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## Teaching and Learning Resources Policy – Development and Review

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<b>Policy/Document Approval Body:</b>	Academic Board
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<b>Policy Custodian:</b>	Dean of Engineering
<b>Policy Contact:</b>	Accreditation Manager
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<b>Review Period:</b>	Three years
<b>Revision No:</b>	2
<b>Date of Revision:</b>	13 <sup>th</sup> October 2010
<b>Purpose:</b>	The purpose of this policy is to set out course development and review and signify how this relates to resource availability.
<b>Scope:</b>	This policy is relevant for EIT staff.
<b>Essential Supporting Documents:</b>	
<b>Related Documents:</b>	Quality Assurance and Improvement Policy

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### 1. Resource Development

The EIT has a commercial book development department which is responsible for ensuring the existing library is up to date. It is also set up to publish new reference manuals.

The team who design and develop teaching materials and resources for specific modules will include:

- The Course Advisory and Development Committee
- The Teaching and Learning Committee
- The Dean of Engineering
- The IT Manager or his representative to advise on delivery methodology
- Relevant academic staff
- Technical writers

The following steps guide the process:

1. Module/unit conceptualisation - considering the perceived value and the contribution that resources and publications will make to the provision of new knowledge and understanding in engineering.
2. Syllabus design – considering the learning objectives.



3. Preparation of module materials – the actual writing of a manual or a text book.
4. Development – working out the delivery plan and the presentation of materials (slides, practicals etc).
5. Timing and Sequencing
6. Review and Revision

Course development typically takes between six to twelve months.

Lecture/webcast slides are produced and lecturers are sources who have relevant academic and industry experience and are proficient in the particular topic. These industry professionals are provided with the new material and a process of critical evaluation takes place. Through this evaluation process, any necessary amendments to the lecture content are made.

Each teaching session is given suggested time allocations for the benefit of the lecturer and to ensure that the material can be covered within timed sessions.

Students who participate in the trials are provided with a Pre-Course Questionnaire. This helps prepare EIT lecturers to target their audiences more accurately and to present specific topics in the most appropriate way.

## **2. Resource and Course Review**

At the conclusion of units and courses, students are asked to submit feedback through a variety of means. Post course questionnaires contain a range of sections which allow academic staff to glean information on content, content delivery and resources. This information, together with details about student progress and results, are scrutinised.

EIT lecturers are regularly debriefed in forums specifically designed to review and evaluate course content and resources. These forums are particularly crucial when new courses are initiated.

Information from these different forms of feedback is synthesized and analysed in order to enhance the strengths of EIT's resources and delivery methods as well as monitoring for and amending any identified weaknesses. The team involved in the development of course content and the teaching materials and resources are again involved in this review process.