



## Staff Scholarly Activity and Professional Development Policy and Procedure

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<b>Responsible Officer</b>	Dean
<b>Approving authority</b>	Academic Board
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<b>Related Documents</b>	Staff Recruitment and Selection Policy and Procedure Performance Review, Management and Recognition Policy and Procedure Staff Induction Policy and Procedure Teaching Workload Policy and Procedure
<b>HESF (Threshold Standards) 2021</b>	3.1.2; 3.2.2; 3.2.3; B1.1.2

### 1. Purpose

This Policy and Procedure seeks to encourage, guide and underpin a culture of scholarship throughout the Australian Institute of Higher Education Pty Ltd ('the Institute'), in compliance with the Higher Education Standards Framework (Threshold Standards) 2021 requirements for Higher Education Providers. In addition, it expresses and supports the commitment of the Institute to the ongoing professional development of its staff.

### 2. Principles

The key principles informing this Policy and Procedure are:

- that the Institute will support scholarship and professional development activities in accordance with the Teaching Workload Policy and Procedure;
- that a commitment to scholarship and professional development is a joint responsibility shared by individual staff members, managers, and the Institute;
- that staff members are encouraged to seek appropriate opportunities for scholarship and professional development internally and externally;
- that managers and supervisors are expected to ensure access to relevant staff scholarly and professional development activities for individuals and/or groups of staff; and
- that academic staff undertake scholarly activities which inform knowledge of contemporary developments in their respective disciplines, and in teaching practices.

### 3. Context

This Policy and Procedure has been developed to address the Institute's ongoing commitment to nurturing a culture of scholarship and professional development, as well as ensure that:

- all staff have the opportunity to keep up to date with recent advances or trends in their professional field, in order to meet their fullest potential.
- the quality of teaching and research at the Institute, and its professional capacity, is of the highest possible standard.

#### 4. Scope

This Policy and Procedure applies to all employees of the Institute, and in particular, permanent and sessional/casual academic staff of the Institute.

#### 5. Definitions

See the *AIH Glossary of Terms* for definitions.

#### 6. Policy details

##### 6.1 Scholarship

Academic staff are required to undertake scholarly activity as part of their employment and professional development at the Institute. Scholarship is demonstrated through a range of scholarly activity (see Actions and Responsibilities below), overseen by the Board of Directors and Academic Board. The Dean/Director of Teaching and Learning and Associate Dean (Scholarship) are responsible for developing a framework for encouraging and facilitating scholarship with academic staff in accordance with their discipline area, and are accountable for ensuring academic staff meet their scholarly activity plans (see Annexure 1) each year.

As disciplinary specialists, academics are expected to keep up to date with contemporary developments in their discipline or field, which is informed by continuing scholarship, research, or advances in practice. Moreover, it is expected that academics continue to hone their skills in contemporary teaching, learning and assessment principles relevant to their teaching contexts. The Institute commits the resources necessary to facilitate scholarship and provides a supportive framework for academics to engage in scholarly discourse both within the Institute and externally.

Excellence in teaching is an outcome of the interaction of deep knowledge in the discipline and an understanding of teaching and learning paradigms. Academics who have a deep disciplinary knowledge are more likely to go beyond simple didactic instruction; they may use a variety of student-centred teaching techniques such as experiential and discovery methods. Scholarship that links the content of the units with quality teaching methodologies will assist staff to reflect critically on both unit content and teaching and

learning processes.

## 6.2 Professional Development

The objectives of engaging with professional development are to:

- Improve the performance of staff in their current positions;
- Prepare staff to handle more senior and more demanding positions in the future;
- Equip staff with general management and people management skills;
- Ensure that all staff, permanent and sessional/casual, are able to effectively support the Institute and its students;
- Prepare for future changes and developments in the Institute and the education sector;
- Maintain staff morale and motivation;
- Obtain the best 'fit' between the individual and the Institute; and
- Keep updated with latest regulatory requirements for effective implementation.

## 7. Actions and Responsibilities

### 7.1 Scholarship

#### 7.1.1 Scholarly Activities

At the Institute, a number of different activities are considered scholarly as long as they advance knowledge or professional practice in a field, or transmit advances through contemporary approaches to teaching and learning. This list is not exhaustive and other activities may be approved as scholarly activities by the Dean/Director of Teaching and Learning.

The TEQSA Guidance Note on Scholarship (2022) has the following definition: 'scholarship' refers to those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field.

