THE PURPOSE OF THE P&PBE STANDARDS

Standards are an important priority of the University (CSU next Steps, University Strategy) to ensure the achievement of academic objectives. They are integral to CSU’s Organisational Change and Renewal Framework and the CSU Degree Initiative/Curriculum Renewal Project.

The primary aims of standards are to:

- Enhance the quality of education using the PIRI CYCLE (plan, implement, review and improve) of continuous quality improvement
- Support course teams in curriculum development
- Provide a common frame of reference across P&PBE undergraduate and graduate entry courses at CSU to help in course design, delivery and review
- Inform the information required to be entered into course and subject profiles on CASIMS
- Provide a means for accountability in the delivery of professional courses
- Provide a means of reflection for course teams and individuals on their performance and contribution to the quality of CSU professional courses.

THE STANDARDS

The P&PBE standards are a set of statements or criteria defining the characteristics of good P&PBE education at the course level. The standards indicate the expectations of these CSU courses and as such indicate the minimal acceptable performance level. They relate to entry-level courses (undergraduate and graduate entry programs) at CSU. Note:- Masters entry courses should operate at a higher level than bachelors e.g. have different levels of student outcomes/attainments in Table 1. This expectation is in-line with the Australian Qualifications Framework distinction between undergraduate and Master’s http://www.aqf.edu.au/.

PROFESSIONAL AND PRACTICE-BASED EDUCATION STANDARDS - DIMENSIONS

The P&PBE course standards in this document are presented in key areas of education that encompass good practice across the curriculum. Tables 1, 2, 3 are course related. Table 4 is University level.

- Table 1 focuses on the course goals. The dimensions within this category address the COURSE LEARNING OUTCOMES.
- Table 2 addresses the TEACHING AND LEARNING ACTIVITIES associated with achieving the learning outcomes in Table 1. These standards are expressed as activities or processes and ensure the alignment of the teaching, learning and assessment activities with good P&PBE course goals.
- Table 3 presents the COURSE INFRASTRUCTURE needed for the P&PBE standards to be realised. Adequate resources e.g. staff, learning spaces are necessary for the delivery of good P&PBE.
- Table 4 presents the UNIVERSITY INFRASTRUCTURE at the University level that are needed for the P&PBE standards to be realised. These infrastructure standards are not part of the Course Performance Report. It is recommended that CLTC receive a report on these infrastructure matters via the DVCs (Administration and Academic).

THE SCOPE OF THE STANDARDS

This set of standards refers to professional education (courses) focussing on practice-based education. Foundation courses (e.g. Bachelor of Science with no occupational focus) are not included in the category of professional education. There are few such courses at CSU. Foundation course teams could benefit from reflecting upon the standards and benchmarking process as part of their ongoing reviews. Other standards and expectations relating to first year experience etc are relevant to the Foundation courses.

DERIVATION OF THE STANDARDS

The P&PBE course standards presented in this document have been derived from a number of sources. The primary sources of information were gained from key authors in higher education literature, the Bologna Process, the European Association for Quality Assurance, the European Tuning Project, the Dublin Descriptors, the Quality Assurance Agency (UK), and the Australian Learning and Teaching Council standards working party site. CSU Staff have had extensive input to the development of these Standards.
### Table 1. COURSE GOALS AND THEIR LEARNING OUTCOMES

Students will demonstrate by the completion of the course the following capabilities and attributes as expected of graduates entering their professional communities and workplaces.

