

## EIT LEARNING AND TEACHING PLAN 2026 - 2029

<b>Policy / Document Approval Body:</b>	Academic Board
<b>Date Created:</b>	01 September 2022
<b>Policy Custodian:</b>	Dean of Engineering
<b>Policy Contact:</b>	Dean of Engineering
<b>Location on EIT website:</b>	<a href="https://www.eit.edu.au/about/policies-procedures/">https://www.eit.edu.au/about/policies-procedures/</a>
<b>Review Period:</b>	Every Three Years from Commencement
<b>Revision No:</b>	2
<b>Date of Revision:</b>	17 September 2025
<b>Date Approved:</b>	01 April 2026
<b>Date Commenced:</b>	01 April 2026

## Empowering Students through Inclusive, Innovative Education

This Learning and Teaching Plan articulates how EIT delivers on the academic and educational objectives set out in the EIT Strategic Plan. It translates EIT’s institutional mission, vision, and values into practical commitments that govern curriculum design, teaching practice, assessment, and learner academic support across all delivery modes and AQF levels.

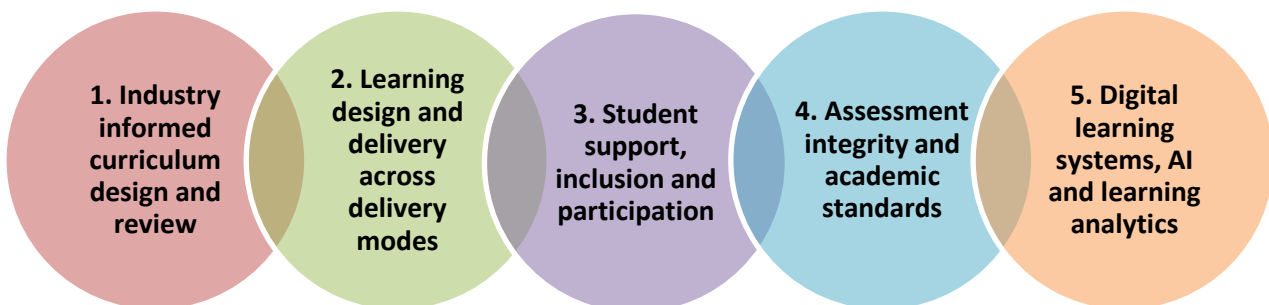
EIT is committed to providing high-quality, research-informed, and industry-aligned education that is inclusive, flexible, and future-focused. Teaching and learning at EIT emphasise learner academic support, innovative pedagogies, and digital excellence to ensure learners are well prepared for professional practice, vocational competence and lifelong learning.

Through its learning and teaching approach, EIT commits to ensuring that learners:

- Develop the skills, knowledge, and professional attributes required to succeed in a rapidly evolving engineering and technology landscape, including capability in emerging technologies, digital systems, and ethical use of Artificial Intelligence (AI). This applies to learners across VET qualifications and higher education programs, including competency-based outcomes and industry-aligned practice.
- Engage in scholarly, multimodal learning experiences that integrate theory with applied, industry-relevant practice, appropriate to the learner’s AQF level.
- Build the capacity to be critical thinkers, ethical decision-makers, problem solvers, and emerging leaders in professional and societal contexts.
- Develop values and professional behaviours that support responsible, sustainable, and ethical participation in society, aligned with global engineering standards.
- Cultivate reflective practice and lifelong learning capabilities, enabling adaptability across changing careers, industries and vocational or professional pathways.

This Learning and Teaching Plan does not restate EIT’s institutional mission or vision; rather, it operationalises them for both higher education and vocational education and training learners, defining the principles, structures, and quality assurance mechanisms that underpin teaching excellence, competency achievement and learner success at EIT.

## Learning and Teaching Pillars



## Pillar 1: Industry informed curriculum design and review

Ensure programs meet industry needs, AQF levels, and competency requirements, including VET and HE, while remaining responsive to current and emerging workforce needs and future skills (e.g. digital capability, AI literacy, sustainability, and systems thinking).

### Strategies

1. Develop and review courses in line with Course Development and Course Review Policy and Procedures, ensuring alignment with AQF descriptors and professional accreditation requirements.
2. Engage industry through Course Advisory Committees and consultation as defined in the Course Review procedures.
3. Ensure assessments include authentic, applied, industry-relevant practice aligned with course outcomes.
4. Use external review or benchmarking to inform course improvements, documented in review reports.

### Measures

- Completion of scheduled course and unit reviews in line with the Course Review cycle.
- Documented evidence of industry input in course approval and review reports.
- External benchmarking reports reviewed and noted by Academic Board or delegated committees.
- Maintenance of accreditation and registration status with no curriculum-related conditions.
- Action items from course reviews tracked through continuous improvement registers.