In accordance with the Higher Education Standards 3.2, all scholarly activities conducted at the Institute and in benefit of support from the Institute must inform teaching practices. To assist academic staff with planning and achieving annual scholarly outputs, the Institute has allocated points to each activity type (See Annexure 2):

- A full-time academic staff member must achieve a minimum of 100 points per year; this amount is pro-rated based on fractional appointments.
- Casual academic staff must achieve points based on pro-rated annual FTE.

The main scholarly activity categories are detailed below:

## **Academic Publications and Presentations**

These activities include:

- academic books or book chapters
- journal articles
- conference paper/presentation
- panel discussants, keynote speakers or invited speakers.

Low-risk research activities may be conducted in the discipline of Teaching and Learning. Academic staff working at the Institute who wish to conduct research that is supported by the Institute either through in-kind or financial support must seek approval from the Academic Board, and the Ethics Committee, when required. The Institute will only support research conducted by staff who are qualified, skilled and experienced, or overseen by other staff members who have these capabilities, and for research activity which is assessed as responsible and low risk with regards to safety, welfare, and ethics and is relevant to discipline areas of the Institute. Staff may apply using the form in Annexure 3.

## **Engagement and Contributions to Professional Practice relevant to Teaching Discipline**

The Institute supports academic staff to be active in professional associations and industry groups associated with their area of expertise as a means of maintaining industry relevance and relationships. Engagement must involve activities which advance knowledge or practice in the industry field.

- Active membership of a Steering Committee or Board with tangible outputs that could be classified as scholarly outputs as per the definition.
- Delivery or presentations, seminars or workshops.
- Publication of industry articles, case studies or similar.

The Institute strongly encourages all academic staff to be members of relevant academic associations and societies. These may include regional, state, national and international associations and societies. As having a membership is not considered a scholarly output, academic staff are required to use these engagements to produce scholarly outputs.

## **Engagement in Curriculum Development**

Academic staff may contribute to or lead curriculum development projects. Curriculum developments or updates may be considered scholarly activity if they have been informed by scholarship.

## **Further Qualifications**

Academic staff may complete further qualifications relevant to the discipline of Teaching and Learning, or the academic staff member's teaching area of expertise.

## Peer Review

Academic staff may complete benchmarking or peer review projects that need peer contribution from an academic member in recognition of their expertise in the teaching area or the discipline of teaching and Learning. These could include:

- Peer review projects including book chapters, books, journals and conference articles.
- Editor for a journal.
- External reviewer of theses submissions from higher education and tertiary institutions.
- Other submissions from educational institutions, government-related work that pertains to their field.

### 7.1.2 Responsibilities

It is expected that all academic staff, including permanent and sessional/casual staff, will be engaged in scholarly activities.

- Academic Board oversees the annual scholarly activity output and provides recommendations to the Board of Directors and assesses low-risk research applications.
- The PEO approves annual scholarly activity plans presented by the Dean/ Director of Teaching and Learning and reports outcomes to the Board of Directors.
- The Dean/Director of Teaching and Learning collates and endorses individual academic scholarly activity plans and, together with the Program Managers, monitors progress twice a year. In conjunction with the Associate Dean Scholarship, the Dean also reports outcomes to the Academic Board via an annual report.
- Academic staff plan and implement their own individual scholarly activity plans. Academic staff are responsible for engaging in scholarly activity to remain current in their discipline, engage in professional practice, and inform their teaching practices. Whilst this may vary in quality and quantity across academic staff levels, all academic staff will be supported in a manner that reflects their individual appointment level, expertise and professional development needs. Scholarly activity may be conducted individually, or in collaboration with other academic members of staff. Sessional academic staff will be supported to the extent of their contracted time at the Institute.

### 7.1.3 Process and Monitoring

The process for academic staff to develop and implement their scholarly activity plans is as follows:

1. All academic members submit to the Associate Dean (Scholarship) an annual plan for scholarly activity. The relevant form is attached as **Annexure 1**. The amount of activities needs to sum to 100 points annually, pro-rated for fractional appointments, shown in **Annexure 2**.
2. The Associate Dean (Scholarship) will recommend plans to the Dean/Director of Teaching and Learning, who will review and endorse plans for submission to the PEO. The plans will be assessed, as per the Teaching Workload Policy and Procedure, before advising the staff member of the level of support that will be provided.
3. If approved, the Associate Dean (Scholarship) will monitor progress and provide mentorship.
4. The outcomes of the plan will be discussed retrospectively as part of the annual performance review cycle with each staff member.
5. The Dean/Director of Teaching and Learning will provide an annual report to the Academic Board summarising the types of scholarly activities undertaken by each academic staff member in the preceding 12 months. The Academic Board will review and respond to the effectiveness of the policy and procedure based on the outputs and provide recommendations to the Board of Directors.

