challenge assumptions
  - explore alternatives
4.4 Developing Aboriginal and Torres Strait Islander perspectives

To strengthen students’ appreciation and understanding of Aboriginal and Torres Strait Islander perspectives, teachers planning a course of study should identify content and skills that can be drawn upon to encourage awareness and understanding of Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contributions to Australian society and cultures
- ways of life and social contexts.

The Indigenous perspectives section of the QSA website has a collection of resources to help teachers engage with Indigenous histories and peoples (<www.qsa.qld.edu.au> P-12 approach > Indigenous perspectives).

The Aboriginal and Torres Strait Islander Studies Handbook, in particular, has valuable information on key factors for ensuring student success, including:

- removing barriers to engagement
- establishing a supportive school and classroom environment
- consulting and collaborating with local Indigenous communities
- dealing with sensitive issues
- selecting appropriate resources and texts.

In a study of career development, the key success factors should be the basis of the planning a course of study. The role of the community, in partnership with the school and other government and community groups, is particularly important.

The Deadly pathways section of the Queensland Studies Authority (QSA) Career Information Service website <www.cis.qsa.qld.edu.au> has much information specifically for Aboriginal students and Torres Strait Islander students about networks, resources and opportunities for careers and educational pathways.
5. **Assessment**

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards-based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement for a subjects to be recorded in students' learning accounts that may also contribute to the award of a Queensland Certificate of Education
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

5.1 **Assessment principles for this course**

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for this course requires application of the following interdependent principles:

- Information is gathered through a process of continuous assessment.
- Balance of assessment is a balance over the course of study.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student's achievement is in the significant aspects of the course of study identified in the syllabus and the school's study plan.
- Selective updating of a student's profile of achievement is undertaken over the course of study.
- Exit assessment is devised to provide the fullest and latest information on a student's achievement in the course of study.

**Continuous assessment**

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the course of study.
Balance

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessment means judgments about students’ achievements of all the assessable general objectives are made a number of times using a variety of assessment techniques and a range of assessment conditions over the course.

See also Section 5.6 Requirements for a student folio at exit.

Mandatory aspects of the syllabus

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the general objectives within the dimensions of knowledge and understanding, research and decision making and reflection
- Units 1, 2 and 3.

To ensure that the judgment of student achievement at exit from this course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix (refer to Section 5.8) must be used. Each dimension must be assessed at least twice in a course of study.

Significant aspects of the course of study

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s study plan that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the general objectives of the syllabus.

5.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- general objectives (see Section 2)
- teaching and learning strategies (see Section 4)
- assessment principles for this course (see Section 5.1)
- variety in assessment techniques (see Section 5.5)
- conditions in which assessment techniques are undertaken (see Section 5.5)
- requirements for the student folio at exit, that is, the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 5.6)
- exit standards (see Section 5.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found at: <www.qsa.qld.edu.au> P–12 approach > Student assessment > P–12 assessment program overview.
5.3 **Special provisions**

Guidance about the nature and appropriateness of special provisions for particular students may be found in the Authority’s *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects* (2009), <www.qsa.qld.edu.au> Years 10-12 > Moderation & quality assurance > Special provisions.

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

5.4 **Authentication of student work**

It is essential that judgments of student achievement are made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QSA information statement *Strategies for Authenticating Student Work for Learning and Assessment* is available from <www.qsa.qld.edu.au> (search on “authenticating”). This statement provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- students’ planning their production of drafts and final responses
- teachers seeing plans and drafts of student work
- teachers and students maintaining documentation of the development of responses
- students acknowledging resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.

5.5 **Assessment techniques**

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described in the following tables. The dimensions to which each technique is best suited are also indicated. Each dimension must be assessed at least twice in a course of study.

For each dimension, standards are described. These standards descriptors are used to determine the properties or characteristics to be assessed by individual assessment instruments. The properties or characteristics for each instrument determined by a teacher are termed criteria. Therefore, the criteria for an assessment instrument are drawn from the syllabus standards descriptors for relevant dimensions (see Section 5.8.1 Standards matrix).

