COURSE REVIEW AND QUALITY ASSURANCE PROCEDURE

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1.0 Purpose

This procedure outlines the steps taken as part of the academic review of the Engineering Institute of Technology's (EIT's) Vocational Education and Training (VET) courses and the units / modules 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 courses offered by EIT.

It is recognized that the VET Course and Industry Advisory Committee conducts a full review of courses and units / modules every five (5) years. The proceeding guidelines include information on continual reviews of courses and units/modules as well as circumstances where full review is conducted.

2.0 Scope

This procedure applies to all members of EIT's academic community involved with VET courses. 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 lecturer evaluations will be acted upon via the lecturer evaluation process. Reviews of individual units / modules will take into account whether improvement is required as a result of a systemic issue, or whether it is a result of a specific lecturer or class situation.

3.0 Introduction

EIT is committed to ensuring that input is sought from a diverse group of people in the conduct of academic reviews.

- EIT may, from time to time, seek additional expertise to assist the review process in the provision of feedback on the courses, or to assist with assessing feedback. This will be facilitated via the VET Course and Industry Advisory Committee.

4.0 Process

Academic reviews are conducted for entire courses and individual units / modules. These reviews are conducted internally on an ongoing basis together with regular external reviews of entire courses (see Appendix 3).

4.1 Frequency

Course and unit / module reviews will be conducted on an ongoing basis with a complete course review required every five (5) years for renewal of accreditation by the external accrediting authority, which is done by IDC Technologies as the course owner.

Unit / module reviews will be conducted a minimum of once during the duration of the course as part of EIT's validation processes.

Key details of changes made to the course and units / modules as a result of the ongoing academic review process will be recorded. These records provide the history of all changes made as part of the continuous improvement process that will feed into the renewal of accreditation process.

4.2 Types of Review

4.2.1 Internal Module / Unit Review and Partial Course Review

The stages and timeframes of the internal review process are outlined in Appendix 2. Relevant personnel will analyze the following student data collected by EIT and feedback from progress questionnaires and other data collected:

- Student feedback on the course and modules / units;
- Student feedback on training staff;
- Staff feedback;
- Enrolment, entry requirements and student attrition data;
- Student progression data including assessment results and validation outcomes; and
- Articulation pathway data.

EIT will ensure that feedback mechanisms obtain information that will provide responses to the following key questions.

1. Do the learning and teaching activities of the unit/module ensure that learning outcomes are met?
2. Are the assessment tasks aligned to the stated learning outcomes?
3. Will the changes impact on the workload of the course?
4. Will the proposed changes be appropriate for the delivery methods of the units/modules?

4.2.2 Learning Resources and Material Review – Ongoing

Data collected from student and staff survey that is related to the learning resources and materials will form part of ongoing continuous improvement at EIT.

EIT will ensure that the learning resources and materials are:

- Current, accessible and free of errors;
- Adheres to copyright and licensing requirements; and
- Appropriate to the program content.

4.2.3 Assessment Review – Ongoing

Data collected via moderation and validation activities as well as via student and staff feedback will inform assessment review process.

EIT will ensure that assessment tools follow:

- Principles of assessment;
- Rules of evidence;
- Appropriate design, method and duration;
- Appropriate and meets industry standards;
- Adheres to any training package or accredited course requirements and the program training and assessment strategy;
- Clarity of assessment instruction; and
- Fit for purpose.

5.0 Approval and Implementation of Review Outcomes

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

a. The Dean and / or Deputy Dean are responsible for receiving, reviewing and approving changes to individual units / modules and courses overall and reporting outcomes to the Academic Board.
b. The VET College Manager is responsible for receiving and documenting recommendations arising from feedback collected from stakeholders and forwarding them to IDC for consideration during new course accreditation / re-accreditation submission.
c. The Academic Resources Manager is responsible for actioning relevant changes recommended by the Dean and/or Deputy Dean in relation to the learning resources/materials and assessment tools.
d. The VET College Manager is responsible for identifying and addressing any resourcing issues.
e. Learning Support Officers are responsible for implementing and monitoring relevant changes made to units / modules and courses under their responsibility.

See also:

- 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

6.0 Definitions

Please refer to the EIT Glossary that can be found here for all definitions used in this document.

