

COURSE REVIEW AND QUALITY ASSURANCE POLICY AND PROCEDURE

Policy / Document Approval Body:	Academic Board
Date Created:	26 October 2012
Policy Custodian:	Academic Board
Policy Contact:	Dean of Engineering
Location on EIT website:	https://www.eit.edu.au/about/policies-procedures/
Review Period:	Three Years from Commencement
Revision No:	7
Date of Revision:	20 May 2025
Date Approved:	01 October 2025
Date Commenced:	03 October 2025

1.0 Purpose

This document provides a framework and procedural guidance for the Engineering Institute of Technology (EIT) to conduct academic reviews of its Vocational Education and Training (VET) courses and their constituent units/modules. It ensures quality assurance through transparent and systematic internal and external reviews and supports continuous improvement to align with EIT's academic and strategic objectives.

2.0 Scope

This policy and procedure apply to all VET courses, delivery modes, and members of EIT's academic and administrative community, as well as relevant external stakeholders such as industry professionals and accrediting bodies.

Note: It excludes evaluations of individual instructor performance, which are addressed through separate instructor evaluation processes.

3.0 Objectives

The academic review process aims to:

- Ensure systematic and ongoing evaluation of courses and modules/units
- Align course content with current industry and labour market needs
- Provide quality assurance through valid and reliable data analysis
- Support evidence-based decision-making and continuous improvement
- Meet external accreditation requirements
- Incorporate the latest technical and instructional advancements into programs
- Engage key stakeholders in the evaluation and enhancement of programs

4.0 Policy Principles

4.1 Relevance and Viability

4.1.1 Relevance of Courses

This relates to the course reputation as viewed by key stakeholders and to the meaningful contribution that its graduates can make to their profession and society. It is reflected in the alignment of course content and outcomes to labour market priorities and those areas identified by Government and industry partners as being a high priority.

4.1.2 Viability of Courses

This refers to cost-effectiveness and sustainability. It also reflects the demand for the course, how well students progress through the course, and the return on investment from the course offering.

4.2 Accountability

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

- The CAC is responsible for receiving and reviewing recommendations arising from feedback collected from stakeholders and considering recommendations for change
- The Deputy Dean has overarching responsibility for implementing approved changes to units/modules and the course, and reporting outcomes to the Academic Board
- The Academic Resources Manager is responsible for implementing relevant changes recommended by the Dean and/or Deputy Dean with regard to the learning resources and assessment tools
- Learning Support Officers are responsible for implementing and monitoring relevant changes made to units/modules and courses under their responsibility.

Please see *Appendix 1 - Course Review Terms of Reference*

4.3 Quality Assurance and Continuous Improvement

Reviews are designed to:

- Ensure achievement of consistent and high-standard learning outcomes and assessments for the course in an online delivery mode environment
- Ensure quality assurance is embedded in the EIT management processes
- Relate capability and competency development to learning outcomes and activities
- Measure capability and competency development and learning outcomes through valid and reliable assessment strategies
- Provide resources that support students' learning to achieve learning outcomes
- Ensure effective, efficient, and appropriately documented course management
- Develop the graduate capabilities and competencies identified as important by stakeholder groups (Please see *Appendix 2 - EIT Graduate Attributes*)

The relevant Key Performance Indicators (KPIs) as set out in EIT's Strategic Plan will be integrated into EIT's profile planning processes and measured against EIT's generic graduate attributes and those that are specific to courses of study that EIT is authorised to offer.

4.4 Training and Assessment Strategies

EIT is committed to ensuring that each course has a training and assessment strategy (TAS) which is designed and implemented to uphold the integrity, quality, and consistency of learning. Each TAS must:

- Align with the requirements of the relevant training package or VET-accredited course
- Clearly state the course aims, intended learning outcomes, and expected volume of learning
- Provide a coherent program of units/modules that supports progressive skill development
- Ensure assessment activities are valid, reliable, and directly aligned to learning outcomes
- Support equitable access to education through appropriate learner support services, resources, and facilities
- Demonstrate equivalence in quality across all sites and modes of delivery
- Facilitate defined pathways for articulation and employment outcomes
- Be delivered by trainers with appropriate expertise, industry knowledge, and teaching skill

Each TAS will be reviewed as part of ongoing course reviews and subject to continuous improvement in accordance with this policy.

4.5 Review Characteristics

The underlying principles in achieving course review objectives are that processes are to be:

- Evidence-based
- Efficient in resource use
- Rigorous and systematic
- Transparent and well-documented
- Objective and fair
- Inclusive of input from academic and administrative staff, students, and external stakeholders

5.0 Procedure

5.1 Course and Unit/Module Approval

Any proposal to make a major change to course structure and content requires a rationale from the Course Advisory Committee (CAC) along with a course change proposal to be approved by the Deputy Dean, and then IDC Technologies will submit an application to the external accrediting authority for an amendment to an existing course.