Teachers decide the instruments to be used for assessment. For each assessment instrument, schools develop a criteria sheet: a tool for making judgments about the quality of students’ responses. It lists the properties or characteristics used to assess students’ achievements. Students must be given specific standards for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.
5.5.1 Supervised written (short response)

<table>
<thead>
<tr>
<th>Supervised written (short response)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>- Requires students to recall knowledge and construct, use, interpret or analyse primary or secondary data, graphs, tables or diagrams.</td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
<tr>
<td>- A collection of responses, ranging from single word, true/false, or sentence answers to paragraph responses (50–150 words).</td>
</tr>
<tr>
<td><strong>Dimensions to be assessed through supervised written assessment</strong></td>
</tr>
<tr>
<td>- Suited to assessing dimensions <em>knowledge and understanding</em> and <em>research</em>.</td>
</tr>
<tr>
<td><strong>Types of items that could be included in a supervised written assessment</strong></td>
</tr>
<tr>
<td>- Multiple choice, definitions, one-word answers</td>
</tr>
<tr>
<td>- Short-answer questions that may include stimulus material, e.g. a newspaper article</td>
</tr>
<tr>
<td><strong>Conditions</strong></td>
</tr>
<tr>
<td>- Supervised individual work</td>
</tr>
<tr>
<td>- Time: 10–20 minutes</td>
</tr>
<tr>
<td>- A range of word lengths i.e. 1–150 words</td>
</tr>
</tbody>
</table>

5.5.2 Extended response

<table>
<thead>
<tr>
<th>Extended response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>- Used to assess the sustained application of students' higher-order cognitive skills to known and provided materials, stimuli and concepts.</td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
<tr>
<td>- Considered response to a question, circumstance or issue in which the student is required to research using a variety of resources. Research and secondary data will often be the focus.</td>
</tr>
<tr>
<td>- May also be presented as spoken or multimodal responses. Teachers must ensure that the full range of general objectives and standards is possible when using these techniques. The student spoken or multimodal response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions regarding standards. Techniques used will require students to present to a real audience or a virtual audience through the use of technology.</td>
</tr>
<tr>
<td>- The management of the extended response instrument should be mostly the responsibility of the student.</td>
</tr>
<tr>
<td>- Guidance and scaffolding can be provided.</td>
</tr>
<tr>
<td>- Duration can range from two weeks to the entire length of the unit of work.</td>
</tr>
</tbody>
</table>
### Extended response

#### Dimensions to be assessed through supervised written assessment
- Suited to assessing *knowledge and understanding* (optional for spoken or multimodal responses), *research* and *decision making and reflection*.

#### Types of items that could be included in a supervised written assessment
- **Research assignment**: Students provide a response to a specific question or issue. The response may be supported by appropriate tables of data, diagrams and flowcharts. The assignment could be a persuasive argument or informative text.
- **Journal/portfolio**: This “purposeful” collection of work helps to define the student's efforts and achievements in a specified area, e.g. the development of a SET Plan and associated action plan. Can be used to document information, ideas and working processes. Must contain decisions and justifications; evidence of learning strategies; and research, including the collection and sorting of data.
- **Spoken**: Students provide a verbal or signed response to some stimulus (the task), e.g. impromptu presentation, viva voce or interview. Spoken presentations may be completed formally or informally.
- **Multimodal**: Students provide a response using a combination of modes that may include visual, electronic, physical, audio and/or spoken modes. To be considered multimodal a response requires a significant contribution from at least two modes. For example, documentary or PowerPoint slideshow.

#### Conditions
- Word length: 500–700 words
- Spoken 3–4 minutes
- Multimodal instruments 3–5 minutes

### 5.6 Requirements for a student folio at exit

A folio of student work is a collection of a student’s responses to assessment instruments on which the level of achievement is based. At exit, each student's folio must contain the range and mix of assessment techniques for making summative judgments, as stated below.