7.0 Related Documents

- Academic Freedom and Code of Ethics Policy.DS
- Copyright Policy.DS
- Copyright Procedure.DS
- Course Advisory Committee Terms of Reference.VET
- Course and Unit Discontinuation Policy.VET
- Course Review and Quality Assurance Procedure.VET
- EIT Ethics Statement.DS
- EIT01 Training and Assessment Policy
- EIT01.1 Quality Training and Assessment Strategies
- EIT01.2 Industry Engagement Policy
- EIT01.5 Trainers and Assessors Policy
- EIT01.6 Transition from Superseded Training Products Policy
- EIT02 Quality Assurance Policy
- EIT08 VET Regulator Cooperation & Legal Compliance
- Learning and Teaching Policy.VET
- Learning and Teaching Resources Policy .DS
- Recognition of Prior Learning Policy.VET
- Records Management Policy.DS
- Risk Management Policy and Register.DS
- Student Consultation Policy.VET

8.0 Related Legislation

The following legislation is relevant to this policy, however not all are mandatory education providers:

- *Copyright Act 1968 (Cwth.)*
- *Standards for Registered Training Organisations (RTOs) 2015 (Cwth.)*

9.0 Accountabilities

The Academic Board is responsible for the 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.

APPENDIX 1 – COURSE REVIEW TERMS OF REFERENCE

Purpose and function

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 EIT.

Terms of reference

1. For all VET courses a Course and Industry Advisory Committee (CIAC) will be established as per the Course and Industry Advisory Committee Terms of Reference. The CIAC will examine evidence and make recommendations regarding:
2. The relevance and currency of the curricula in meeting the needs of students, the profession and employers.
3. 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).
4. 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 EIT's strategic directions.
5. The relationship between the courses within the course group, and other courses across EIT, and the research and training programs of EIT.
6. The adequacy of learning resources (including library, IT and infrastructure support) and the level of student learning support.
7. The effectiveness of quality assurance processes for courses and units/modules including processes for benchmarking and obtaining student and employer feedback and the use of appropriate performance indicators.
8. 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.
9. Any additional matter of relevance.

APPENDIX 2 – EIT INTERNAL COURSE REVIEW PROCESS

The internal review process will consist of the following stages:

Stages	Timeframe	Responsibility
Distribution of surveys to students	Four questionnaires to be spread out over the 18-month course period.	Learning Support Officers
Distribution of surveys to lecturing staff	After the end of each unit/module.	Learning Support Officers
Analysis of internal data collected from enrolments, assessments and survey data	Ongoing after each questionnaire has been completed by students and staff and each year as part of Strategic Plan reporting.	Learning Support Officers, College Manager, Accreditation and Compliance Manager and the Dean
Production of Report containing actionable items.	Ongoing after each questionnaire has been completed by students and staff and each year as part of Strategic Plan reporting.	Learning Support Officers, College Manager, Accreditation and Compliance Manager and the Dean
Reporting on implementation through the EIT's operational plans and academic governance structure.	As per reporting timeframes.	Relevant academic staff and committees

APPENDIX 3 – EIT EXTERNAL COURSE REVIEW PROCESS

The external review process will consist of the following stages:

Stages	Timeframe	Responsibility
Collation of all internal data and feedback, and details of improvements already made.	6 months before the expiry of course.	Learning Support Officer and Resources Manager
Request for interested parties from EIT's community to provide comment.	6 months before the expiry of the course. Reviewers will need adequate time to review the material.	Deputy Dean / CIAC
CFormation of CIAC.	6 months before the expiry of the course. CIAC members will need adequate time to review the material.	Deputy Dean and Dean
Review submissions are collated and sent to the CIAC will develop change recommendations as part of a course reaccreditation application.	5 months before the expiry of the course	Deputy Dean / CIAC
Review and response to the change recommendations by the Dean and/or Deputy Dean with further changes made to refine the reaccreditation application, if required.	4 months before the expiry of the course.	Dean, Deputy Dean, Accreditation and Compliance Manager
Submission of the reaccreditation application to the external accrediting body,	A minimum of 3 months before the expiry of the course	Deputy Dean
Handover of reaccredited course for implementation making use of a Course Transition document which is prepared by the CIAC as part of the reaccreditation application	Upon course reaccreditation approval	College Manager and Learning Support Officers
Reporting on implementation through the EIT's operational plans and academic governance structure.	As per reporting timeframes.	Relevant academic staff and committees

APPENDIX 4 – EIT GRADUATE ATTRIBUTES[1]

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.

[1] 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.

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.