## 7.2 Professional Development

### 7.2.1 Role of Executive Management

The professional development function forms part of the suite of duties undertaken by members of the Executive Leadership Team who take responsibility for the following tasks:

- a. Coordinating professional development activity;
- b. Arranging for the conduct of training courses;
- c. Maintaining staff professional development policies and procedures;
- d. Providing assistance to managers in carrying out their training and professional development responsibilities;
- e. Assisting in analysing professional development needs; and
- f. Designing and conducting professional development programs to meet specific needs.

### 7.2.2 Staff Induction

The Institute will provide a comprehensive induction program for all new staff members to ensure access to:

- a. information on the Institute's Mission, Goals and Strategic Business Plan; governance and policy framework; organisational structure and core values; work health safety; and conditions of employment; and
- b. support, development and training in core skills or capabilities required for the carrying out of duties related to the position.

All new staff members are required to participate in the Institute's induction program. Refer to the Induction Policy and Procedure for further information.

### 7.2.3 Individual Professional Development Plans

An important component of staff professional development is the planning and discussion of each staff member's professional development and career development opportunities. It is recommended that each staff member develops, in consultation with their manager, a professional development plan. The staff member, with the support of their manager, will actively implement the professional development plan and summarise progress and outcomes of the plan during the staff members annual performance review.

Managers have a responsibility to ensure the effective planning, support, monitoring and implementation of individual professional development plans.

### 7.2.4 Monitoring Participation in Professional Development

The Institute will undertake monitoring of staff participation in professional development activities. Updates will be reported to the Executive Leadership Team.

## 8. Legislation

This Policy and Procedure comply with the Higher Education Standards Framework Threshold Standard 3.1 (Course Design), which specifies that:

3.1.2 The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:

- a. current knowledge and scholarship in relevant academic disciplines
- b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and

- c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.

This Policy and Procedure also comply with the Higher Education Standards Framework Threshold Standard 3.2 (Staffing), which specifies that:

3.2.2 The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.

3.2.3 Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:

- a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice, and
- b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
- c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.

Part B of the Higher Education Standards Framework indicates the criteria for Higher Education Provider categories. Under the B1.1 ('Institute of Higher Education' category), the Institute must comply with the following:

B1.1.2 The higher education provider's academic and teaching staff are active in scholarship that informs their teaching, and active in research when engaged in research student supervision, supported by the provider.

## 9. Version Control

This Policy and Procedure has been endorsed by the Australian Institute of Higher Education's Academic Board as at October 2024 and is reviewed every 3 years. The Policy and Procedure is published and available on the Australian Institute of Higher Education website <http://www.aih.edu.au/> under 'Policies and Procedures'.

<b>Change and Version Control</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
2016-2	Registrar	Updated template.	6 July 2016	6 August 2016
2017-1	Ms McCoy	Restructured document; added table at beginning	22 February 2017	6 March 2017



2019-1	Principal	Policy owner, responsible and contact officer updated to Principal, and Section 1, 2 and 6.	4 December 2019	5 December 2019
2020-1	CEO	Updated title from Principal to CEO	8 February 2020	8 February 2020
2022-1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2022.2	CEO/Dean	3 year review cycle, no recommended changes	28 September 2022	29 September 2022
2023.1	Dean/Program Managers	Minor updates following department policy review Policy owner changed from CEO to Dean	5 <sup>th</sup> April 2023	6 <sup>th</sup> April 2023
2024.1	Head of Quality Assurance / Associate Dean (Scholarship)	Merged Scholarly Activity Policy and its associated Procedure with the Staff Professional Development Policy and its associated procedure; updated information pertaining to scholarship in Policy Details; removed information pertaining to budget allocation and seminar series; updated process and monitoring information; updated Legislation section.	9 October 2024	10 October 2024

## Annexure 1: Scholarly Activity and Professional Development Plan

# AIH Scholarly Activity and Professional Development Plan <insert year>

In alignment with the Staff Scholarly Activity and Professional Development Policy and Procedure, please complete this form and return to the Dean/Director of Teaching and Learning for review by 17<sup>th</sup> January <insert year>.