Students’ folios for Career Development must contain:
- three assessment instruments. Of these two must be extended responses, one of which may be spoken or multimodal
- a copy of the SET Plan, revised in Unit 3
- the action plan, developed in Unit 3
- evidence of competence in all of the performance indicators for the *Blueprint* career management competencies 1.3, 2.3, 3.3, 4.3, 5.3 and 6.3, and demonstrated proficiency in a majority of the performance indicators for the *Blueprint* career management competencies 7.3, 8.3, 9.3, 10.3 and 11.3.

For information about the quality assurance of this course schools should refer to <www.qsa.qld.edu.au> Years 10-12 > Moderation & quality assurance.

### Student profile

The purpose of the student profile is to record student achievement in the course of study. Key elements on the profile include:
- units, including, if applicable, a school-based elective unit
- assessment instruments
- the standard achieved in each dimension for each instrument
- instruments used for summative judgments.
5.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same dimensions as the assessable general objectives of the syllabus. The standards describe how well students have achieved the general objectives and are stated in the standards matrix.

The following dimensions must be used:
- Dimension 1: knowledge and understanding
- Dimension 2: research
- Dimension 3: decision making and reflection

Each dimension must be assessed at least twice in a course of study.

5.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:
- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

Exit levels of achievement are summative judgments made when students exit the course of study. All the assessment principles must be applied when making decisions about exit levels of achievement.

**Determining a standard**

The standard awarded is an on-balance judgment about how the qualities of the student’s work match the standards descriptors overall in each dimension. This means that it is not necessary for the student to have met every descriptor for a particular standard in each dimension.

When standards have been determined in each of the dimensions for this subject, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

**Table 2: Minimum combination of standards for awarding exit levels of achievement**

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two dimensions and no less than a B in the remaining dimension</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two dimensions and no less than a C in the remaining dimension</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in knowledge and understanding and one other dimension and no less than a D in the remaining dimension</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any two dimensions</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three dimensions</td>
</tr>
</tbody>
</table>

It is not possible to award a level of achievement to a student who does not complete the mandatory aspects of the course. Further information can be found at <www.qsa.qld.edu.au> Years 10-12 > Moderation & quality assurance.
## 5.8.1 Standards matrix

<table>
<thead>
<tr>
<th>Dimension</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>The student work has the following characteristics: • accurate and comprehensive description and in-depth explanation of key ideas and concepts that demonstrates a thorough understanding of the career development process</td>
<td>The student work has the following characteristics: • accurate description and explanation of key ideas and concepts that demonstrates understanding of the career development process</td>
<td>The student work has the following characteristics: • description of relevant key ideas and concepts that demonstrates understanding of the career development process</td>
<td>The student work has the following characteristics: • uses knowledge of career development appropriately in familiar and, in some instances, unfamiliar situations.</td>
<td>The student work has the following characteristics: • uses knowledge of career development in familiar situations. in unfamiliar situations.</td>
</tr>
<tr>
<td></td>
<td>uses knowledge of career development in familiar situations and applies transformed knowledge to unfamiliar situations.</td>
<td>uses relevant knowledge of career development in familiar situations and applies it to unfamiliar situations.</td>
<td>uses knowledge of career development appropriately in familiar situations. in unfamiliar situations.</td>
<td>uses knowledge of career development in familiar situations. in unfamiliar situations.</td>
<td>recalls knowledge of career development in familiar situations. in unfamiliar situations.</td>
</tr>
<tr>
<td>Research</td>
<td>comprehensive, targeted description of developed issue/s for an open inquiry</td>
<td>comprehensive description of a developed issue/s for an open inquiry</td>
<td>description of a developed issue/s for an open inquiry</td>
<td>description of broadly defined topic/s for guided inquiry</td>
<td>description of topic/s for guided inquiry</td>
</tr>
<tr>
<td></td>
<td>comprehensive, concise and coherent record of relevant primary and secondary sources in independent research activities that identify and investigate career options.</td>
<td>coherent record of relevant primary and secondary sources in guided research activities that identify and investigate career options.</td>
<td>record of relevant sources in guided research activities that identify and investigate career options.</td>
<td>record of research in guided research activities that lists career options.</td>
<td>record of career related information in guided research activities.</td>
</tr>
<tr>
<td>Decision making and reflection</td>
<td>effectively uses a complex reflection model and selectively uses adapted established criteria to analyse career options and synthesise and review plans</td>
<td>effectively uses a complex reflection model and selectively uses established criteria to analyse career options and synthesise and update plans</td>
<td>uses a complex reflection model and established criteria to analyse career options and synthesise appropriate plans</td>
<td>applies a complex reflection model to consider career options and develop plans</td>
<td>uses a simple reflection model in guided activities to develop plans</td>
</tr>
<tr>
<td></td>
<td>uses decision-making processes to determine the extent to which alternative career options are appropriate and satisfying.</td>
<td>uses decision-making processes to determine that career options are appropriate and satisfying.</td>
<td>uses decision-making processes to select career options.</td>
<td>uses decision-making processes and lists career options.</td>
<td>lists career options.</td>
</tr>
</tbody>
</table>

