



Responsibilities of Review Panels in Academic Program and Unit Review Processes

Academic Program and Unit Reviews aim to address future prospects, give recognition to successful outcomes, and identify enhancement opportunities through formative self-evaluation, benchmarking, and participatory stakeholder engagement.

Reviews play a significant role in ensuring operational alignment with internal and external regulatory standards and frameworks, including any relevant professional accreditation standards. Reviews support and inform the University's strategic direction, policies, and systems.

Overview

At the University of Adelaide, each review is undertaken by a Review Panel, following a period of formative self-reflection by the area involved. A standard Review Panel comprises 5-6 members, led by a Convenor.

In some circumstances, a Review Panel may consist of one or two Independent Reviewers only (Consolidated Program Reviews).

All Review Panel Members must advise Education Quality of potential conflicts of interest prior to agreeing to be on a Review Panel to maintain the integrity and transparency of the review process. This includes having any personal friendships with staff in the area that is under review or research collaborations with staff at the University of Adelaide.

The information provided during the review is to remain strictly confidential.



Review Panel Convenor

The Review Panel Convenor will liaise with the Executive Officer (Education Quality staff member) over the course of the review process, to:

- Prior to the review, consider background documentation and request additional information if necessary;
- Convene the Review Panel Feedback Forum;
- Provide input and feedback to assist in finalising the Review Report, preferably within 2 weeks of the conclusion of the review.

The Convenor will manage the Review Panel during the review visit/meetings, including ensuring that:

- The Terms of Reference of the review are considered and adhered to;
- Interviewees are dealt with courteously and respectfully;
- All Review Panel members have an opportunity to contribute;
- The Review Panel adheres to the meeting schedule; and
- There is a clear sense of the Review Panel's recommendations at the conclusion so that a briefing can be provided at the exit interview and to stakeholders at the Review Panel Feedback Forum and there is a clear direction for the drafting of the Review Panel's report.

Review Panel Members

All members of the Review Panel will:

- Consider the background documentation which will be provided one month before the visit/ review date;
- Consider the information before them with independence, impartiality and objectivity, within the context of the Terms of Reference;
- Provide support in formulating strategic initiatives in addressing issues;
- Have regard to the outcomes of University reviews and policy directions;
- Assist the Convenor in ensuring there is a clear sense of the Review Panel's recommendations by the conclusion of the review; and
- After the review has concluded provide input and feedback in the preparation of the draft Review Report, preferably within 2 weeks.

Independent Reviewers (for Consolidated Program Reviews only)

The Independent Reviewer/s will liaise with the Executive Officer (Education Quality staff member) over the course of the review process, to:

- Prior to the review, consider background documentation and request additional information if necessary;
- Consider the information before them with independence, impartiality and objectivity, within the context of the Terms of Reference;
- Formulate strategic initiatives in addressing issues;



- Have regard to the outcomes of University reviews and policy directions;
- Draft recommendations by the conclusion of the review; and
- Provide input and feedback to assist in finalising the Review Report, preferably within 4 weeks of the conclusion of the review.

Education Quality (EQ) Services

Education Quality will:

- Contact the Faculty to initiate a review;
- Review any proposed changes to the standard draft Terms of Reference provided by Executive Deans and submit them for approval to PVC (Student Learning);
- Provide available statistical data for inclusion in the development of the Self-Evaluation Report (SER);
- Submit a list of prospective review panel members for approval to PVC (Student Learning);
- Contact prospective members regarding availability to sit on a Review Panel;
- Assemble background information relating to the program/unit to assist the Review Panel;
- Support the self-evaluation process, and supply SER endorsed by the Executive Dean to Review Panel;
- Contact stakeholders (internal and external) to invite written submissions;
- Arrange and organise the schedule for the Review Panel visit;
- Provide Executive Officer support to the Review Panel/ Reviewer including:
 - Sourcing additional information as needed;
 - Keeping a record of notes on interviews and Review Panel discussions; and
 - Arranging additional interviews as requested.
- Provide the Review Panel with a draft of their recommendations on the final day of the review;
- Finalise the draft Review Report in consultation with the Review Panel and submit final Review Report to PVC (Student Learning);
- Seek feedback from Faculty prior to the Report's consideration by Academic Board (or the Vice-Chancellor's Committee, as appropriate);
- Prepare paper outlining Executive Dean feedback to accompany Review Report to Academic Board (or the Vice-Chancellor's Committee, as appropriate);
- Request development of an Implementation Plan from the Faculty addressing the recommendations approved by Academic Board or the Vice-Chancellor's Committee;
- Monitor and report on progress of the actions described in the Implementation Plan; and
- Undertake associated reviews management, e.g. maintain Reviews website; HPECM filing and associated document management; reporting to the University Education Committee.

Further enquiries

Email: eq@adelaide.edu.au

Web: <https://www.adelaide.edu.au/learning/reviews>