EIT Course Review and Quality Assurance Procedure

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Definitions: Graduate attributes: Transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts.

Learning outcomes: The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Subject: A discrete unit of study and a combination of subjects that make up a course of study.

Course of study: A single course leading to an Australian higher education award.

Purpose: This procedure outlines the steps taken as part of the academic review of the Engineering Institute of Technology’s (EIT’s) higher education courses and the subjects that make up each course. It gives guidance to the conduct of reviews and should be read together with the overarching policy. The purpose of academic reviews is to provide quality assurance through regular internal and external review, and to facilitate quality improvement with respect to higher education courses offered by the Institute.

It is recognised that academic staff update and review subjects every 6 months. The proceeding guidelines include information on continual reviews of subjects as well as circumstances where full review is conducted for subjects.
Scope: This procedure applies to all members of the Institute’s higher education community. Key activities of the academic review process will collect data on student learning, provide interpretation of that data, and indicate emerging trends according to key indicators of student performance.

Issues arising that have been identified via teacher evaluations will be acted upon via the teacher evaluation process. Reviews of individual subjects will take into account whether improvement is required as a result of a systemic issue, or whether it is a result of a specific teacher or class situation.

Essential Supporting Documents: Appendix 1 - Course Review Terms of Reference
Appendix 2 - EIT Internal Course Review Process
Appendix 3 - EIT External Course Review Process
Appendix 4 - EIT Graduate Attributes

Related Documents:
- EIT Course Review and Quality Assurance Policy
- EIT Course Review Implementation Plan
- EIT Curriculum Change Register
- Benchmarking Policy
- General Unit Policy
- Course and Unit Amendment Policy
- Course and Unit Discontinuation Policy
- Assessment Policy
- Assessment – A Code of Practice
- Moderation Policy
- Student Learning and Feedback Assessment Policy
- Teaching and Learning Resources Policy - Development and Review
- Information Literacy and Resource Access Policy

1. INTRODUCTION

EIT is committed to ensuring that input is sought from a diverse group of people in the conduct of academic reviews. The academic committees responsible for conducting reviews and assessing data collected will be as prescribed in the Academic Governance terms of reference for each committee and the Accountabilities section of this procedure.

The EIT may, from time to time, seek additional expertise to assist the academic committees in the provision of feedback on the courses, or to assist with assessing feedback. Committee membership will include the following areas of expertise:

- Senior academic staff of the EIT
- Resourcing staff, such as librarians or ICT staff, where applicable
- External academic members with university experience in designing and delivering comparable courses of study; teaching and learning expertise; online delivery expertise
- A representative of a professional /industry body and/or employer groups relevant to the course
- A currently enrolled student within the course
- A graduate of the course, where possible
2. PROCESS

Academic reviews are conducted for entire courses and individual subjects. These reviews are conducted internally on an ongoing basis together with regular external reviews of entire courses.

2.1 Frequency

Course reviews will be conducted regularly at the completion of each cohort, at least every two years for Masters and every year for Graduate Diploma. A complete course review is also required every 5 years for renewal of accreditation by the external accrediting authority.

Subject reviews will be conducted at the end of every six months for the first cohort term. After that, subjects will be reviewed at a minimum of once during the duration of the course. Subjects will also be reviewed every 5 years for renewal of accreditation by the external accrediting authority, as part of the course review process.

The *EIT Course Review Implementation Plan* provides further details of timeframes and frequency. The *EIT Curriculum Change Register* will document key details of changes made to the course and individual subjects as a result of the academic review process. The Curriculum Change Register is a key document that provides the history of all changes made as part of the continuous improvement process that will feed into the renewal of accreditation process.

2.2 Types of Review

2.2.1 Internal subject review and partial course review

The stages and timeframes of the internal review process are outlined in Appendix 2. Data analysis personnel will analyse the following student data collected by the EIT and feedback from surveys:

- Student feedback on the course and subjects
- Student feedback on teaching
- Staff feedback
- Enrolment, entry requirements and student attrition data
- Student progression data including grade distributions and moderation outcomes
- Student/staff ratios
- Articulation pathway data

The EIT will ensure that feedback mechanisms obtain information that will provide responses to the following key questions. The Course Advisory Committee and Academic Board will have regard for ensuring that the following key questions are answered when reviewing and approving minor changes to subjects.