---

19 See Table 1: Levels of openness of inquiry p. 11.

20 Includes summary findings from a range of investigative techniques such as interviews, surveys, and literature and media searches.

21 Independent research activities means advice and modelling are available if requested by the student.

22 Guided research activities means advice and modelling are provided by the teacher and student work is primarily in response to teacher direction.
6. **Literacy**

It is the responsibility of teachers to develop and monitor students’ abilities to use the types of literacy appropriate to Career Development. Students communicate in a variety of ways that may include speaking, listening, reading, writing and using electronic technology.

Students need to be made aware of the roles and relationships involved in these literacy interactions. They must strive for accuracy, clarity and ease of understanding, while being sensitive to the purpose and audience for which material is prepared.

Over the program of study in Career Development, skills should be progressively developed in the following areas:

- comprehension, which enables information to be gathered from written, oral and visual sources
- selection and sequencing of information required in various forms (e.g. writing reports, providing advice and describing procedures)
- use of appropriate vocabulary, format and layout.

Teachers should help students:

- develop reading skills, particularly reading newspapers, pamphlets, brochures, tables and websites
- use terminology and language relevant to career development
- use appropriate language conventions related to grammar, spelling, punctuation and presentation
- use inclusive language in terms of gender, class, race, culture, ethnicity, age, religion and disability.

Students should be encouraged to use language in a meaningful way within realistic contexts whenever possible. Opportunities should be provided for students to access, process and present information in a range of forms and media.
7. Numeracy

Success in dealing with issues and situations in life and work depends on developing and integrating a range of abilities, such as:

- comprehending basic concepts and terms underpinning the areas of number, measurement and finance, e.g. personal budgeting
- extracting, converting or translating information given in numerical forms, diagrams, maps, graphs or tables, e.g. working out pay scales, survey data extrapolation
- calculating, e.g. savings and investments, exchange rates, quantities and weights
- making use of calculators and computers for things such as multimedia presentations
- using skills or applying concepts from one problem or study area to another.

In Career Development, students should be encouraged to develop their understanding and to learn by incorporating, to varying degrees, mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone quantitative skills that contribute to success in everyday life.

Mathematical concepts should be introduced and skills developed to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific community or workplace environment. In many cases, however, teachers will have to encourage the use of quantitative skills and understandings that were developed previously by their students. Within appropriate learning contexts and experiences, teachers should provide opportunities for students to revise, maintain and extend such skills and understandings.
8. Educational equity

Equity means fair treatment of all. In developing study plans from this syllabus, schools should incorporate the following concepts of equity.

All young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences, teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males to society and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills related to the dimensions and standards stated in this syllabus. Syllabus dimensions and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive study plan:


9. Resources

A wide variety of references that could be used as sources of information about career development is available.