## Pillar 2: Learning design and delivery across delivery modes

Ensure consistent and quality learning experiences across online, blended, and on-campus delivery modes.

### Strategies

1. Apply consistent learning design standards across delivery modes.
2. Ensure teaching practice aligns with the Learning and Teaching Policy and relevant VET delivery requirements.
3. Embed practical learning through remote and virtual laboratories, simulations, and applied activities to ensure equivalence of hands-on learning outcomes across delivery modes.
4. Support teaching staff capability through professional development activities aligned with the Staff Development Policy.
5. Monitor teaching quality via peer review, moderation, and learner feedback.
6. Use continuous improvement cycles informed by academic review, learner feedback, and learning analytics to progressively refine multi-modal delivery.

### Measures

- Evidence of approved learning design templates used across HE and VET programs.
- Peer review and moderation reports confirming equivalence in learning outcomes, interaction opportunities, assessment and feedback across delivery modes, including practical and laboratory-based learning activities.
- >80% teaching staff participation rates in required professional development.
- Learner feedback analysed per mode, with satisfaction  $\geq 80\%$  for teaching and learning consistency, including practical learning experiences.
- Retention and progression monitored per delivery mode, with <15% variance in outcomes.

### **Pillar 3: Student support, inclusion and participation**

Support academic success, inclusion, and learner engagement.

#### **Strategies**

1. Provide learner academic support in accordance with the Student Support Policy, focusing on academic skills, Language Literacy and Numeracy (LLN) support, and assessment readiness for HE and VET learners.
2. Implement inclusive learning practices and reasonable adjustments consistent with the Diversity, Fair Treatment and Equal Opportunity Policy and Student Support Policy and Procedures.
3. Monitor learner engagement and progression through mechanisms outlined in the Student Progression and Students at Risk Policy and Procedures.
4. Facilitate learner participation in academic governance through structures defined in the Academic Governance Framework.

#### **Measures**

- Utilisation data and outcomes from learner academic support services.
- All requested reasonable adjustments documented and reviewed for effectiveness.
- Early intervention reports generated and actioned for at-risk learners.
- Retention, progression, and completion rates across HE and VET cohorts.
- Learner representation and feedback documented through academic committees.

## Pillar 4: Assessment integrity and academic standards

Maintain high standards of assessment and academic integrity across all programs.

### Strategies

1. Design, implement, and review assessment in accordance with the Assessment Moderation Policy and Procedures, learning design, and VET Assessment and Validation Policy and Procedures.
2. Ensure assessment tasks are aligned with unit learning outcomes or VET competencies.
3. Promote academic integrity through education and enforcement mechanisms outlined in the Academic Integrity Policy, including ethical use of AI.
4. Monitor assessment outcomes and grading consistency through scheduled moderation and review processes.

### Measures

- Completion of assessment moderation and validation activities as scheduled.
- Evidence of >85% alignment between assessment tasks and learning outcomes or competencies.
- Academic integrity breach data reviewed and addressed in line with policy.
- External moderation or validation feedback considered and actions recorded for improvements.
- Improvement actions recorded and monitored following assessment reviews.

## Pillar 5: Digital learning systems, AI and learning analytics

Use digital platforms, AI, and analytics to support teaching and learning outcomes.

### Strategies

1. Use approved digital learning platforms and tools to deliver and support courses across all modes, ensuring accessibility, functionality, and pedagogical alignment that promotes active learning and authentic assessment.
2. Promote responsible and ethical use of AI in learning and assessment consistent with the Academic Integrity Policy
3. Collect and analyse learner engagement and performance data to guide academic support and early interventions.
4. Build digital capability of staff and learners through initiatives aligned with the Staff Development Policy and learner support frameworks.
5. Periodic review reports on remote laboratory infrastructure, curriculum integration, and industry relevance.

### Measures

- 100% of courses effectively delivered using approved digital platforms or tools.
- Evidence of AI guidance and academic integrity embedded in course materials.
- Learner engagement and performance data reviewed each semester and used to inform interventions for  $\geq 90\%$  of at-risk learners.
- $\geq 90\%$  of teaching staff participate in digital capability initiatives or relevant professional development.
- Learner feedback on digital learning tools (including remote laboratories) rated  $\geq 85\%$  for accessibility, usability, and effectiveness.
- $\geq 90\%$  availability and uptime of remote laboratory systems during scheduled teaching periods.
- Continuous improvement actions related to remote laboratory delivery tracked and closed within agreed timeframes.