Staff Details	
FTE	
Employment Type	
Position	
Name	
Faculty	
Academic Qualifications in order of AQF level	
Teaching and Learning Qualifications	

Checklist	
Updated CV attached (check the box)	<input type="checkbox"/>
Table 1 completed (check the box)	<input type="checkbox"/>
Table 2 completed (check the box)	<input type="checkbox"/>
Table 3 completed (check the box)	<input type="checkbox"/>
Table 4 completed (check the box)	<input type="checkbox"/>

**Table 1 – Professional Development Activity Review <insert year>**

Year	Date	Month	Activity	Relevance to role	Hours required for activity	Total cost of activity	Total cost supported by AIH
					Total hr:	Total \$	

**Table 2 – Professional Development Activity Plan <insert year>**

Year	Date	Month	Activity	Relevance to role	Hours required for activity	Total cost of activity	Total cost supported by AIH
					Total hr:	Total \$	

**Table 3 – Scholarly Activity Review <insert year>**

Year	Date	Month	Activity Type	Activity	Relevance to units taught at AIH	Explain how this Informs Teaching	Explain how this Informs Practice	Hours required for activity	Total cost to AIH	Activity Points	Harvard Reference (if relevant)
				Journal article etc.							
								Total hr:	Total \$	Total points:	

**Table 4 – Scholarly Activity Plan <insert year>**

Year	Date	Month	Activity Type	Activity	Relevance to units taught at AIH	Explain how this Informs Teaching	Explain how this Informs Practice	Hours required for activity	Total cost to AIH	Activity Points	Harvard Reference (if relevant)
				Journal article etc.							
								Total hr:	Total \$	Total points:	

## Annexure 2: The Institute’s points allocation for scholarly activities

The following points system will be reviewed regularly and can be adjusted depending on the scope of each activity. These should be referred to as a guide with the aim of supporting academic staff to plan their annual activities.

Individual scholarly activity plans will be reviewed annually by the Dean/Director of Teaching and Learning, and approved by the PEO in-line with the Teaching Workload Policy and Procedure.

The following Table provides a list of indicative evidence to support claims of Scholarly Activity around the identified theme areas. This is not an exhaustive list and staff may provide other evidence explaining their contributions. For each activity, the points awarded should correspond to the number of hours dedicated to its completion.

Activity Type	Activity	Points
<b>DESIGN</b>		
<b>Contemporary methodologies and practices</b>	Innovative curriculum design - evidenced by: <ul style="list-style-type: none"> <li>a) Developing innovative curriculum to address reform issues for 21<sup>st</sup> Century skill requirements</li> <li>b) Changing traditional thinking of AIH current curriculum practices and provide recommendations for improvement</li> <li>c) Developing technology tools to enhance student learning</li> </ul>	40
	Learning for diversity of student cohort <ul style="list-style-type: none"> <li>a) Developing well-designed learning and assessment materials to suit a diverse student cohort that enables them to develop skills and be active learners and assessment of efficacy</li> </ul>	40
	Feedback and reflection on student performance <ul style="list-style-type: none"> <li>a) Research best practice on reflections of student performance and how this can be measured</li> <li>b) Research and provide implementation strategy on how to provide students with best practice feedback to develop their understanding of their responses and assessment of efficacy</li> </ul>	20
	Academic integrity	20

	a) Research, recommendations and solutions for best practice academic integrity	
<b>DISCOVERY</b>		
<b>New knowledge across study areas</b>	Delivery methods/collaborative learning – evidenced by: a) Researching, learning and engagement with a more collaborative learning methodology b) Developing resources for more diverse delivery methodology	60
	Assessment methods a) Review existing methods versus innovative and creative assessment methods for the real-world b) Review and develop innovative assessment methods suitable for online delivery	60
	Engagement with students – evidenced by: a) Learner-centered focus through concept and evidence-based projects, peer teaching and learning projects	40
	New curriculum development – evidenced by: a) Involvement with development of new course curriculum and/or new units b) Engagement with industry stakeholders to determine and review alternative product development opportunities	40
<b>APPLICATION</b>		
<b>Engagement with industry and key stakeholders</b>	Project based learning a) Work with key stakeholders to develop project-based learning delivery model to meet the needs of the industry workforce	40
	Promoting active and critical learning	20
	Engaging students to be problem solvers a) Research, learn and develop concepts to engage students in their learning and to develop problem solving skills	20
	<b>Peer review projects</b> including benchmarking, book chapters, books, journals and conference articles relevant to discipline area	20
	Engagement in Peer Review and Benchmarking projects	40

	for AIH	
	<b>Delivery</b> of presentations, seminars or workshops	20
	<b>Panel discussions</b> , guest speaker, roundtable summits relevant to AIH	10
<b>PUBLICATIONS</b>		
<b>Discipline related research and presentations</b>	<b>Original research</b> on teaching & learning practices	20
	<b>Peer-Reviewed</b> Journal Article (including Open Access Journals), Case Study or Book Chapter relevant to discipline area	40
	<b>Active participation</b> in conference presentations relevant to teaching discipline	20
	<b>Contribution</b> to literature reviews, journal articles relevant to teaching discipline	20
<b>PROFESSIONAL BODIES</b>		
<b>Engagement and contribution to professional bodies</b>	<b>Active membership</b> of a Steering Committee or Board with tangible outputs that could be classified as scholarly outputs as per the definition. Relevant to discipline area and necessary for curriculum (e.g., ACS, CPA)	20
<b>FURTHER QUALIFICATIONS</b>		
<b>Further relevant qualifications</b>	A <b>relevant Post Graduation qualification</b> beneficial to AIH (one unit equates to 40 points)	40
	Completion of relevant approved short course	20