EIT will implement regular review processes across the key areas listed under the objectives of this policy. A variety of academic review mechanisms are available to EIT, such as:

- Internal partial course and unit/module review
- External full course review
- External audit/assessment/accreditation
- Professional accreditation

5.2 Frequency

Course and module/unit 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 reviewed a minimum of once every five years 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 the accreditation process

5.3 Types of Review

5.3.1 Internal Review

A range of data will be collected from internal sources that will contribute to the academic review process undertaken by the CAC. Data will be sourced from information held by EIT, such as:

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

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

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

This data will be analysed individually and collectively, and combined with data obtained from external stakeholders, when appropriate, and reported to the relevant academic committee for consideration. Please also see *Appendix 3 - EIT Internal Course Review Process*

5.3.2 Learning Resources and Material Review - Ongoing Course Review

Data will be collected from internal sources, such as the instructors, students, and VET academic committee, on individual units/modules. These reviews will focus on the quality, currency, accessibility, diversity and effectiveness of the learning resources and materials. EIT will ensure that the learning resources and materials are:

- Current and accessible
- Adheres to copyright and licensing requirements
- Appropriate to the program content.

5.3.3 Assessment Review - Ongoing Course Review

Assessment review via validation, as well as based on student and staff feedback, is a continuous process of improvement at EIT. 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
- Fit for purpose

5.3.4 External Review - Ongoing Course Review

Data will be collected from potential employers and industry professionals, seeking their feedback on subjects and courses via a variety of collection methods. Please also see *Appendix 4 - EIT External Course Review Process*.

5.3.5 External Review - Accreditation

All EIT courses are owned by its sister company, IDC Technologies, and are accredited through the Training and Accreditation Council (TAC) in Western Australia. All accredited courses are required to undergo a reaccreditation process every five (5) years. Any proposal to make a major or minor change to an accredited course during this five-year period requires a course change proposal to be approved by the external accrediting authority, which is done by IDC Technologies as the course owner.

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 Board Terms of Reference.DS
- Artificial Intelligence Policy.DS
- Assessment and Validation Policy and Procedure.VET
- Copyright Policy.DS
- Copyright Procedure.DS
- Course Advisory Committee Terms of Reference.VET
- Course and Unit Discontinuation Policy and Procedure.VET
- Facilities and Learning Resources.DS
- Freedom of Speech and Academic Freedom Policy.DS
- Information Management and Security Policy and Procedure.DS
- Intellectual Property.DS
- Learning and Teaching Committee Terms of Reference.DS

- Learning and Teaching Policy and Procedure.VET
- Learning and Teaching Resources Policy.DS
- Online Learning and ICT Support Policy and Procedure.VET
- Marketing and Promotion Policy and Procedure.DS
- Privacy Policy.DS
- Staff Development Policy.DS
- Staff Performance Review Policy and Procedure.DS
- Strategic Plan 2022-2032.DS
- Student Consultation Policy.VET
- Trainers and Assessors Policy.VET
- VET Regulatory Compliance and Cooperation Policy.VET

8.0 Related Legislation

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

- [Age Discrimination Act 2004 \(Cwth.\)](#)
- [Australian Human Rights Commission Act 1986 \(Cwth.\)](#)
- [Australian Qualifications Framework \(AQF\) \(National Policy\)](#)
- [Copyright Act 1968 \(Cwth.\)](#)
- [Credentials Policy \(Cwth.\)](#)
- [Disability Discrimination Act 1992 \(Cwth.\)](#)
- [Equal Opportunity Act 1984 \(WA\)](#)
- [National Vocational Education and Training Regulator \(Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements\) Instrument 2025](#)
- [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#)
- [Privacy Act 1988 \(Cwth.\)](#)
- [Racial Discrimination Act 1975 \(Cwth.\)](#)
- [Sex Discrimination Act 1984 \(Cwth.\)](#)

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

- For all VET courses, a Course Advisory Committee (CAC) will be established as per the Course Advisory Committee Terms of Reference. The CAC will examine evidence and make recommendations regarding:
- The relevance and currency of the curricula in meeting the needs of students, the profession and employers.
- 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).
- 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.
- The relationship between the courses within the course group, and other courses across EIT, and the research and training programs of EIT.
- The adequacy of learning resources (including library, IT and infrastructure support) and the level of student learning support.
- 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.
- 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.
- Any additional matter of relevance.

APPENDIX 2 - EIT GRADUATE ATTRIBUTES¹

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 the 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 forms 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 to 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.

APPENDIX 3 - 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 duration of the course.	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, Operations 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 4 - 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 Academic 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 / CAC
Formation of CAC.	6 months before the expiry of the course. CAC members will need adequate time to review the material.	Deputy Dean and Dean
Review submissions are collated and sent to the CAC will develop change recommendations as part of a course reaccreditation application.	5 months before the expiry of the course	Deputy Dean / CAC
Review and respond 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, Operations 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 CAC 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