

Table 1.1. (continued)

DIMENSIONS/MEANING	STANDARDS
INFORMATION LITERACY	
Capabilities and attributes:	10. Demonstrate an ability to critique new information and determine its relevance to a given situation.
– Ability to access new information	11. Demonstrate efficacy in the use of information and communication technologies as part of:
– Ability to judge information applicability to a specific work setting	a) learning
– Synthesise information from multiple sources	b) professional practice.
– Produce reports and presentations utilising multiple forms of media	
PROFESSION COMPETENCE AND WORK READINESS	
Capabilities and attributes:	12. Demonstrate the discipline-specific technical capabilities of a beginning practitioner or professional.
– Profession knowledge	13. Integrate discipline, practical and social knowledge and skills in contemporary professional practice.
– Profession skills	14. Demonstrate an understanding of legal and ethical requirements and the boundaries in which to work.
– Ability to integrate theory with practice	15. Recognise and respond appropriately to unsafe practice.
– Knowledge of and ability to work within relevant legislation	16. Demonstrate an ability to plan and manage workloads.
– Competence in safe work practices and knowledge of relevant occupational health and safety policies	
– Competence in discipline/ profession knowledge and skills	
– Initiative	
– Ability for independent work	

Table 1.2. Learning and teaching activities and processes

The focus of these learning and teaching strategies is on professional socialisation and learning approaches to learn and perform in communities of practice.

DIMENSIONS	STANDARDS
CURRICULUM DESIGN (planned content, learning activities and assessment)	17. The formal curriculum reflects PBE goals (dimensions making up Table 1.1) and good practice.
	18. Curriculum mapping is in place with:
	a) constructive alignment of P&PBE goals, learning activities and assessment
	b) a range of learning opportunities relevant to preparation for practice
	c) relevant sequencing of learning activities and content (particularly theory and practice).
	19. Relevant stakeholders such as students, industry partners and community partners are involved in curriculum design.

Table 1.2. (continued)

DIMENSIONS	STANDARDS
CURRICULUM REVIEW (CONTINUOUS QUALITY IMPROVEMENT)	20. The curriculum is regularly reviewed internally to ensure the PBE standards are addressed.
	21. The curriculum is subject to external scrutiny to ensure that external expectations of professional education are addressed.
	22. Relevant stakeholders including students, industry partners and community partners are involved in curriculum review.
RISK MANAGEMENT OF THE CURRICULUM	23. Staff in workplace learning placements ensure a relevant balance between student learning and client services priorities and appropriate levels of student supervision.
	24. Relevant processes are in place to manage risks (legal, health, safety, environment, values, ethics, reputation) for students, site, university.
	25. Recognise and address the risks inherent in any mal-alignment between the hidden and planned curricula.
(ACTUAL) PBE TEACHING AND LEARNING ACTIVITIES	26. Teaching methods activities (lectures, learning materials, etc.) explicitly demonstrate relevance of content to practice (i.e. the practice of the students' future profession/ occupation or a broad work arena, e.g. business).
	27. Strategies other than teacher-led learning and assessment activities (e.g. self-directed and peer learning/assessment).
	28. Learning activities include consideration of and/or opportunities to engage with relevant stakeholders and CSU's communities (rural and regional Australia; Indigenous Australians; professions, industries and students; national and international institutions, scholars and researchers) through responsiveness, partnerships, ethical reciprocity and inclusiveness in relation to these communities.
	29. Distance students have learning activities to develop practice skills, cultural capabilities, interactive skills, professional identity, etc.
	30. Assessment activities that accurately evaluate and promote learning related to the goals in Table 1.1 and identify the need to take action (e.g. with failing students).
	31. Provide WPL activities to gain real-world and/or simulated experiences to develop sound decision making in practice.
INCLUSION OF WORK-INTEGRATED LEARNING (WIL) OR WORKPLACE LEARNING (WPL) ACTIVITIES	32. Provide WIL strategies (e.g. simulations, e-learning, visits by industry partners and clients) to bring the practice world into the classroom. (E-learning is of particular value to distance students.)
	33. Assessment methods promote learning as well as evaluating the students' practice ability.