1. Will the proposed change alter the learning outcomes? If so, will the proposed changes keep the subject outcomes consistent with the course outcomes?
2. Do the learning and teaching activities of the subject ensure that learning outcomes are met?
3. Are the assessment tasks aligned to the stated learning outcomes?
4. Will the changes impact on the workload of the course?
5. Will the proposed changes be appropriate for the delivery methods of the subjects?
2.2.2 External course review - ongoing

The stages and timeframes of the external review process are outlined in Appendix 3. Data analysis personnel will analyse the following student data collected by the EIT and feedback from surveys:

- Student feedback on the course and subjects
- Student feedback on teaching
- Staff feedback
- Enrolment, entry requirements and student attrition data
- Student progression data including grade distributions and moderation outcomes
- Student/staff ratios
- Articulation pathway data
- Feedback from the Institute’s community
- Feedback from external stakeholders
- Benchmarking

The EIT will ensure that feedback mechanisms obtain information that will provide responses to the following key questions. The Course Advisory Committee will have regard for ensuring that the following key questions are answered when conducting a full external higher education course review.

1. Are the stated learning objectives consistent with the EIT’s strategic direction, values, plans and policies?
2. Are the teaching and learning activities designed for the course designed to achieve the learning outcomes, especially the core graduate attributes?
3. Are the course assessment processes and practices consistent with the stated learning outcomes?
4. What are the key trends relating to student entry, progression and success in the course, and what improvements have already been made, or are planned to be made?
5. What are the key issues that need to be addressed in the next four-year cycle for the course?
6. Has the course been benchmarked against a comparable course nationally and/or internationally?

Recommendations/Reports

A Course Review Report will be developed at the end of each cohort cycle, which will include all data that has been collected, and will measure course performance against stated KPIs. It is expected that an evidence-based approach will be undertaken that will reference external standards and benchmarking, where possible.

A Subject Review focuses on a specific unit of study, but recognises that a Subject is embedded in a Course. It seeks to examine all aspects of the student’s experience including those that are often outside of the teacher’s control. Aspects out of the teacher’s control that are to be examined can include: the learning outcomes for the subject, mode of delivery, subject content, and the assessment tasks.
Report details
Reports will include the following:

a. Review processes consider all offerings of the same award across all locations, focusing on program performance and development possibilities and taking account of strategic priorities of the Institute.
b. A brief review report is written that includes an action plan identifying issues that need to be addressed at the course level, and across the Institute.
c. The course review report informs the relevant stakeholders across the Institute including the academic staff, the technical writers and the academic committees.
d. The report outlines development and re-development priorities based on the issues identified that need to be resolved.
e. Issues identified for action are referred to the appropriate personnel for action; are appropriately resourced; and outcomes communicated back to the Dean and relevant members of staff and committees.
f. Processes for external re-accreditation of the course are undertaken as required by the relevant external accreditation body, and where feasible, aligned with internal course review processes.

2.2.3 External course review – accrediting authority approval
A renewal of accreditation submission will be developed, utilising all data over a four-year period, to make application to the accrediting authority, TEQSA, for renewal of accreditation of the Institute’s higher education courses every 5 years (or at other intervals specified by TEQSA).

Material changes
Recommended changes that constitute a material change to a subject or course, as per the following extract from the TEQSA Guideline, will need to be submitted to TEQSA for approval, after approval from the Academic Board.

"TEQSA encourages early notification of material changes to a TEQSA-accredited course of study. Before submitting a material change, providers should have regard to whether the changes are minor or sufficiently substantial to effectively lead to a new course of study and/or impact on the provider’s continuing compliance with the Provider Course Accreditation Standards and the Qualification Standards), in the latter case, an application for course accreditation is required. Events would include any of the following:

- plans to deliver a TEQSA-accredited course of study in a different language
- plans to cease a TEQSA-accredited course of study

Plans to change a TEQSA-accredited course of study in relation to:
1. course title (for updating of the National register of higher Education Providers)
2. course duration or volume of learning resulting in a notable reduction or increase in student contact hours
3. mode of delivery (such as a change from predominantly face to face delivery to predominantly e-learning delivery)
4. changes affecting curriculum content, curriculum design, and/or learning outcomes (for example through the addition of a new major or specialisation stream)
5. substitution of a number of existing subjects with new subjects and/or deletion of a number of subjects in the course of study
6. significant changes to key academic policies and procedures, such as a major change in admission requirements (for example, a drop in English language entry level requirements) or a major change to course development policies (for example, a change in approach that reduces external input)
7. activation of a tuition assurance scheme.

