EIT 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 recognised that academic staff conduct a full review of courses and units/modules every 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. Membership of a course review team will include the following areas of expertise:

- Senior academic staff of the EIT
- Resourcing staff, where applicable
- External academic members with educational experience in designing and delivering comparable courses of study; teaching and learning expertise; online delivery expertise
- A representative of a professional/industry body and/or employer groups relevant to the course
- A currently enrolled student within the course, where possible
- A graduate of the course, where possible

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.

4.1 Frequency

Course and unit/module reviews will be conducted on an ongoing basis with a complete course review required every 5 years for renewal of accreditation by the external accrediting authority.

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

EIT's Student Management System (SMS) will document key details of changes made to the course and units/modules as a result of the ongoing academic review process. 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 unit/module review and partial course review
The stages and timeframes of the internal review process are outlined in Appendix 2. Relevant personnel will analyse the following student data collected by EIT and feedback from progress questionnaires and other data collected:

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

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

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

4.2.2 External course review - ongoing

The stages and timeframes of the external review process are outlined in Appendix 3. Relevant personnel will analyse the following student data collected by the EIT and feedback from surveys:

- Student feedback on the course and subjects
- Student feedback on training staff
- Staff feedback
- Enrolment, entry requirements and student attrition data
- Student progression data including assessment results and moderation outcomes
- Articulation pathway data
- Feedback from EIT's community
- Feedback from external stakeholders

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

1. Are the stated learning outcomes consistent with the EIT's strategic direction, values, plans and policies?
2. Are the teaching and learning activities for the course designed to achieve the learning outcomes, especially the core graduate attributes?
3. Are the course assessment processes and practices consistent with the stated learning outcomes?
4. What are the key trends relating to student entry, progression and success in the course, and what improvements have already been made, or are planned to be made?
5. What are the key issues that need to be addressed in the next five-year cycle for the course?

Recommendations/Reports

A Course Review Report will be developed which will include all data that has been collected, and will measure course performance against stated KPIs and will be reported as part of EIT's annual Strategic Plan report. It is expected that an evidence-based approach will be undertaken that will reference external standards and benchmarking, where possible.

4.2.3 External course review – accrediting authority approval

A renewal of accreditation submission will be developed by EIT's sister company, IDC Technologies (the owners of the course), utilising all data collected by EIT over a five-year period, to make application to the accrediting authority, the Training Accreditation Council (TAC), Western Australia, for renewal of course accreditation every 5 years (or at other intervals specified by TAC).

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 Accreditation & Compliance Manager is responsible for receiving recommendations arising from feedback collected from stakeholders and liaising with a relevantly qualified course developer who will make recommendations for change for approval by the Dean, prior to developing a new course accreditation submission. The Dean has overarching responsibility for implementing approved changes to units/modules and the course and reporting outcomes to the Academic Board.

      c. Learning Support Officers are responsible for implementing and monitoring relevant changes made to units/modules and courses under their responsibility.

6.0 Definitions

Graduate attributes: Transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts. These are also referred to as employability skills.

Learning outcomes: 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.

Unit/Module: A discrete module/unit of study where a combination of modules/units make up a course of study.

Course of study: A single course leading to the award of a qualification.

7.0 Essential Supporting Documents
- 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

8.0 Related Documents

- EIT01 Training and Assessment Policy
- EIT01.6 Transition from Superseded Training Packages Policy
- EIT02 Quality Assurance Policy
- Course Review and Quality Assurance Policy.VET
- Course and Unit Amendment Policy.VET
- Course and Unit Discontinuation Policy.VET
- Assessment, Validation and Student Progress Policy.VET
- - Assessment, Validation and Student Progress Procedure.VET

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	For all VET courses comprising a course group, the review team will examine evidence submitted to the Review and make recommendations regarding: 1. The relevance and currency of the curricula in meeting the needs of students, the profession and employers. 2. 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). 3. 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. 4. The relationship between the courses within the course group, and other courses across EIT, and the research and training programs of EIT. 5. The adequacy of learning resources (including library, IT and infrastructure support) and the level of student learning support. 6. 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. 7. 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. 8. Any additional matter of relevance.
Membership	• Senior academic staff of the EIT • Resourcing staff, where applicable • External academic members with educational experience in designing and delivering comparable courses of study; teaching and learning expertise; online delivery expertise • A representative of a professional/industry body and/or employer groups relevant to the course • A currently enrolled student within the course, where possible • A graduate of the course, where possible Plus any additional members appointed to strengthen expertise.
Method of appointment	All additional members are appointed by the Dean

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 progress 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 progress 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 progress 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
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.	Accreditation & Compliance Manager
Consideration of additional external expertise to assist the review team.	6 months before the expiry of the course. Reviewers will need adequate time to review the material.	Deputy Dean and Dean
Review submissions are collated and sent to a relevantly qualified course developer who will develop change recommendations as part of a course reaccreditation application.	5 months before the expiry of the course	Accreditation & Compliance Manager
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 & Compliance Manager
Submission of the reaccreditation application to the external accrediting body,	A minimum of 3 months before the expiry of the course	Accreditation & Compliance Manager
Handover of reaccredited course for implementation making use of a Course Transition document which is prepared by the external course developer as part of the reaccreditation application	Upon course reaccreditation approval	Accreditation & Compliance 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*

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.

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

* 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.