



Quality Assurance and Improvement Policy – Programs, Courses and Teaching

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Purpose:	<p>The EIT intends to provide quality assurance based on a coherent process around key elements of teaching and learning. The process involves linking intention and design, implementation, outcomes (which are reviewed) and finally improvement.</p> <p>As a Non Self-Accrediting Higher Education Institution the EIT courses and programs are scrutinised, externally, by academics that are qualified to assess their quality. The courses are accredited before the Institute implements them and they are then audited externally on a regular basis.</p> <p>The EIT works together with the external accreditation body and auditors to ensure all programs, courses and teaching arrangements are quality assured, continually reviewed and improved.</p>
Scope:	<p>This policy is relevant for EIT academic and administration staff as well as external stakeholders involved in both the creation of academic programs and quality assurance.</p>
Essential Supporting Documents:	
Related Documents:	<ul style="list-style-type: none">- 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 (Overview)- Teaching and Learning Resources Policy - Development and Review- Information Literacy and Resource Access Policy

Policy objectives

1. The approach will aim to:
 - Be thoughtful and critical
 - Involve staff at all levels of responsibility
 - Take account of significant developments which impact on programs
 - Be rigorous
2. Ongoing responsibility for program quality is embedded in management practice.
3. Systematic review and external re-accreditation provide an opportunity for continuous program improvement that incorporates input from all major stakeholder groups.

Policy provisions

1. Program designers and developers will ensure that programs are coherent, integrated and will enable students to achieve the requisite outcomes appropriate to the program aims.
2. The program planning needs to ensure that they:
 - 2.1 Are integrated into the EIT's profile planning processes
 - 2.2 Address the EIT's strategic goals
 - 2.3 Develop strategies to provide an appropriate return on investment from program delivery.
3. Program approval processes need to ensure that:
 - 3.1 All new Higher Education coursework programs are subject to approval (strategic and business case) by the Governance and Academic Boards and appropriate external accrediting bodies.
 - 3.2 All changes to program titles are subject to academic approval by the Academic Board and the appropriate external accrediting body.
 - 3.3. Any proposal to amend Higher Education coursework program structure, content or delivery, which involves a significant shift in demand or resources or new mode of study, will require a program proposal to be approved by the Academic Board and external accrediting body.
 - 3.4. Program approval documentation is student-centred wherever feasible.
4. Program and course management and reporting arrangements will ensure that:
 - 4.1 Quality assurance is embedded in the EIT management processes
 - 4.2. The Dean of Engineering is accountable for the quality of program-related processes and practices of the EIT.



- 4.3 The Course Advisory Development Committee and the Teaching and Learning Committee of the Academic Board will provide assistance to the Dean
 - 4.4. Staff capacity and development needs for effective course and program management will be identified and addressed through the work planning process
 - 4.5. There is continuous improvement in teaching and resources
 - 4.6. The systems for maintaining program quality are appropriately documented
5. The program review system is set up so that:
- 5.1. All programs are reviewed regularly at the conclusion of each program.
 - 5.2. Review processes will involve analysis of program performance based on course and program data led by the Dean of Engineering and the heads of the Academic Advisory Development Committee and the Teaching and Learning Committee of the Academic Board with input from all major stakeholder groups to evaluate program quality, relevance and viability
 - 5.3. Compliance with external regulatory requirements such as AQTF is assured.
 - 5.4. Program design, implementation and assessment are attested by the program team, independent critique and external validation
 - 5.5. 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 EIT.
 - 5.6. A brief review report is written that includes an action plan identifying issues that need to be addressed at the program level.
 - 5.7. The program review report informs the relevant stakeholders across the Institute including the academic staff, the technical writers and the academic committees.
 - 5.8. The report outlines development and re-development priorities based on the issues identified that need to be resolved.
 - 5.9. Issues identified for action will be referred to the appropriate personnel for action, will be appropriately resourced and the outcomes of the review process communicated back to the Dean and relevant members of staff and committees.
 - 5.10. Processes for external re-accreditation of the program will be undertaken if required by the relevant external accrediting body and where feasible, aligned with internal program review processes.

Criteria to measure and evaluate program performance will be consistent and vigorous

Program Quality

Program quality is reflected in program design, delivery, assessment and management to:

1. Ensure consistent and high standard learning outcomes and assessments for the on-line mode of delivery



2. Develop the graduate capabilities and competencies identified as important by stakeholder groups
3. Relate capability and competency development to learning outcomes and activities
4. Measure capability and competency development and learning outcomes through valid and reliable assessment strategies.
5. Lead to effective and efficient program management

Program Viability

Program viability refers to its cost effectiveness and sustainability. It reflects the demand for the program, how well students progress through the program and the program's return on investment

Program Relevance

Program relevance relates to the program reputation as viewed by key stakeholders and to the meaningful contribution that its graduates can make to their profession and to society. It is reflected in the alignment of program content and outcomes to labour market priorities and those areas identified by Government and industry partners as being high priority.