If any course of study subject to a material change is offered to international students, there may be additional requirements under the Education Services for Overseas Students Act 2000 and the National Code 2007. "

3. APPROVAL AND IMPLEMENTATION OF REVIEW OUTCOMES

The following academic committees and personnel are responsible for implementing changes to curriculum that have been approved as a result of an academic review process.

a. The Academic Board is responsible for receiving, reviewing and approving changes to individual subjects and courses overall.

b. The Course Advisory Committee is responsible for receiving recommendations arising from feedback collected from stakeholders and making recommendations for change to the Academic Board for approval.

c. The Dean of EIT has overarching responsibility for implementing approved changes to subjects and the course and reporting outcomes to the Academic Board.

d. Course and Subject Coordinators are responsible for implementing and monitoring relevant changes made to subjects and courses under their responsibility and reporting outcomes to the Dean, Course Advisory Committee and Academic Board.

The Terms of Reference for each of the academic governance committees shall determine the composition of panel members and their responsibilities.
### Appendix 1
**Course Review Terms of Reference**

<table>
<thead>
<tr>
<th>Purpose and function</th>
<th>The purpose of Course Reviews is to provide quality assurance through regular external review and to facilitate quality improvement with respect to courses offered by the EIT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms of reference</td>
<td>For postgraduate coursework courses comprising a course group, the panel will examine evidence submitted to the Review and make recommendations regarding:</td>
</tr>
<tr>
<td></td>
<td>1. (a) The relevance and currency of the curricula in meeting the needs of students, the profession and employers.</td>
</tr>
<tr>
<td></td>
<td>2. (b) The current and likely future demand for the course areas and their viability with respect to students, employers, professions and partner organisations, and plans for future course developments (including prospective partnerships and the creation or closure of courses).</td>
</tr>
<tr>
<td></td>
<td>3. (c) The alignment of the curricula, teaching, learning and assessment processes with the aims and stated learning outcomes of the courses including generic skills, and with the EIT's strategic directions.</td>
</tr>
<tr>
<td></td>
<td>4. (d) The relationship between the courses within the course group, and other courses across the EIT, and the research and training programs of the EIT.</td>
</tr>
<tr>
<td></td>
<td>5. (e) The adequacy of learning resources (including library, IT and infrastructure support) and the level of student learning support.</td>
</tr>
<tr>
<td></td>
<td>6. (f) The effectiveness of quality assurance processes for courses and subjects including processes for benchmarking and obtaining student and employer feedback and the use of appropriate performance indicators.</td>
</tr>
<tr>
<td></td>
<td>7. (g) The adequacy of the level (for example, numbers, classification, qualifications, experience) of teaching staff (including sessional staff) and the quality of staff development and support provided for teaching staff.</td>
</tr>
<tr>
<td></td>
<td>8. (h) Any additional matter of relevance.</td>
</tr>
<tr>
<td>Membership</td>
<td>Course Advisory Committee plus any additional members appointed to strengthen expertise as outlined in the EIT Course Review and Quality Assurance Policy.</td>
</tr>
<tr>
<td>Method of appointment</td>
<td>All additional members are appointed by the Chair of the Academic Board, on behalf of Academic Board, after consultation with the Course Advisory Committee Chair and the Dean.</td>
</tr>
<tr>
<td>Secretariat</td>
<td>Secretary is that of the Course Advisory Committee.</td>
</tr>
<tr>
<td>Schedule of meetings</td>
<td>The duration of the Course Review meeting will be determined by the Course Advisory Committee and will be determined depending on:</td>
</tr>
<tr>
<td></td>
<td>• the quantity of information to be considered; and</td>
</tr>
<tr>
<td></td>
<td>• whether the review forms part of the renewal of accreditation submission to the external accrediting authority.</td>
</tr>
</tbody>
</table>
**Appendix 2**

