
Teaching and Learning Policy

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1.0 Purpose

The purpose of this policy is to provide a framework for teaching and learning across all EIT higher education courses. It reflects the values and strategic objectives of EIT.

2.0 Scope

This policy applies to all members of EIT's higher education community. It is related to other policies and procedures in the area of learning and teaching in EIT.

3.0 Objectives

EIT aspires to be a learning organisation in which all students, staff, and members are committed to their own learning and to that of others. EIT is committed to the continuous improvement of its courses and services to be an effective and recognised higher education provider. The setting of objectives for the quality of teaching and learning practices is underpinned by the philosophies of scholarship and the teaching/research nexus. Scholarship is defined by Boyer as follows:

Scholarship: (Boyer, 1997) *This is wider than research and denotes the maintenance of currency in discipline-based knowledge in order to underpin teaching and provide a challenging, relevant and up-to-date curriculum, and also includes activities undertaken with employers that may strengthen student learning or generate additional sources of income. Scholarship may be undertaken at many different levels and may include a wide range of activities, for example:*

- *Activity that maintains mastery of a specialist part of a discipline*
- *Publications that review or consolidate existing bodies of knowledge*
- *Activity that maintains currency of engagement with employers*
- *Scholarly and creative work, jointly planned and carried out by university and community or business partners*

- *Artistic, critical, and historical work that contributes to public debates the development of new programmes and the critical evaluation of their success.*

EIT is committed to the following principles that underpin this policy:

Focus on student centred learning

EIT is committed to provide an environment that promotes high quality learning. It will develop and deliver courses that are responsive to the needs of its students and actively engage students in learning to enable them to apply their skills and knowledge.

Encourage critical thinking and academic freedom

EIT will promote free intellectual enquiry, enhance the ability of its students to think critically while accepting a diversity of beliefs, and behave ethically to make informed decisions.

EIT is committed to promoting reasoned dialogue and debate amongst a diversity of beliefs and understandings in a global environment.

Lifelong learning

EIT will enable access to education for a wide range of students that accommodates diverse backgrounds and needs.

EIT will actively encourage lifelong learning by promoting further learning and developing learning skills via an effective teaching-research nexus.

Continuous improvement of learning and teaching

EIT will ensure that learning and teaching are continuously improved using its review processes, including feedback from key stakeholders, both internal and external.

EIT will support teachers in scholarship and endeavours to improve learning and teaching, and to undertake professional development activities.

4.0 Implementation

Curriculum

EIT is committed to the following three key elements in designing its curriculum, and promoting quality teaching and learning, according to the '*Teaching-Research Nexus: A guide for academics and policy makers in higher education*':

“As you develop or review your curriculum, consider ways in which you might create opportunities for students to connect with the research of the discipline. Three key ways in which these links might be made during the course of study are:

- *Learning about others' research (research-informed learning)*
- *Learning to do research (research skills and methods)*
- *Learning in a research mode (enquiry-based learning)*”

EIT will benchmark the content of its higher education curriculum against other leading higher education institutions to develop robust content and review the latest engineering higher education research and professional research on engineering content and online teaching. Graduate

attributes will be incorporated and mapped to the Australian Qualifications Framework (research-informed teaching).

Students who are admitted to EIT's postgraduate courses will have already learned research skills and methods from their undergraduate degree. However, these research methodologies will be enhanced during their postgraduate study (including training in research skills and methods). Students admitted to EIT's undergraduate courses will be introduced to research fundamentals in selected units, and Master Degree students will complete research as part of their final (capstone) Project Thesis.

Students will be encouraged to undertake their learning based on evidence-based practices and strongly encouraged to undertake their own research about others' research to build enquiry-based learning.

Graduate attributes have been developed by benchmarking other higher education engineering courses and against the Australian Qualifications Framework. The graduate attributes underpin the learning outcomes for the courses and their subjects.

EIT's courses and subjects will:

- Have clear statements outlining course aims and learning outcomes
- Have a coherent program of subjects/units
- Have assessment activities that are aligned to learning outcomes
- Be equivalent across all sites and modes of delivery
- Focus on employment-related outcomes
- Have defined access and articulation pathways
- Be subjected to regular formal review to enable continuous improvement
- Be taught by lecturers with appropriate levels of knowledge and skill
- Be optimized for the mode of delivery (online, on-campus and blended)
- Maintain technical relevance through the regular updating of materials and the strengthening of the practical components as part of its commitment to continuous improvement.

Online and On-Campus Delivery Modes

EIT's higher education courses are presented in both on-campus and online delivery modes with both making use of industry-based expert lecturers and state-of-the-art online technologies such as hands-on remote and virtual labs, simulation software and live stream web and video conferencing. Refer to Table 1 below for a typical delivery mode comparison.

Courses presented via an online delivery mode are presented purely through the use of online technologies and expert lecturers who are based throughout the world. Lecturers present online classes via live stream web and video conferencing. No on-campus attendance is required by the students.