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>MEANING</th>
<th>STANDARDS</th>
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</table>
| PROFESSIONALISM AND CITIZENSHIP | Capabilities and attributes:  
  - Accountability  
  - Ethical conduct  
  - Trustworthiness and respect  
  - Dedication  
  - Commitment to professional values  
  - Life-long learner  
  - Social inclusion and acceptance of diversity  
  - Contribution to the wellbeing of society  
  - Commitment to quality  
  - A global perspective of practice  
  - Understanding of sustainability in financial, social and environmental senses  
  - Reflective practitioner | 1. Demonstrate commitment, and an ability to undertake life-long learning through reflection, self-evaluation and self-improvement.  
  2. Exhibit qualities and behaviours consistent with professional values informed by social justice, global citizenship, Indigenous and cultural competencies and inclusion principles.  
  3. Explain how practice is informed by knowledge of continuous quality improvement, sustainability and global trends in practice. |
| PROFESSIONAL JUDGEMENT | Capabilities and attributes:  
  - Critical reflection  
  - Analytical  
  - Constructive criticism of own practice  
  - Flexibility and ability to manage change  
  - Problem solving capability  
  - Creativity  
  - Ethical decision making ability  
  - Practise according to the law | 4. Demonstrate critical and creative decision making and problem solving that is context-relevant.  
  5. Make work-related decisions that are aligned with professional values, standards and ethics and address legal requirements.  
  6. Demonstrate accountability by being able to report and articulate the basis for professional decisions and actions. |
| COMMUNICATION AND INTERACTIONS | Capabilities and attributes:  
  - Communication according to professional values and boundaries  
  - Supportive communicator  
  - Cultural competence (particularly in relation to Indigenous and multicultural Australia)  
  - Confidentiality  
  - Team worker  
  - Collegiality and collaboration | 7. Demonstrate ethical, respectful, supportive and culturally competent communication and interaction consistent with professional codes of practice.  
  8. Demonstrate proficient and professional communication, through a variety of delivery media/modes to specialist and non specialist audiences.  
  9. Demonstrate teamwork abilities, leadership, collegiality, conflict management and professional conventions at the level of an emerging professional. |
| INFORMATION LITERACY | Capabilities and attributes:  
  - Ability to access new information  
  - Ability to judge information applicability to a specific work setting  
  - Synthesise information from multiple sources  
  - Produce reports and presentations utilising multiple forms of media | 10. Demonstrate an ability to critique new information and determine its relevance to a given situation.  
  11. Demonstrate efficacy in the use of information and communication technologies as part of:  
    a) learning  
    b) professional practice. |
| PROFESSIONAL COMPETENCE AND WORK READINESS | Capabilities and attributes:  
  - Profession knowledge  
  - Profession skills  
  - Ability to integrate theory with practice  
  - Knowledge of and ability to work within relevant legislation  
  - Competence in safe work practices and knowledge of relevant OH&S policies  
  - Competence in discipline/ profession knowledge and skills  
  - Initiative  
  - Ability for independent work | 12. Demonstrate the discipline-specific technical capabilities of a beginning practitioner or professional.  
  13. Integrate discipline, practical and social knowledge and skills in contemporary professional practice.  
  14. Demonstrate an understanding of legal and ethical requirements and the boundaries in which to work.  
  15. Recognise and respond appropriately to unsafe practice.  
  16. Demonstrate an ability to plan and manage workloads. |
Table 2. LEARNING AND TEACHING ACTIVITIES AND PROCESSES

