

COURSE REVIEW AND QUALITY ASSURANCE POLICY

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1.0 Purpose

This policy provides a framework for the Engineering Institute of Technology (EIT) to conduct comprehensive cyclical academic reviews of its higher education courses, which is transparent for all stakeholders. The process involves linking intention and design, implementation, outcomes (which are reviewed) and improvement.

The purpose is to:

- Ensure that all accredited higher education courses are subject to periodic, systematic and comprehensive review (at least once during the accreditation period, but typically every two to three years) for continuous improvement and reaccreditation purposes, overseen by peak academic governance processes and include external referencing or other benchmarking activities with comparable courses nationally and/or internationally.
- Provide quality assurance based on coherent improvement processes integrating key elements of teaching and learning to achieve outcomes.
- Build upon and align with other academic policies and procedures to achieve key objectives identified by EIT.
- Ensure compliance with the *Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 and Higher Education Standards Framework 2021 (Threshold Standards)*.

The TEQSA Risk Assessment Framework is an essential part of TEQSA's risk-based strategy for ensuring higher education standards. Ensure that this framework has been integrated into EIT's academic quality assurance processes. Regular interim monitoring, comprehensive reviews, external referencing, benchmarking and feedback from students and staff are used to mitigate potential risks to the quality of education at EIT. These results also help guide and assess improvements, including leveraging data on student progress and success

to refine admission criteria and enhance course design, teaching methods, supervision, learning experiences and academic support services.

2.0 Scope

This policy is relevant for EIT academic and administration staff, as well as external stakeholders involved in both the review of academic programs and quality assurance. It applies to all higher education courses, campuses, and members of EIT's higher education community, including industry partners, engineering professionals, and the general public.

All units within nested courses will be reviewed collectively as a single course. This ensures alignment with overarching course objectives while considering individual unit learning outcomes.

The course review process involves a data-driven analysis of student outcomes, including satisfaction, progression, and graduate results, to support continuous improvement. Stakeholder feedback from students, faculty, industry representatives, and external experts is incorporated to ensure a broad perspective and enhance objectivity, particularly for accredited programs. Reviews also ensure alignment with EIT's strategic goals and compliance with the Higher Education Standards Framework (HESF) and TEQSA guidelines, covering curriculum design, academic integrity, and program viability

This policy does not focus on evaluating teaching capacity of individual lecturers but instead centres on the overall quality and effectiveness of the course.

The policy will be implemented through induction and training of staff and committee members, with clear roles and responsibilities defined for key stakeholders such as course coordinators and Course Advisory Committee members. The policy will be made available to students and the broader community via the website and other publications. Annual reports on course reviews will be compiled to inform strategic decisions and reaccreditation processes.

3.0 Objectives

The overarching objective of EIT is to offer higher education courses that are coherent, integrated, and enable students to achieve the requisite outcomes aligned with course aims. Responsibility for course quality will be embedded in both academic and management practices. The key objectives of the course review process are to ensure:

3.1 Relevance of Courses

This involves aligning the course content and outcomes with labour market needs and industry priorities. Stakeholder feedback, including from employers and professional industry bodies, will inform course updates to ensure graduates contribute effectively to their professions and society. Continuous alignment with national and international professional standards is prioritised.

3.2 Viability of Courses

Viability addresses the financial sustainability of courses, alongside student progression and demand. The review will assess course delivery models to ensure cost effectiveness, student retention and return on investment. Courses will be assessed against market trends and competitor offerings to ensure they remain viable and responsive to student and industry needs.

3.3 Quality of Courses

The quality of courses will be maintained through the consistent achievement of high learning standards, ensuring robust and reliable assessments across all delivery modes. Course outcomes will be mapped to the development of graduate attributes, Engineers Australia stage 1 competencies (where relevant) that meet stakeholder expectations and relevant accreditation standards. This includes the alignment of learning activities with learning outcomes and the use of valid and reliable assessment strategies to measure student progress.

3.4 Course Resources and Management

The review process will ensure that adequate resources are provided to support student learning, including access to materials, technologies, and staff expertise. Effective and efficient course management will be evaluated, ensuring that resources are optimally allocated to enhance learning experiences and outcomes.

