

LEARNING AND TEACHING POLICY

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1.0 Purpose

The purpose of this policy is to provide a framework for learning and teaching across all EIT higher education courses. It reflects the values and strategic objectives of EIT. This policy identifies the principles informing learning and teaching excellence at 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 at 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 as a higher education provider pursuing excellence. The setting of objectives for the quality of learning and teaching 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.

3.1 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.

3.2 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.

3.3 Encourage 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.

3.4 Continually improve 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

4.1 Curriculum

EIT is committed to the following three key elements in designing its curriculum, and promoting quality learning and teaching, 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) and outcomes required by Engineers Australia.

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 further appropriate training in research skills and methods). Students admitted to EIT’s undergraduate courses will be introduced to research fundamentals in selected units.

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 against other higher education engineering courses and against the Australian Qualifications Framework. The graduate attributes underpin the learning outcomes for the courses and their units.

EIT’s courses and units will:

- Have clear statements outlining course aims and learning outcomes
- Have a coherent program of units
- Have assessment activities that are aligned to learning outcomes
- Have a judicious mix of hands-on labs and activities (using remote/virtual labs and physical experiences)
- Be equivalent across all delivery locations and modes
- 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
- Maintain technical relevance through the regular updating of materials and the strengthening of the practical components as part of its commitment to continuous improvement.

4.2 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, as well as experiences with real hands-on equipment.

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 on-campus attendance by the students and incorporates the use of a full-time On-Campus Lecturer (OCL) or a Unit Coordinator (UC) who facilitates course work during scheduled course contact hours and is supplemented by a Unit Lecturer (UL) who delivers specialized content via live stream tutorial lectures in a blended mode.

Every course delivered online or on campus sits under the academic leadership of a Course Coordinator (CC). The CC is responsible for the selection and allocation of units to a UC or UL. The CC also monitors and responds where necessary to the academic quality of the program delivery.

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.

4.3 Learning Resources

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

4.3.1 Development of New Learning Resources

Course development typically takes between six to twelve months. The team that design and develop teaching materials and resources for specific units / modules will include some or all of the following:

- Course Advisory Committee
- Dean of Engineering
- Deputy Dean of Engineering
- Resource Manager
- IT Manager or their representative
- 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/unit 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

Lecture/webinar slides are produced and trainers 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 teaching materials are made.

4.3.2 Revision of Learning Resources

The review of learning resources is undertaken at the end of each study period and takes account of student and staff feedback. Students have the opportunity to submit feedback through a variety of means on units and courses. Post-delivery questionnaires contain a range of questions which allow academic and administrative staff to glean information on content, content delivery and resources. This information, together with details about student progress and results, are scrutinised by the Learning Support Officers, Higher Education Manager, Course Coordinators and the Dean. A summary of feedback results is also reported to the Board of Studies on a regular basis. EIT also monitors trends in the engineering industry and ensure materials are kept up-to-date as part of its regular internal review of units.

EIT lecturers regularly participate in forums specifically designed to review and evaluate course content and resources. Information from all feedback is synthesised and analysed in order to enhance the strengths of EIT's learning resources and delivery methods as well as monitoring and amending any identified improvements. The team involved in the initial development of course content and the teaching materials and resources are usually involved in the review process.

During full course reviews, EIT seeks feedback from an Industry Advisory Panel and Course Advisory Committee, which includes the revision of learning resources.

Learning resources are submitted to the Course Coordinators for final approval and then uploaded to the Learning Management System prior to the next offering of the unit.

4.4 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.

4.5 Faculty and Staff

EIT employs lecturers with extensive engineering experience in industry, who are drawn from around the world. They must hold relevant qualifications that are aligned to 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 learning and teaching
- recognising and rewarding excellent teaching and teaching support
- encouraging continual review and improvement of teaching via feedback from students, peers and EIT staff.
- 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, learning and scholarship.
- providing funding for undertaking research and scholarly activities.

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

5.0 Definitions

Please refer to the EIT Glossary that can be found [here](#) for all definitions used in this document.

6.0 Related policies and procedures

The following policies and procedures are related to this policy:

- Staff Development 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

- EIT Facilities and Learning Resources
- Student Support Policy
- Student Support Procedure

7.0 Related Legislation

- [*Age Discrimination Act 2004 \(Cwth.\)*](#)
- [*Australian Human Rights Commission Act 1986 \(Cwth.\)*](#)
- [*Disability Discrimination Act 1992 \(Cwth.\)*](#)
- [*Disability Services Act 1986 \(WA\)*](#)
- [*Education Services for Overseas Students Act 2000 \(Cwth.\)*](#)
- [*Equal Opportunity Act 1984 \(WA\)*](#)
- [*Higher Education Standards Framework \(Threshold Standards\) 2021 \(Cwth.\)*](#)
- [*Privacy Act 1988 \(Cwth.\)*](#)
- [*Racial Discrimination Act 1975 \(Cwth.\)*](#)
- [*Sex Discrimination Act 1984 \(Cwth.\)*](#)
- [*Tertiary Education Quality and Standards Agency Act 2011 \(Cwth.\)*](#)
- [*Work Health and Safety Act 2011*](#)
- [*Work Health and Safety Act 2020 \(WA\)*](#)

8.0 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.