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

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CURRICULUM DESIGN (planned content, learning activities and assessment)</td>
<td>17. The formal curriculum reflects PBE goals (dimensions making up Table 1) and good practice (see Appendix 1 Guidelines for Good P&amp;PBE Education).</td>
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<td>18. Curriculum mapping is in place with:</td>
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<td></td>
<td>a) constructive alignment of P&amp;PBE goals, learning activities and assessment</td>
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<td></td>
<td>b) a range of learning opportunities relevant to preparation for practice</td>
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<td></td>
<td>c) relevant sequencing of learning activities and content (particularly theory and practice).</td>
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<td>19. Relevant stakeholders such as students, industry partners and community partners are involved in curriculum design.</td>
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<tr>
<td>CURRICULUM REVIEW (continuous quality improvement)</td>
<td>20. The curriculum is regularly reviewed internally to ensure the PBE standards are addressed.</td>
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<td>21. The curriculum is subject to external scrutiny to ensure that external expectations of professional education are addressed.</td>
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<tr>
<td></td>
<td>22. Relevant stakeholders including students, industry partners and community partners are involved in curriculum review.</td>
</tr>
<tr>
<td>RISK MANAGEMENT OF THE CURRICULUM</td>
<td>23. Staff in WPL placements ensure a relevant balance between student learning and client services priorities and appropriate levels of student supervision.</td>
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<td></td>
<td>24. Relevant processes are in place to manage risks (legal, health, safety, environment, values, ethics, reputation) for students, site, university.</td>
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<td>25. Recognise and address the risks inherent in any mal-alignment between the hidden and planned curricula.</td>
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<tr>
<td>(ACTUAL) PBE TEACHING AND LEARNING ACTIVITIES</td>
<td>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).</td>
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<td></td>
<td>27. Strategies other than teacher–led learning and assessment activities (e.g. self-directed and peer learning/assessment).</td>
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<td>28. Learning activities include considerations 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.</td>
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<td></td>
<td>29. Distance students have learning activities to develop practice skills, cultural capabilities, interactive skills, professional identity etc.</td>
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<td>30. Assessment activities that accurately evaluate and promote learning related to the goals in Table 1 and identify the need to take action (e.g. with failing students).</td>
</tr>
<tr>
<td>INCLUSION OF WIL/WPL ACTIVITIES</td>
<td>31. Provide WPL activities to gain real-world and/or simulated experiences to develop sound decision making in practice.</td>
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<td>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.)</td>
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<td></td>
<td>33. Assessment methods promote learning as well as evaluating the students' practice ability.</td>
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</table>
Table 3. LEARNING AND TEACHING INFRASTRUCTURE

The Course Director is responsible for evaluating the standards in Table 3. A report of the attainment of these will be forwarded to the relevant Dean of the Faculty. The Course Director is not responsible for rectifying any deficiencies; this responsibility lies with the Dean of the Faculty.

Resources and processes will adequately support the attainment of the Standards

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>STAFFING (numbers, expertise)</td>
<td>34. Skilled staff that can provide effective learning to a diverse range of students are available and accessible in appropriate numbers.</td>
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<td></td>
<td>35. Staff collectively have a range of expertise and experience including relevant theoretical and scholarly knowledge and relevant professional experience. A whole course approach is required to achieving and improving the standards.</td>
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<tr>
<td>STAFF SUPPORT AND DEVELOPMENT SYSTEMS</td>
<td>36. Staff have support for quality teaching e.g. workloads that provide adequate time for teaching, curriculum development and career advancement.</td>
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<td>37. Staff development opportunities/systems are in place to enhance teaching.</td>
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<tr>
<td>STUDENT SUPPORT SYSTEMS</td>
<td>38. Learning support schemes are available to students to develop their learning skills, information literacy, etc and to remediate learning difficulties.</td>
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<td>39. Systems and schemes are in place to support students’ and their participation in learning opportunities (e.g. WPL placements).</td>
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<tr>
<td>ON-CAMPUS WORKPLACE LEARNING ENVIRONMENTS</td>
<td>40. To enable students to gain relevant work experience either to complement real world experience or where real world workplace learning is not feasible, the school/faculty provides alternative learning opportunities e.g. via simulated learning and workplaces or university clinics/farms etc.</td>
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<td></td>
<td>These strategies provide for:</td>
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<td>- developing practice skills and knowledge of the profession/occupation</td>
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<td></td>
<td>- developing professional identity</td>
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<td></td>
<td>- learning to work in practice communities</td>
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<td></td>
<td>- developing relevant interaction and social capabilities</td>
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<td></td>
<td>- developing professional decision making and self-appraisal skills.</td>
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<td></td>
<td>41. Resources create an up-to-date practice-relevant setting that enables students to experience their practice world e.g.</td>
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<tr>
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<td>- real/simulated clients</td>
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<tr>
<td></td>
<td>- practice workloads</td>
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<td></td>
<td>- real or simulated interactions with practice communities, clients and local communities.</td>
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<td></td>
<td>42. Staff provide sound role models for the occupation/profession/discipline.</td>
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<tr>
<td>LEARNING RESOURCES</td>
<td>43. Resources available to staff and students to promote student practice-based learning are:</td>
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<td></td>
<td>- relevant to P&amp;PBE goals/outcomes (See Table 1)</td>
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<td>- accessible and sufficient (in numbers)</td>
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<td></td>
<td>- current</td>
</tr>
<tr>
<td></td>
<td>- quality</td>
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The Course Director is responsible for evaluating the standards in Table 3. A report of the attainment of these will be forwarded to the relevant Dean of the Faculty. The Course Director is not responsible for rectifying any deficiencies; this responsibility lies with the Dean of the Faculty.