## Annexure 3: Low Risk Research Application

### Low Risk Research Ethics Application

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**Purpose:**

Australian Institute of Higher Education ('AIH') requires anyone conducting research involving human participants to obtain ethics approval.

**When a low-risk ethics review is required:**

The National Statement on Ethical Conduct in Human Research (2018) describes 'low risk research' as research in which the only foreseeable risk is one of discomfort. Research in which the risk for participants is more serious than discomfort is not low risk.<sup>1</sup>

**Instructions:**

Please send an electronic copy of this signed application and all attachments by email to the Dean/Director of Teaching and Learning.

1. Title of proposed research

2. Expected commencement date:	Expected completion date:

3. Researchers:	
<b>3.a Principal Researcher</b>	
First Name:	
Surname:	
Position:	
Discipline:	
Email:	
Describe what this researcher will do, in the context of this project.	

<sup>1</sup> <https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018#block-views-block-file-attachments-content-block-1>



Describe the relevant experience this researcher has, specific to this project.	
<b>3.b Co- Researcher/s</b>	
First Name:	
Surname:	
Position:	
Discipline:	
Email:	
Describe what this researcher will do, in the context of this project.	
Describe the relevant experience this researcher has, specific to this project.	
<b>3.c Student/s</b>	
First Name:	
Surname:	
SID:	
Program: <input type="checkbox"/> Bachelor of Accounting <input type="checkbox"/> Bachelor of Business (HTM) <input type="checkbox"/> Bachelor of Business (PM) <input type="checkbox"/> Bachelor of Business (MG) <input type="checkbox"/> Bachelor of Business Information Systems <input type="checkbox"/> Master of Business Administration (Business Analytics) <input type="checkbox"/> Master of Project Management <input type="checkbox"/> Master of Business Information Systems	



<input type="checkbox"/> Master of Business Information Systems (Cyber Security) <input type="checkbox"/> Master of Business Information Systems (Data Analytics)	
Email:	
Describe what this researcher will do, in the context of this project.	
Describe the relevant experience this researcher has, specific to this project.	

#### 4. Purpose

What is the main purpose of this research project? *You may tick more than one box if relevant.*

- For teaching (indicate a relevant unit) \_\_\_\_\_
- For publication (indicate a relevant unit) \_\_\_\_\_
- Others (please specify) \_\_\_\_\_

#### 5. Brief outline of the research proposal (250 - 300 words approx.)

***Please include your research rationale, objective, questions, significance, sampling and sample, research methodology, and how and where the collected data will be stored in this section.***

**Research rationale**

**Research objective and questions**



**Research significance**

**Research methodology (include the description of the recruitment protocol processes used for gaining consent)**

**Ethical considerations**

**Dissemination of research and data storage**

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**6. Letter of invitation**

I have attached a letter of invitation to this application.

**7. Consent form**

I have attached a consent form to this application.

**8. Questionnaires/interview questions/others (please specify)**

I have attached the questionnaires that will be used in the proposed research to this application.

I have attached the interview questions that will be used in the proposed research to this application.

**9. Funding**

Is this research being funded?

Yes \_\_\_\_\_

No  Do you seek financial support from AIH?  Yes \$\_\_\_\_\_  No

Please list all costs involved if you seek funding from AIH.

-  
-  
-

### 10. Declarations

I have read and understood the *National Statement on Ethical Conduct in Human Research 2007* and the *Australian Code of Conduct for Responsible Research 2007 (updated 2018)*. I accept that I, as Principal Researcher, am responsible for ensuring that the project proposed in this form is conducted fully within the conditions stated in the National Statement and any other conditions specified by the HREC.

**Name of principal researcher:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Other researchers:**

I acknowledge my involvement in the project, and I accept the role of the above researcher as principal researcher of this project.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### 11. Approvals

Dean/Director of Teaching and Learning has assessed this application and relevant attachments.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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Approved by AIH's Academic Board.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments (if any):**

Not Approved by AIH's Academic Board.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**



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