**EIT Internal Course Review Process**

The internal review process for parts of a course and for individual subjects will consist of the following stages:

<table>
<thead>
<tr>
<th>Stages</th>
<th>Timeframe</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of surveys to staff and students</td>
<td>2 weeks before the end of each 6 month period of the course.</td>
<td>Subject &amp; Course Coordinators</td>
</tr>
<tr>
<td>Analysis of internal data collected from enrolments, assessments and survey data</td>
<td>Commence within 1 week of the end of each 6 month period of the course.</td>
<td>Data analysis personnel</td>
</tr>
<tr>
<td>Production of Report containing suggested changes to subjects and overall impact on the course prepared by Course Coordinators together with a proposed Subject Change Plan submitted to Dean for endorsement and forwarding to Course Advisory Committee for consideration and approval.</td>
<td>Within 4 weeks of end of each 6 month period of the course.</td>
<td>Course Coordinator</td>
</tr>
<tr>
<td>Course Advisory Committee submits approved Report and Subject Change Plans to Academic Board for consideration and approval.</td>
<td>Within 4 weeks of receipt of report.</td>
<td>Course Advisory Committee</td>
</tr>
<tr>
<td>Academic Board considers recommendations and approves changes for implementation</td>
<td>Within 4 weeks of receipt of report.</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Reporting on implementation through the EIT’s operational plans and academic governance structure.</td>
<td>As per reporting timeframes.</td>
<td>Relevant academic staff and committees</td>
</tr>
</tbody>
</table>
## Appendix 3
EIT External Course Review Process

The external review process of an entire course will consist of the following stages:

<table>
<thead>
<tr>
<th>Stages</th>
<th>Timeframe</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production of a self-review report for each course (utilizing internal data and feedback, and details of improvements already made).</td>
<td>1 month before the review meeting.</td>
<td>Course Coordinator</td>
</tr>
<tr>
<td>Request for interested parties from the EIT’s community to provide comment.</td>
<td>2 months before the review meeting.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td>Consideration of additional expertise to assist the Course Advisory Committee (CAC), by the Chair of the Academic Board.</td>
<td>At least 1 month before the review meeting.</td>
<td>Chair, Academic Board; Chair CAC; Dean</td>
</tr>
<tr>
<td>Course Advisory Committee special meeting to discuss submissions and data, talk to stakeholders and develop recommendations.</td>
<td>Panel members will need adequate time to review the material.</td>
<td>CAC</td>
</tr>
<tr>
<td>Preparation of a Course Review Report by the Course Advisory Committee.</td>
<td>Completed within 1 month of the panel meeting, where possible.</td>
<td>Secretary, CAC</td>
</tr>
<tr>
<td>Response to the Report from the Dean and relevant Course Coordinator, with a proposed Course Amendment Implementation Plan</td>
<td>Submitted to the Academic Board within 1 month of receiving the report.</td>
<td>Dean and Course Coordinator</td>
</tr>
<tr>
<td>Academic Board consideration of the Report, response and implementation plan and approval of the response and plan, via a special meeting, if needed</td>
<td>Within 1 month of receipt of report.</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Reporting on implementation through the EIT’s operational plans and academic governance structure.</td>
<td>Implementation to commence within 1 month of Academic Board approval.</td>
<td>Relevant academic staff and committees</td>
</tr>
</tbody>
</table>
EIT Graduate Attributes Specific to the Discipline of Engineering

EIT graduates will develop:

- an appreciation that the discipline of engineering is fundamentally based on the principles and knowledge of science and mathematics.
- an ability to apply engineering fundamentals along with the basics of science and mathematics to engineering problem solving.
- the recognition of the rapid and sometimes major changes in technology and capacity to value the importance of continual growth in knowledge and skills.
- an ability to exercise critical decision making in defining solutions, and an understanding of the design process within engineering.
- an understanding of engineering processes and principles which assist in the design and manufacture of products and systems.
- an ability to design and conduct experiments and to analyse and interpret data from those experiments.
- an appreciation that systems are composed of components spanning the whole of the engineering discipline, and that a basic understanding of the concepts behind these disciplines outside of a graduate’s own is important.