The following professional resources complement the development or implementation of a career development course:

- Career Development Association of Australia <http://cdaa.org.au>
- Career Industry Council of Australia <http://cica.org.au>
- CIS staffroom > Professional resources <https://cis.qsa.qld.edu.au>
- Myfuture <www.myfuture.edu.au>
10. Glossary

Many of the following definitions have adapted from the *Blueprint*.23

| **Australian Blueprint for Career Development** | The *Blueprint* is a national framework for developing and evaluating career development programs and products that:
| | • identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers
| | • provides a common language for all developers, providers and clients of career development programs and services
| | • facilitates smooth linkages between career development programs and services
| | • provides a basis for producing high-quality career development resources for use with and by different client groups
| | • helps to achieve better matches between individuals’ skills, job aspirations, and actual employment choices
| | • enhances human resources practices within both public and private sector organisations
| | • enables individuals to manage their careers and work–life balance more effectively, particularly in a rapidly changing labour market
| | • encourages people to engage in purposeful learning
| | • supports a culture of lifelong learning and development.

| **Career** | The sequence and variety of work roles (paid and unpaid) that one undertakes throughout a lifetime. More broadly, includes life roles, leisure activities, learning and work.

| **Career counselling** | The interaction between an individual or a small group and a professional career counsellor, designed to help individuals explore personal issues related to life and work decisions. Career counselling facilitates integration and application of information and skills in developing individual life, learning and work plans, and assists in managing transitions.

| **Career development** | The process of managing life, learning and work over a person’s lifespan.

| **Career education** | The development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings, which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life. Part of a comprehensive career development strategy.

| **Career guidance** | A range of interventions, including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of realistic life, learning and work options for them.

| **Career information** | Information (print, electronic, personal contacts and other resources) that assists the process of career development. Includes occupational and industry information, education and training information and social information related to the world of work.

### Career management competencies
The 11 career management competencies identified in the *Blueprint* represent the broad learning goals of career development that have been identified and endorsed by career practitioners and their professional associations in the USA and modified for use in Canada. They denote the knowledge, skills and attitudes that are required to successfully manage life, learning and work.

### Compulsory participation phase
The compulsory participation phase starts when a person stops being of compulsory school age (at least 6 years and less than 16 years) and ends when the person:
- gains a senior certificate (a certificate of achievement issued by the QSA, for example, a QCE, QCIA or Senior Statement), certificate III or certificate IV or
- has participated in eligible options for 2 years after the person stopped being of compulsory school age or
- turns 17 years.

Conditions are described in the *Education (General Provisions) Act 2006*.

### Employability skills
Generic skills and attributes identified by business and industry (employers) as general skills required by employees. Assumed to be transferable from one situation to another.

### Phases of learning
These provide the broad structure within which decisions can be made about the sort of learning that should be emphasised and how learning should be organised and assessed:
- early phase of learning (Prep and Years 1–3): focuses on building strong foundations for learning by concentrating on:
  - literacy and numeracy
  - social and personal learning
  - health and physical well being
  - active learning processes
- middle phase of learning (Years 4–9) focuses on engagement when teaching and learning aims to connect young people to the big conversations of our culture through the key learning areas
- senior phase of learning (Years 10–12) focuses on pathways. In this phase Year 10 is a time to consolidate learning and establish the foundations for the shift to a more differentiated curriculum in Years 11–12.

### Transition advisers
Person who organises resources and offers assistance to help individuals make transitions from school to work or further education and training.

### Vocational Education and Training (VET)
Accredited and industry-specific training programs that deliver competencies endorsed within the National Training Framework and certification of industry-accredited training aligned to the Australian Qualifications Framework (AQF).

### Work education
The development of knowledge and understanding of the structure and changing nature of the Australian workforce (particularly areas of work which are gendered, expanding or contracting), working conditions and the ways that these are established and enforced.
Appendix 1: Career development practitioner courses

Career Industry Council of Australia (CICA) endorsed courses

For a list of CICA endorsed university courses see <www.cica.org.au> Professional Standards for Australian Career Development Practitioners > Endorsed courses.