Resources and processes will adequately support the attainment of the Standards

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**PLACEMENTS OR WORK TO PROVIDE WPL**

44. Venues available that provide for:
- developing practice skills and knowledge of the profession/occupation
- developing professional identity
- learning to work on practice communities
- developing relevant interaction and social capabilities
- developing professional decision making and self-appraisal skills.

45. Resources create an up-to-date practice-relevant setting that enables students to experience their practice world including:
- real clients
- practice workloads
- real interactions with practice communities, clients and local communities.

46. WPL site-based staff (in adequate numbers) provide sound role models and supervision as practitioners of the occupation/profession.

47. Site-based WPL staff are well informed about the relevant university curriculum and student learning/preparation prior to placements.

48. Staff development programs are available for site-based WPL staff.

**WPL MANAGEMENT SYSTEM**

49. An effective computerised system1 is in place to manage student placements, record grades and monitor placement quality.

50. An appropriate system is in place for communicating with WPL partners.

51. CSU WPL staffing (coordinators, administrators, sub deans) are appropriate to support WPL in terms of:
- number
- workload
- preparation for role.

52. Support for WPL staff is appropriate for:
- staff development
- career opportunities
- resourcing.

53. Relevant agreements are in place to ensure the quality, sustainability and risk management of placements.

54. WPL educators (on site) are appropriate to meet the learning goals and expectation of the course/students in terms of numbers and quality training.

55. WPL site-based liaison staff (if appropriate/needed) support the goals and standards of the course.
<table>
<thead>
<tr>
<th><strong>DIMENSIONS</strong></th>
<th><strong>STANDARDS</strong></th>
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</table>
| **STAFF SUPPORT, PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEMS** | 56. Staff have support for quality teaching e.g. workloads that provide adequate time for teaching, curriculum development and career advancement.  
57. Staff development opportunities/systems are in place to enhance teaching.  
58. Performance management systems are in place to enhance staff performance in support of achievement of the course standards.  
59. A whole course approach is required (involving all staff/subjects within a course) to achieving and improving the standards. |
| **STUDENT SUPPORT SYSTEMS** | 60. Learning support schemes are available to students to develop their learning skills, information literacy, etc and to remediate learning difficulties.  
61. Support systems and schemes are in place to support students learning and their participation in learning opportunities. |
| **LEARNING SPACES THAT SUPPORT P&PBE GOALS**  
Including: Classrooms, Learning Commons | 62. On-campus formal and informal teaching/learning venues that provide for:  
- discourse and debates on the trends, practices and challenges of the profession/occupation  
- practising technical skills of the profession/occupation  
- developing relevant interaction and social capabilities  
- research and information literacy skills.  
- accessibility (and booking) of suitable venues.  
- implementation of agreed teaching and learning strategies (as approved in course approvals).  
63. Venues are sufficient to meet student numbers, accessibility.  
64. Venues are well supplied with teaching and learning resources including IT/flexible learning systems. |
| **E-LEARNING RESOURCES e.g. Interact, computer laboratories** | 65. Formal and informal teaching/learning and e-learning venues (accessible by on campus and distance students, plus students on placements) that provide for:  
- discourse and debates on the trends, practices and challenges of the profession/occupation  
- practising technical skills of the profession/occupation  
- developing relevant interaction and social capabilities  
- research and information literacy skills.  
- accessibility (and booking) of suitable venues.  
- implementation of agreed teaching and learning strategies (as approved in course approvals).  
66. Effective strategies for managing system malfunctions that hinder the delivery of quality learning and teaching. |
| **LEARNING RESOURCES VIA LIBRARY AND LEARNING COMMONS** | 67. The Library, LTS and Learning Commons provide extensive and flexible learning resources relevant to all courses that are accessible to all students (including students on placements).  
68. Digital and print media are available to support P&PBE. |
| **CONTINUOUS QUALITY IMPROVEMENT STRATEGIES & ORGANISATIONAL CULTURE** | 69. Performance development.  
70. Policies enhancing quality. |
DEFINITIONS AND ABBREVIATIONS