Courses presented via an on-campus delivery mode require full-time on-campus attendance by the students and incorporates the use of a full-time On-Campus Lecturer (OCL) who facilitates all on-campus course work during scheduled course contact hours and is supplemented by a Supplementary Expert Lecturer (SEL) who delivers specialized content via live stream tutorial lectures in a blended methodology.

Table 1
Typical Delivery Mode Comparison

	Online Mode	On-campus Mode
Delivery	Students attend online only, no on-campus attendance required.	Students attend on-campus, face-to-face, in a physical classroom
Full-time / Part-time	Full-time study load	Full-time study load
Study periods	48 weeks study per year (with 4 weeks break at the end of the year)	30 weeks per year with scheduled breaks throughout the study period.
Teaching Periods / year	Four teaching periods per year (4 terms of 12 weeks duration)	Two teaching periods per year (2 semesters of 15 weeks per year)
Concurrent units	2 units taken at a time (per term)	4 units taken at a time (per semester)
Unit workload	10 hours per week (total 20 hours per week for 2 units)	10 hours per week (Total 40 hours per week for 4 units - 20 hours on campus and 20 hours off-campus)
Faculty / Staff	Learning Support Officer and SELs	Learning Support Officer, OCL and SELs

EIT is committed to providing a dynamic and interesting learning experience for all students, with equivalent outcomes, regardless of delivery mode

EIT will facilitate easy access to lecturers, Learning Support Officers and fellow students and provide opportunities for those wishing to balance work, study and other commitments.

Students

EIT will support students by providing:

- an orientation week at the beginning of a course
- information and guidance support for students transitioning into courses and between units and intakes
- quality learning resources
- timely and quality feedback on student work that promotes learning and facilitates improvement and growth
- fair and transparent assessment that is consistent and aligned to stated learning outcomes
- promotion of life learning through the encouragement of critical thinking and free enquiry
- work-integrated learning opportunities
- seamless access to all course resources through a web-based Learning Management System (Moodle), web conferencing and remote/virtual lab software
- recognition of prior learning (RPL) and credit transfer arrangements.

Faculty and Staff

EIT will use the finest engineering lecturers, with extensive real engineering experience in industry, who are drawn from around the world. They must hold the relevant qualifications that are aligned

with the respective course AQF level as per EIT's "*Recruitment, Selection, Appointment and Induction Procedure.HE*".

EIT will enhance the effectiveness of its lecturers by:

- encouraging the scholarship of teaching and learning
- recognising and rewarding excellent teaching and teaching support
- encouraging continual review and improvement of teaching via feedback from students and peers
- providing and maintaining resources and facilities to support learning and teaching
- developing educational technologies to support learning and teaching
- ensuring access to ongoing training and development opportunities for staff in order to further improve academic performance in the area of teaching and learning and scholarship.

EIT also employs dedicated Learning Support Officers who guide and support students during the course, both online and on-campus.

Monitoring

EIT will regularly seek feedback from students, staff and stakeholders on the effectiveness of this policy via evaluations of courses, teaching staff and other supports. Performance will be monitored against the following:

- Student retention rates
- Course pass/fail rates
- Student progression
- Student satisfaction
- Teacher evaluation
- Employer satisfaction

5.0 Definitions

Articulation: Creating a defined pathway that enables a student to progress from a completed course of study to another course of study with admission and/or partial or complete credit.

Learning outcomes: Learning outcomes are 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.

Learning Support Officer - Full time, administrative coordinator assigned to a course(s). Also referred to in the National Code as 'Student Contact Officer' and other EIT policies as Course Coordinator or eLearning Coordinator.

On-Campus delivery mode: Physical face-to-face, classroom based delivery, with students based on-campus.

On-Campus Lecturer (OCL): Full time, on-campus, multi-disciplinary engineering lecturer. Is physically present in all classes during all scheduled course contact hours to facilitate all on-campus content. The physically present OCL serves as the dominant/lead lecturer.

Online delivery mode: Online delivery using various technologies and live stream lectures.

Recognition of Prior Learning: Assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual's application for credit.

Scholarship of teaching and learning: An evidence-based approach to improving student learning based on teacher inquiry into learning and teaching and the sharing the results of this inquiry within local, state, national and/or international communities of practice.

Supplementary Expert Lecturer (SEL): Subject matter expert lecturer who is used by the OCL to supplement classroom-based tutorial lectures to deliver specialised content to on-campus students.

Teaching Period: A scheduled duration within an academic year. EIT generally refer to teaching periods as Terms or Semesters. An EIT Term (used for online courses) = 12 weeks, an EIT Semester (used for on-campus courses) = 15 weeks.

6.0 Related policies and procedures

The following policies and procedures are related to this policy:

- Staff Development Policy
- Academic Scholarship Policy
- Course Review and Quality Assurance Policy
- Course Review and Quality Assurance Procedure
- Assessment, Moderation and Student Progress Policy
- Assessment, Moderation and Student Progress Procedure
- Teaching and Learning Plan
- Teaching and Learning Resources Policy - Development and Review
- Student Support Policy
- Student Support Procedure

7.0 Accountabilities

The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and EIT's community via the website and other publications.