Other studies

- Certificate IV in Career Development
  Qualification from the CHC08 Community Services Training Package. The certificate is made up of 16 units, 13 of which are compulsory and the remaining electives. Suitable for people who are currently, or would like to be, involved in delivering career development services to individuals in the community.
  Completion of this qualification may lead to eligibility for associate membership of professional associations that are member organisations of CICA.

- Australian Career Development Studies (ACDS) Program
  Initiative of the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) designed to broaden access to career development learning opportunities. Developed by Miles Morgan Australia, in collaboration with a team of highly respected career educators and specialists.
Appendix 2: Structure of the Blueprint

career management competencies

The career management competencies are written using a common template. The table on the following page explains the key features of the template.

The *Blueprint* describes 11 career management competencies\(^{25}\), which are grouped into three areas (Personal Management, Learning and Work Exploration, and Career Building) and cross-referenced to one of four development phases:

- Phase I: kindergarten – primary school
- Phase II: middle school
- Phase III: senior/post-compulsory school or its equivalent
- Phase IV: adult.

For each competency in a phase there are a number of performance indicators. These indicators illustrate how a person might demonstrate their competence at the nominal phase of development. The 11 competencies are:

**Area A: Personal Management**
1. Build and maintain a positive self-image
2. Interact positively and effectively with others
3. Change and grow throughout life

**Area B: Learning and Work Exploration**
4. Participate in lifelong learning supportive of career goals
5. Locate and effectively use career information
6. Understand the relationship between work, society and the economy

**Area C: Career Building**
7. Secure/create and maintain work
8. Make career-enhancing decisions
9. Maintain balanced life and work roles
10. Understand the changing nature of life and work roles
11. Understand, engage in and manage the career-building process.

Each career competency has a number of performance indicators attributed to it. In turn, each performance indicator is written following a four-stage learning taxonomy that conveys the developmental nature of the learning process. The four stages are:

- acquire
- apply
- personalise
- act.

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\(^{25}\) An overview of each competency is provided in MCEETYA 2009, op. cit., pp 16–19.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Phase III</th>
<th>Area A: Personal Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop and maintain a positive self concept</td>
<td>1.3 Develop abilities to maintain a positive self concept</td>
<td><strong>Acquire</strong></td>
</tr>
<tr>
<td><strong>Career competency one for Phase III</strong></td>
<td><strong>Career competency statement</strong></td>
<td>1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals.</td>
</tr>
<tr>
<td><strong>Performance indicator two, Phase III competency one</strong></td>
<td><strong>Performance indicator statement</strong></td>
<td>1.3.2 Understand the importance of giving and receiving feedback to maintaining a positive self concept.</td>
</tr>
<tr>
<td><strong>Career competency area of learning</strong></td>
<td><strong>First stage of the learning taxonomy</strong></td>
<td>1.3.3 Understand the importance of allies (e.g. friends and supporters) to maintaining a positive self-concept.</td>
</tr>
<tr>
<td><strong>Career development short course senior syllabus 2010</strong></td>
<td><strong>Second stage of the learning taxonomy</strong></td>
<td><strong>Apply</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.4 Identify your personal characteristics, such as your interests, skills, values, beliefs and attitudes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.5 Identify behaviours and attitudes that reflect your self concept.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.6 Identify your allies and external assets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.7 Demonstrate giving and receiving feedback in ways that build positive self concept.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Personalise</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.8 Assess how your personal characteristics and behaviours are reflected in your life, learning and work goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.9 Assess the part that your allies play in achieving your life, learning and work goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Act</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.10 Adopt behaviours and attitudes that will help you reach your life, learning and work goals.</td>
</tr>
</tbody>
</table>
Appendix 3: Employability skills

Employability skills are also sometimes referred to as generic skills, capabilities, enabling skills, key competencies or lifelong learning skills. The eight general skills are:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The following elaborations attempt to show the relevance of each employability skill to career development.