EIT Graduate Attributes Relating to Information Literacy

EIT graduates will develop:

- an ability to use information effectively in a range of contexts.
- an appreciation of the various form of information within the engineering discipline including technical books and reports, research articles, customer requirements, company standards and an appreciation of the main legal definitions.
- an ability to identify, utilise and locate appropriate information resources including literature, electronic media and through personal interaction with both technical and non-technical audiences.
- an ability to gather, manage, integrate and critique information attained from various sources in order ascertain the relevant information required for the identification, formulation and solution of a problem within the engineering context.

EIT Graduate Attributes Relating to Personal and Intellectual Autonomy

EIT graduates will develop:

- an ability to work independently in a way that is informed by openness, curiosity and a desire to meet new challenges.
- an appreciation for the role of creative thinking within engineering and the ability to undertake and indulge in the process of it.
- an ability to function effectively as an individual even within the context of teamwork, and to understand the importance of the individual role.
- an appreciation of the personal skills involving openness and curiosity both within the engineering discipline and outside of it, and the importance of relating the engineering discipline to the whole.
- a desire to ensure quality work and professional practice through the process of self-reflection.
- an appreciation of the endless bounty of knowledge both within the discipline and outside of it, and that effective engineering comes through the process of continual personal growth in terms of openness and curiosity towards this knowledge.

EIT Graduate Attributes Relating to Ethical, Social and Professional Understanding

EIT graduates will develop:

- personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities
- an appreciation of the significance and scope of ethical standards in engineering practice and the responsibility that an engineer espouses within both national and international guidelines.
- a commitment to enacting high ethical standards within engineering practice.
• an appreciation of the roles and dimensions of an engineer, and an ability to function effectively as either a team leader or member, within multi-disciplinary and multicultural teams.

• an appreciation of engineering sustainability and the impact of engineering decisions within the broader economic, environmental and socio-cultural context.

**EIT Graduate Attributes Relating to Communication**

EIT graduates will develop:

• a recognition of and a value for communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.

• an ability to communicate effectively, clearly and concisely ideas, concepts and solutions to both technical and non-technical audiences.

• an understanding of the various forms of communication including, listening, oral, written electronic, graphical and mathematical and an appreciation of the appropriate forms to use given the context and audience.

• a commitment to, and fundamental appreciation of, the concept of successful teamwork and the ability to communicate effectively, clearly and concisely as a team leader or member of the group.

**EIT Graduate Attributes Relating to Research and Inquiry**

EIT graduates will be able to create new knowledge and understanding through the process of research and inquiry.

**EIT Generic Graduate Attributes**

EIT graduates will develop:

**Academic excellence:**

• have a strong sense of intellectual integrity and the ethics of scholarship

• have in-depth knowledge of their specialist discipline(s)

• reach a high level of achievement in writing, generic research activities, problem-solving and communication

• be critical and creative thinkers, with an aptitude for continued self-directed learning

• be adept at learning in a range of ways, including through information and communication technologies

**Knowledge across disciplines:**

• critically examine, synthesise and evaluate knowledge across a broad range of disciplines

• expand their analytical and cognitive skills through learning experiences in diverse subjects

• have the capacity to participate fully in collaborative learning and to confront unfamiliar problems

• have a set of flexible and transferable skills for different types of employment

**Leadership and global citizenship:**

• initiate and implement constructive change in their communities, including professions and workplaces

• have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations

• mentor future generations of learners

• engage in meaningful public discourse, with a profound awareness of community needs

• accept social and civic responsibilities

• be advocates for improving the sustainability of the environment

• have a broad global understanding, with a high regard for human rights, equity and ethics

**A positive approach to cultural diversity:**

• value different cultures

• be well-informed citizens able to contribute to their communities wherever they choose to live and work

• have an understanding of the social and cultural diversity in our community

• respect indigenous knowledge, cultures and values
The EIT acknowledges recourse to the engineering graduate attributes specified by the Faculty of Engineering Faculties at the University of Sydney and the generic graduate attributes specified by the University of Melbourne when compiling its lists of corresponding attributes.