4.0 Implementation

A comprehensive course review process encompasses the design and content of the course of study, the alignment of expected learning outcomes with industry and academic standards, the methods used for assessing those outcomes, and the extent to which students' achieve the desired learning outcomes. The review will also take into account emerging trends in education, modes of delivery, evolving student needs, and identified risks to course quality. Regular reviews ensure the course remains relevant and adaptable to future developments.

Systematic review, including external industry body course accreditation, serves as a key mechanism for continuous improvement. This process will incorporate feedback from all major stakeholder groups, including students, faculty, industry professionals, and external accreditation bodies. Such input ensures that the course remains aligned with both academic standards and industry requirements.

Courses and units may also be subject to review in response to requests or feedback received from lecturers, students, and/or administrative staff. This feedback loop facilitates ongoing refinement of the curriculum to meet the dynamic needs of the student body and the industry.

4.1 Course Reviews

The Comprehensive and systematic review of courses of study is informed by regular interim monitoring of teaching quality, student support and supervision, student progress, and the overall delivery of units within each course. This ensures continuous assessment of educational quality and identifies areas for improvement.

Course review activities will include regular external benchmarking, comparing the success of student cohorts against comparable courses of study, through:

- analysis of key performance indicators such as progression rates, attrition rates, completion times and rates and, where applicable, variations across different delivery locations.
- assessment of student achievement against defined learning outcomes, including comparisons of grading methods and assessment techniques across selected units of study.

All students and staff are encouraged to provide feedback on their educational experiences, which directly informs course review and improvement processes.

4.2 Course Approval and Change Process:

1. New higher education courses require accreditation by the Academic Board, which then submits the course to the Governance Board for final sign off who either endorses the accreditation and implementation for those courses which fall under EIT's Self-Accrediting Authority, or approves submission of an accreditation application to the relevant external accrediting authority e.g. TEQSA. The process for developing new courses is detailed in the '*Course Development Policy and Procedure*'.
2. Changes to course content, structure, or delivery will be categorised as minor or major. The Dean and/or Deputy Dean will evaluate the nature and extent of the changes.
3. If course changes are deemed major, as defined by TEQSA, the Academic Board, and any relevant external accrediting authorities, must approve these changes before implementation. A Material Change document must be maintained to ensure alignment with TEQSA requirements.
4. Minor course changes, reflecting continuous improvement and maintaining coherence, can be approved internally by the Dean and/or Deputy Dean, following review by the Board of Studies and/or the Course Advisory Committee, where required.

4.3 Governance and Oversight

The Governance Board typically does not review detailed course proposals unless specifically requested. However, they review and approve a regularly tabled Business Plan update, which includes a Project Plan covering new courses, accreditation applications and other major initiatives (e.g. IT upgrades). This plan is primarily focused on the financial health of the institution and includes a two-year horizon for planning.

As the self-accrediting authority, EIT's Academic Board is responsible for approving new programs, reviewing changes to existing programs, and ensuring they meet both internal academic standards and national/international quality expectations. The Academic Board has the authority to review the course structure, content, and delivery methods at regular intervals and approve any significant changes or new course offerings. Any new course accreditation or course reaccreditation approvals will be passed to the Governance Board for final endorsement before implementation (if under SAA) or approval to submit an application the relevant accrediting authority.

4.4 Review Mechanisms and External Input

EIT will implement regular review processes, in line with the academic review objectives outlined in this policy. These processes include:

- Internal partial course and unit reviews
- External full course reviews
- External audits, assessments and accreditations
- Professional accreditation reviews

To ensure continued external input into ongoing course development and review, Course Advisory

Committees (CACs) will convene annually. These committees will include representatives from relevant engineering sub-disciplines to ensure comprehensive review of all higher education courses.

4.5 Types of Review

4.5.1 Ongoing Reviews

EIT will conduct regular internal reviews of courses and units to ensure quality and relevance. Throughout the course accreditation period, external reviews will be undertaken for the renewal of course accreditation, in alignment with TEQSA requirements. These reviews will be informed by comprehensive data collection to support continuous improvement across all higher education courses.

4.5.2 Benchmarking activities

EIT will regularly benchmark its courses against partnering institutions and similar courses at other higher education providers. This will inform curriculum reviews and contribute to quality assurance processes. The Benchmarking Policy outlines detailed procedures for this process.