Communication

Communication takes place through reading and writing, speaking and listening, and non-verbal and visual cues. Effective communication is integral to success for all post-school destinations — the workplace, further education and training.

Teamwork

Teamwork involves individuals fulfilling different roles within a group. Effective teamwork relies on all members of the team knowing what their role is and making a contribution to the work of the group.

Problem solving

Problem solving is about analysing a problem, considering options for dealing with the problem and carrying out one option. Deciding what to do is a skill. Making consistently good decisions is in part about sound problem-solving processes. Having more than one problem-solving process is an essential element of the employability skills toolkit.

Initiative and enterprise

Initiative involves the skill of deciding whether a process is working correctly or needs to be adjusted. Enterprise can describe a project undertaken or to be undertaken, especially one that is of some importance and/or that requires enthusiasm.

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Planning and organising

Planning and organising is about managing time, resources and priorities. Effective planning and organising requires a person to develop a list (mental or written) of the tasks required to achieve an objective, and then estimate the time each task will take and the necessary sequence of tasks and inputs required. Planning and organising may also involve other skills, such as communication, teamwork and problem solving to be able to achieve the desired outcomes within a specified timeframe.

It is often possible to use technology to support planning and organising.

Self-management

The cross-curricular priority of many schooling systems is to nurture autonomous lifelong learners. Self-management is fundamental to this learning goal. It requires the recognition and development of various organisational skills that involve self-discipline, motivation, planning and organising, and initiative and enterprise.

Technology

Using technology requires an understanding of workplace and manufacturer instructions, as well as the related occupational health and safety issues. Learning to use technology in the workplace will often require language and literacy skills to follow instructions, and sometimes numeracy skills. Using technology often involves communication skills to convey key messages to others or to interpret information.

Learning

Learning strategies are part of the metacognitive processes necessary for people to plan, monitor, evaluate and regulate their thinking and learning.\textsuperscript{27}

### Appendix 4: Complementary learning options and milestones

<table>
<thead>
<tr>
<th>Career Development core units</th>
<th>Complementary learning options</th>
<th>Relevant milestones</th>
</tr>
</thead>
</table>
| **Beginning the senior phase of learning** | - QSA literacy and numeracy short courses  
- Certificate I in Information Technology  
- Investigate recognised study options | Registration with QSA  
Begin SET Plan |
| **Designing your future** | - Certificate I in Work Education  
- Recognised structured community-based learning  
- Recognised structured workplace learning  
- Workplace, community or self-directed learning projects | SET Plan completed and agreed |
| **Skills for success after school** | - Work experience  
- Start Certificate II Work Practices | SET Plan version 1 revised and agreed  
Prepare personal action plan |

The following table shows possible ways of aligning Career Development with other complementary learning.

<table>
<thead>
<tr>
<th>Career Development course units</th>
<th>Complementary learning</th>
<th>Work education</th>
</tr>
</thead>
</table>
| **Beginning the senior phase of learning (core unit)**  
Intent: Preparing for a successful transition to the senior phase of learning | Certificate I Work Education  
Certificate II Workplace Practices | Business |
| **Designing your future (core unit)**  
Intent: Preparing for successful transitions to work, further education and/or training | Certificate I Work Readiness  
Special education students only | English |
| **Skills for success after school (core unit)**  
Intent: Improving learning skills to facilitate successful transition to work/training/further study and to become independent, lifelong learners | Recognised structured workplaces or community-based learning programs  
For a full list of options see the QSA website <www.qsa.qld.edu.au> and select Certificates > Queensland Certificate of Education > Recognised studies | Health and Physical Education (HPE) |
| **Navigating the workplace (possible school-based elective)**  
Intent: Introducing work-related legislation and policies and types of work. | Learning projects: community, self-directed or workplace | Studies of Society and Environment (SOSE)  
Technology |