

LEARNING AND TEACHING POLICY AND PROCEDURE (VET)

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1.0 Purpose

The purpose of this policy is to provide a framework for learning and teaching across all EIT Vocational Education and Training (VET) courses and professional certificate of competency courses. It reflects the values and strategic objectives of EIT.

2.0 Scope

This document applies to all members of the EIT's VET community.

3.0 Objectives

EIT aims to:

- Promote high-quality, student-centred learning;
- Support continuous improvement of its courses and services
- Ensure academic excellence through informed, inclusive, and ethical teaching practices
- Facilitate learning environments that support global perspectives, diversity, and lifelong learning

4.0 Policy Principles

EIT is committed to the following principles that underpin this policy.

4.1 Focus on Learning

EIT is committed to providing an environment that promotes high-quality learning. It will develop and deliver courses that are responsive to the needs of its students and engage students in active learning to enable them to apply their skills and knowledge.

4.2 Encourage Critical Thinking

EIT will promote free intellectual enquiry and enhance the ability of its students to think critically in order to make informed decisions.

4.3 Foster Ethical Behaviour

EIT will cultivate a strong commitment to ethical behaviour, enabling students to apply integrity and responsibility in their decision-making.

4.4 Academic Freedom

EIT is committed to promoting free and critical thinking, including reasoned dialogue and debate, while accepting a diversity of beliefs and understandings, and fostering an environment of respectful, non-offensive engagement.

4.5 Internationalization

EIT will promote cross-cultural perspectives and respect for different values in its community and ensure that students possess transferable skills in order to enable them to value, live and work in a global environment.

4.6 Equity and Diversity

EIT will promote equal opportunity and non-discrimination on the basis of personal, ethnic, religious, gender or other social characteristics. EIT will enable access to education for a wide range of students via learning and teaching activities that accommodate the diverse backgrounds and needs of its students.

4.7 Recognition of Prior Learning (RPL)

EIT will formally recognise prior learning to acknowledge students' previous experience, consistent with relevant policy and accreditation requirements.

4.8 Continuous Improvement of Learning and Teaching

EIT will ensure that learning and teaching is continuously improved using its review processes, including feedback from key stakeholders, both internal and external.

4.9 Professional Development

EIT will support academic staff in their endeavours to improve learning and teaching and to undertake professional development activities.

4.10 Course Scope and Compliance

EIT is registered as a Registered Training Organisation (RTO) with the Australian Skills Quality Authority (ASQA) (National Provider Number – 51971), initially granted on 18 September 2008, and presently has approval (scope) to offer a number of nationally recognised courses, all of which are delivered online. EIT's current scope can be viewed on the National Register.

5.0 Procedure

5.1 Course and Module/Unit Design

EIT's courses and modules/units will be developed and maintained to:

- Clearly articulate course aims and learning outcomes
- Include a coherent sequence of modules/units
- Align assessment activities with learning outcomes and latest assessment methods

- Be equivalent across all delivery modes and locations
- Emphasise employment-related outcomes
- Offer defined access, articulation and credit pathways
- Be subjected to regular formal review for continuous improvement
- Be taught by qualified and skilled instructors

5.2 Student Support

EIT will support students by:

- Providing quality and accessible learning resources
- Delivering timely and quality feedback on student work that promotes learning and facilitates improvement and growth
- Ensuring fair and transparent assessment that is consistent and aligned to the stated learning outcomes
- Facilitating work-integrated learning opportunities (with mentorship where possible)
- Offering RPL and credit transfer arrangements

5.3 Enhancing Instructor Effectiveness

To ensure effective instruction, EIT will:

- Encourage the scholarship of learning and teaching and the linkage between research and teaching
- Recognise and reward excellent teaching and teaching support
- Provide and maintain resources and facilities to support learning and teaching
- Develop educational technologies and learning environments 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 learning and teaching
- Encourage continual review and improvement with regard to curriculum development and assessment
- Work with instructors to review feedback and assessment data and collaboratively identify areas for improvement
- Provide ongoing professional development in learning and teaching strategies based on student feedback

5.4 Monitoring and Evaluation

EIT will monitor instruction effectiveness through:

- Regular evaluations of courses, instructors and student experience
- Collection and review of feedback from students, staff and stakeholders
- Key performance indicators, including:
 - Student retention and progression rates
 - Course pass/fail rates

- Student satisfaction
- Employer satisfaction

Instructor performance will be specifically monitored by:

- Making sure instructors have the right knowledge and experience for the modules/units they teach – this will be monitored by the completion and approval of a Trainer and Assessor Competency Matrix (TACM) document for each instructor
- Observing webinars and offering helpful suggestions for improvement
- Ensuring that instructors involve students in discussions and activities that promote active learning and critical thinking
- Encouraging ongoing professional development in learning and teaching strategies based on student feedback
- Encouraging peer review and community of practice among instructors
- Review assessment feedback provided by assessors to students. Ensuring this is constructive and timely
- Evaluating instructor’s communication skills, including clarity, tone, and the ability to convey complex information in a simple and understandable way
- Monitoring if instructors are adapting their teaching methods to cater to different learning styles
- Evaluating instructor’s use of various teaching methods, such as group discussions, lectures, hands-on activities, demonstration of software or hardware, and case studies

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
- Assessment and Validation Policy and Procedure.VET
- Award Nomenclature and Academic Records Policy and Procedure.VET
- Course Advisory Committee Terms of Reference.VET
- Course Review and Quality Assurance Policy and Procedure.VET
- Diversity, Fair Treatment and Equal Opportunity Policy.DS
- Ethics Statement.DS
- Facilities and Learning Resources.DS
- Freedom of Speech and Academic Freedom Policy.DS
- Health and Wellbeing Policy and Procedure.DS
- Intellectual Property.DS
- Learning and Teaching Committee Terms of Reference.DS
- Learning and Teaching Plan 2022 – 2025.HE
- Learning and Teaching Resources Policy.DS
- Privacy Policy.DS
- Recognition of Prior Learning Policy and Procedure.VET

- Records Management Policy.DS
- Selection, Appointment, and Induction Policy and Procedure.VET
- Staff Development Policy.DS
- Student at Risk Policy and Procedure.VET
- Student Code of Conduct.DS
- Student Complaints, Grievances and Appeals Policy and Procedure.VET
- Student Consultation Policy.VET
- Trainers and Assessors Policy.VET
- VET Regulatory Compliance and Cooperation Policy.VET
- VET Student Loans 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 \(Cwth.\)](#)
- [VET Student Loan Act 2016 \(Cwth.\)](#)
- [VET Student Loan Rules 2016 \(Cwth.\)](#)

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.