# Activity aimed at continuous Improvement in CSU (2004 – 2008)

**Organisational Unit/Faculty/Division/Section**: The Education for Practice Institute (EFPI)

**Contact**: Professor Joy Higgs

**Time period (Start-End dates)**: March 2007-March 2009

<table>
<thead>
<tr>
<th>Formal Name of Activity</th>
<th>Acronym: EFPI Review Mar 2009</th>
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<td><strong>Background</strong></td>
<td>In 2007 Charles Sturt University established two teaching institutes to provide support for achieving the University vision of leadership in education for the professions and flexible delivery of learning and teaching. In 2007 The Education For Practice Institute was established and Professor Joy Higgs was appointed as Director.</td>
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<td><strong>Description</strong></td>
<td>This document reports on a review of the first two years of operation. This is part of the ongoing schedule of Continuous Quality Improvement reviews at CSU. It is the first review of the Institute in this scheme. The review examined the goals and scope of operations of the Institute.</td>
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<td><strong>Conduct</strong></td>
<td>The review was conducted by the staff of the EFPI led by the Director, Professor Joy Higgs. Meetings were held among the staff and consultation occurred in relation to the preparation of the 2007 and 2008 annual reports of the Institute. Input from the EFPI Advisory Board was obtained. Feedback received from the DVC (Academic), key stakeholders (in particular the Professional Experience Network (PEN)), and global partners is incorporated.</td>
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| **Outcomes**            | The review a) documented major activities that were completed during 2007-8  
  - The operating system and infrastructure of EFPI was established.  
  - An Institute management committee and Advisory Board were set up  
  - A website was set up for EFPI: http://www.csu.edu.au/division/landt/efp/index.html  
  - Activities focussed on research, scholarship, staff development, consultation  
  - PhD students were recruited, supervised and trained  
  - Internal (CSU) connections were established with key stakeholders particularly PEN and Faculties  
  - External connections were made with the Australian Collaborative Education Network and the World Association for Cooperative Education  
  - A program of EFPI seed grants was set up to promote research in practice-based learning.  
  - A program of EFPI teaching fellows was commenced to provide staff with the opportunity to engage in an in-depth exploration of learning and teaching practice through research and practice development  
  - Global alliances were established with key international partners  
  - Events were conducted with CSU and global partners to advance practice-based education.  
  
b) provided input to strategic planning for 2008-9  
  
The following reports were produced to communicate reports and plans to stakeholders:  
  - Jul 2007 Strategic Plan document to CSU Teaching and Learning Committee  
  - Feb 2008 Progress review report to VCF  
  - Mar 2008 Report to EFPI Advisory Board  
  
The most substantial changes arising from these reviews include:  
  - Expansion in staff profile in conjunction with expanded workload  
  - Expansion in office space  
  - Review of scope of the Institute’s operations to encompass practice-based learning across curriculum interests rather than a more specific focus on fieldwork (practicum) education  

| **Follow up**           | During 2009 three activities are planned that will provide further review and input to ongoing strategic development:  
  - In October 2009 AUQA will conduct an audit at CSU. Theme 2 of this audit deals with Professional Education and Practice-Based Learning. EFPI has been instrumental in preparing for this audit. Feedback from AUQA will be used as part of planning for future EFPI directions.  
  - In spring 2009 meetings between EFPI and PEN will review progress and future directions of the activities of both groups and future collaborations.  
  - Annual strategic planning by EFPI will occur in Sep-Oct 2009. |
| **Other Comments**      | Ongoing review and adjustment of plans will continue to occur in response to feedback and changing contexts. |