Professional Education refers to professional entry education at undergraduate degree or graduate-entry level. Professional Education in broad terms includes a wide range of educational endeavours that prepare graduates for professional work after graduation. This includes most courses at CSU apart from the Foundation courses with no specific occupational focus.

Practice-Based Education (PBE) refers to grounding education in goals, content and strategies that direct students’ learning towards preparation for practice roles post graduation. PBE is best understood as a curriculum framework that can be shaped to fit the particular situation (e.g. course, discipline, profession, location, resources). Within the framework PBE is manifest in subject, stream and activity level strategies such as goal setting and teaching, learning, assessment and program coordination-evaluation activities. PBE can occur in on-campus, workplace, distance, e-learning, self-directed and workplace learning components of curricula. PBE can adopt multiple approaches including problem-based learning, workplace learning (WPL), blended and flexible learning and interprofessional learning.

Workplace Learning (WPL) is part of PBE. Workplace learning, also known as work-integrated learning, practicums and professional practice, professional experience, internships, intra-mural and extra-mural placements, fieldwork and clinical placements, allows students to learn through direct implementation of their professional roles in real workplace settings. Workplaces may encompass on-campus and off-campus facilities. Commonly such learning involves supervision to provide safeguards and ensure duty of care towards clients and students. (Academic Senate May 2010)

A WPL subject, for the purposes of coding in CASIMS and OES, should be defined as:

- The subject must be completed for academic credit.
- The subject must have a work placement making up greater than 75% of the learning activities.
- Work placement is where students engage in real world, not simulated, work activities.
- The work placement must occur in a real world workplace or a CSU operated clinic, farm, radio station, winery etc. That is, the work placement can be owned or operated by industry/professional partners or by the University.

This CASIMS definition does not include:

- Workplace experience that is not for credit towards the completion of the course.
- Compulsory work experience that is outside of a formal subject in which students enrol.
- Hybrid subjects where there is workplace experience AND distance or on campus components of the subject.

The term “Curriculum” is taken to mean: “the sum of the experiences students engage in and acquire as a result of learning at university and the factors that create these experiences. This includes explicit, implicit and hidden aspects of the learning program, and experiences that occur incidentally (alongside) the formal curriculum. The curriculum is intentional teaching, content, assessment and inevitable as well as unintentional messages to learners created through role modelling by teachers and fieldwork educators, through assessment schedules, learning climate, infrastructure (resourcing, facilities, staffing, administrative and support systems), university communities and additional experiences (e.g. sporting, social) that are part of university life.” (Higgs, 2009)

STATUS: In October 2010 Academic Senate (CSU) accepted the P&PBE Standards as descriptors of excellence and determined that these standards would be incorporated into the Student Experience and Course Profile Plans in the 2011-2015 University Strategic Plan.

Reference:
Higgs J, 2009, Professional and Practice-Based Education at Charles Sturt University, The Education for Practice Institute, CSU, North Parramatta.

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http://www.csu.edu.au/division/landt/efp/