4.5.3 External Reviews – Independent Expert Reviews

The Independent Expert Review process involves engaging external experts (with engineering domain expertise and Higher education expertise) to evaluate the quality and relevance of programs or significant/major course changes. These reviews occur periodically or in response to substantial revisions, with the goal of providing an objective, unbiased assessment of academic standards, alignment with industry needs, and adherence to best practices in teaching and learning. The findings from expert reviews will be used to inform course improvements and ensure that programs continue to meet high academic standards and stakeholder expectations. Recommendations from these reviews are considered by the Academic Board, which oversees the implementation of necessary changes.

4.5.4 Professional Accreditation

Although not mandatory for engineering programs in Australia (except in specific contexts like Queensland), EIT seeks voluntary accreditation from professional bodies such as Engineers Australia to enhance the value of its programs. This accreditation can provide international recognition under the Dublin, Sydney, and Washington Accords.

EIT will continue to engage with Engineers Australia and other relevant accrediting bodies (e.g., IChemE) as part of the curriculum development and review processes. EIT will also monitor any changes that may affect future accreditation needs.

4.5.5 End of Teaching Period Strategic Review

At the end of each teaching period, the Board of Studies will review unit and grade distributions, identifying areas of good practice and opportunities for improvement. Action plans based on these reviews will be disseminated for implementation. Additionally, student satisfaction surveys, collated by the Higher Education Manager, will be reviewed to inform ongoing course improvement activities.

4.5.6 Documentation and Reporting

All reviews, modifications, and benchmarking activities will be well documented and communicated

through transparent reporting to stakeholders, including the Board of Studies, the Academic board, faculty, and students (via student representatives).

4.6 Key Performance Indicators

The criteria to measure and evaluate course performance will be robust, ensuring consistency across all aspects of course design, delivery, assessment and management. Key performance indicators, drawn from EIT's Strategic Plan and Learning and Teaching Policy, will guide the evaluation process and align with the objectives of course review.

The review process will be based on the following principles: evidence-based, efficient (optimising staff time), rigorous, transparent, objective, and inclusive, ensuring involvement from both students and staff at all levels. This approach guarantees that courses maintain high standards and meet the evolving needs of stakeholders.

4.7 Student Impact

The Academic Board is responsible for ensuring that any proposed changes to courses do not unduly disadvantage students, particularly in terms of students' ability to complete core units. When a change removes or replaces core units; alters credit points; or affects the course structure, pragmatic transitional arrangements must be established to guarantee students can continue their studies and complete the course within a reasonable time frame. For major changes, a clearly defined mapping document will be provided to show the transition from the obsolete course to the new course structure. In cases where an entire course is discontinued, contingency plans must be made to help students find an alternative course. This ensures the continuity of student's education and their academic progress.

5.0 Definitions

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

6.0 Related Documents

- Academic Board Terms of Reference.DS
- Assessment Moderation and Student Progress Policy.HE
- Assessment Moderation and Student Progress Procedure.HE
- Benchmarking Policy.HE
- Benchmarking Procedure.HE
- Board of Studies Terms of Reference.HE
- Course Advisory Committee Terms of Reference.HE
- Course Development Policy and Procedure.HE
- Course Review and Quality Assurance Policy.HE
- Curriculum Change Register
- Diversity, Fair Treatment and Equal Opportunity Policy.DS
- Duration of Study Policy.HE
- Ethics Statement.DS

- Freedom of Speech and Academic Freedom Policy.DS
- Governance Board Terms of Reference. HE
- Intellectual Property.DS
- Learning and Teaching Committee Terms of Reference.DS
- Learning and Teaching Plan 2022 – 2025.HE
- Learning and Teaching Policy.HE
- Learning and Teaching Resources Policy .DS
- Records Management Policy.DS
- Strategic Plan 2021 - 2032. DS

7.0 Related Legislation

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

- [Australian Qualifications Framework \(AQF\) \(National Policy\)](#)
- [Equal Opportunity Act 1984 \(WA\)](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2021 \(Cwth.\)](#)
- [Tertiary Education Quality and Standards Agency Act 2011 \(Cwth.\)](#)

8.0 Accountabilities

The Terms of Reference for each of the academic governance committees shall determine the composition of panel members and their roles and responsibilities in relation to course reviews.

The Dean and Deputy Dean are responsible for implementing approved changes, and undertaking any other tasks as assigned by any of the academic governance committees.