

Table 1.3. Learning and teaching infrastructure

DIMENSIONS	STANDARDS
STAFFING (numbers, expertise)	34. Skilled staff that can provide effective learning to a diverse range of students are available and accessible in appropriate numbers.
	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 achieve and improve the standards.
STAFF SUPPORT AND DEVELOPMENT SYSTEMS	36. Staff have support for quality teaching, e.g. workloads that provide adequate time for teaching, curriculum development and career advancement.
	37. Staff development opportunities/systems are in place to enhance teaching.
STUDENT SUPPORT SYSTEMS	38. Learning support schemes are available to students to develop learning skills, information literacy, and to remediate learning difficulties.
	39. Systems and schemes are in place to support students and their participation in learning opportunities (e.g. WPL placements).
ON-CAMPUS WORKPLACE LEARNING ENVIRONMENTS	40. To enable students to gain relevant work experience either to complement real-world experience or, when 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. These strategies provide for: – developing practice skills & knowledge of the occupation – developing professional identity – learning to work in practice communities – developing relevant interaction and social capabilities – developing professional decision-making and self-appraisal skills.
	41. Resources create an up-to-date practice-relevant setting that enables students to experience their practice world, e.g. – real/simulated clients – practice workloads – real/simulated interactions with practice communities, clients and local communities.
	42. Staff provide sound role models for the occupation/profession/discipline.

Table 1.3. (continued)

DIMENSIONS	STANDARDS
LEARNING RESOURCES	43. Resources available to staff and students to promote student practice-based learning are: – relevant to P&PBE goals/outcomes (see Table 1.1) – accessible and sufficient (in numbers) – current – of high quality.

## CONCLUSION

So, how can educators move from the *idea* of PBE to the *practice* of PBE? And how can we define and realise good PBE? The first proposal presented in this chapter is that these outcomes need to be achieved by realising, concurrently and in harmony, the four dimensions: the practice the graduates will enter; the educational paths, experiences and opportunities upon which this preparation for and development of practice builds; the contexts for learning and practice; and the pursuit and facilitation of quality processes and outcomes. An important consideration for PBE is understanding and utilising relevant educational theory to frame educational strategies and practice. The second proposal is that universities need to provide *higher* education that is suited to the needs of its stakeholders. Linked to this argument is the way educators and educational systems shape the quality of higher education through setting and reviewing educational standards.

A set of standards for professional and PBE is presented here. Addressing these standards through curricula and pedagogy offers a framework to realise approaches to PBE that can enhance professional practices for the benefit of professionals and their clients.

## ACKNOWLEDGEMENTS

*The provision of Australian Learning and Teaching Council funding to support this work through a fellowship program is gratefully acknowledged.*

## NOTES

<sup>1</sup> Professional education is the broad context. PBE provides the curriculum framework.

<sup>2</sup> <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>

<sup>3</sup> <http://www.enqa.eu/>

<sup>4</sup> <http://www.enqa.eu/>

<sup>5</sup> <http://www.unideusto.org/tuningeu/>

<sup>6</sup> [http://www.ted.ie/ypeao/academic-development/assets/pdf/dublin\\_descriptors.pdf](http://www.ted.ie/ypeao/academic-development/assets/pdf/dublin_descriptors.pdf)

<sup>7</sup> <http://www.qaa.ac.uk/>

<sup>8</sup> <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-brief-guide.aspx>