



# Program Reviews

## Stakeholder Submission Guide

All coursework programs offered by the University of Adelaide are reviewed every 5–7 years as part of a quality assurance and improvement cycle. Stakeholder submissions to the review from internal staff members, students, alumni and external/industry experts play a crucial role in informing the evaluation of the program and the subsequent recommendations for improvement. Program Reviews evaluate stakeholder feedback and data regarding program performance and student experience to identify future opportunities, determine priorities, and implement improvements. This guide provides advice, example questions, and submission examples to assist stakeholders in making a submission for a program review.

### Why should I make a submission?

As a student, graduate, academic or professional colleague, title holder, industry expert or other type of stakeholder, you bring a wide range of differing expertise and experience that is highly relevant to the evaluation and improvement of coursework programs at the University of Adelaide.

Your comments, feedback and suggestions genuinely help the University to identify and address current issues and to identify future needs and opportunities. Submissions directly impact the experience and outcomes of future students and graduates.

### What is a submission?

A submission is a statement in which you share your opinions, insights and experience relevant to the program with program staff and/or an external, independent reviewer.

A submission can be in any format. You may submit notes, letters or a report, in length that ranges from a few dot points to several pages. There is no maximum or minimum word count. If you don't wish to make a written submission, EQ may be able to arrange an interview or group interview with the external reviewer for you to provide verbal feedback.

A written submission can be made anonymously. Education Quality (EQ) will provide your de-identified submission to the program team and/or the external reviewer, according to your preferences. (We'll need your contact details to confirm your relationship to the program or in case we have any follow up questions for you.)

Once you are ready, you can provide your [submission online here](#) or via email to [eq@adelaide.edu.au](mailto:eq@adelaide.edu.au) with the accompanying [Stakeholder Submission Coversheet](#).

### What can I include in my submission?

Program reviews aim to assess the relevance and viability of programs and courses, to understand what currently works well, and to identify where there might be opportunities for improvement or innovation. For each program review, the Terms of Reference (TOR) is the document that defines the overall purpose and scope of the review. It's, therefore, a useful guide to the sorts of topics you might address in your submission, for example, the design and structure of program curriculum, appropriateness of teaching methods and methodologies, student engagement and performance, graduate outcomes and employer satisfaction.

You don't need to refer to the TOR explicitly or address every element. You can provide feedback on any part of the program you have some experience with or insights about. The TORs for all programs currently under review can be accessed at: <https://www.adelaide.edu.au/learning/reviews/reviews-in-progress>.

## Suggestions for writing my submission

- To organise your thoughts, you may wish to structure your feedback under headings using the TOR headings or by theme.
- Provide specific examples from your experience to further contextualise your submission and support any recommendations you make.
- Discuss the successes and strengths of the program, such as innovative teaching methods, research contributions, or student support initiatives.
- Be honest about any challenges or limitations of the program. You can also provide constructive suggestions for overcoming these challenges.
- Provide feedback based on your industry expertise and experience. Highlight how the program aligns with industry standards and trends.
- Identify any gaps in the curriculum or skills that are essential for graduates to succeed in the industry. Offer recommendations for enhancing the program's relevance and effectiveness.
- As a student or graduate:
  - Highlight the specific course(s), assignments, or experiences that stood out to you.
  - Reflect on your experiences in/with the program. What aspects did you enjoy? What could be improved? What worked well? Do you feel the program prepares students for their chosen industry?
  - Discuss how the program has impacted your learning, skills, and career prospects, and experience of being a student.
  - Share how the program has influenced your career and personal development since graduation. Mention any skills or knowledge that have been particularly valuable.
  - If you have pursued further education or worked in different industries, compare your experiences and highlight how the program prepared you for these opportunities.

The questions below and example submissions may assist in generating ideas for your own submission. The list of questions and categories is not exhaustive, so please feel free to include any other ideas or experiences in your submission. The review team values all feedback.

### **Curriculum Quality:**

What was your experience with the curriculum? Were there any specific courses that you found particularly valuable or lacking? Are there any specific areas of the curriculum that you believe need updating to better align with industry standards?

### **Teaching Methods and Methodologies:**

How effective were the teaching methods and methodologies used during your studies/teaching? Did you feel that the teaching methods were up-to-date and relevant to current industry standards?

### **Student Experience, Engagement, and Success:**

How would you describe your overall student experience? What initiatives do you believe would be useful in improving the student experience?

### **Student Recruitment and Retention:**

What factors influenced your decision to choose this program? Did you feel supported throughout your studies? Are there any specific challenges you have identified in student recruitment and retention, and how do you believe they can be addressed?

### **Student Transition and Progression Support:**

How well did the program support your transition into university life, especially during the first year? Were there any specific resources or support services that were or were not particularly helpful?

### **Information for Prospective and Current Students:**

How clear and transparent was the information provided to you as a prospective student? Did you find the communication with the university effective and timely? What improvements can be made to enhance the effectiveness of university communications with students?

### **Graduate Destinations and Employer Satisfaction:**

How well did the program prepare you for your current job or further studies? How well do our graduates integrate into your organisation in terms of skills and knowledge? What feedback do you have regarding the employability and career readiness of our graduates?

### **Future Demand and Growth Opportunities:**

Are there any specific skills or knowledge areas that you feel were missing from the program or could be improved to better align with industry trends? How well did the program foster connections between students and industry professionals?

### **Changing Needs of Stakeholders:**

In what ways do you think the program could better address the evolving needs of students and/or the industry?

### **Risks to the Quality:**

What potential risks do you see that could affect the quality of the program? How do you think the program can mitigate these risks to maintain high standards?

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## Further enquiries

Email: [eg@adelaide.edu.au](mailto:eg@adelaide.edu.au)

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

## Submission examples

Below are examples based on stakeholder submissions from previous program reviews.

### Curriculum Quality/Teaching Methods

*I have seen a noticeable improvement in the research capabilities of our students. The recent curriculum changes to include more hands-on laboratory work have significantly enhanced their practical skills. However, the balance between theoretical and practical coursework could still be optimised by integrating more industry guest lectures and case study analyses. This would bridge the gap between academia and real-world applications, better preparing students for their professional careers.*

### Student Experience

*Students involved in the program could greatly benefit from more cohort-building initiatives. The program currently does not have a common core course for first-year students, which prevents them from building networks with their peers in their first year. I recommend a first-year common core course be designed and included in the program to allow students to build their network from the first year.*

**UoA Staff Member**

*My experience in the program has been both challenging and rewarding. The variety of field trips and hands-on experiments have given me a solid understanding of environmental issues. However, increasing the emphasis on data analysis and statistical methods would be beneficial, as these skills are crucial for future careers in research and policymaking.*

**Current student**

### Curriculum

*I've found the coursework to be really thorough and in line with industry trends. The coding bootcamps and hackathons have been super helpful. One thing that could improve is offering more elective courses in new tech like blockchain and AI. Adding these options would let students shape their education to fit their career goals better.*

### Student Experience

*I would like to see more opportunities to collaborate and bond with people in my program outside of study.*

### Career

*It would be useful to have people from the industry come to speak to us in lectures and allow us to ask questions about the profession. There is currently little interaction with our future industry.*

**Current student**

*In my role as a lecturer, I have observed that the integration of digital learning tools has greatly benefited our students' engagement and understanding. However, the lack of face-to-face interaction sometimes poses challenges. While online resources are valuable, ensuring regular in-person workshops and discussion groups will enhance their learning experience and foster a stronger sense of community within the program.*

**UoA Staff Member**

Observing the graduates from the program, it is evident that they possess strong technical skills. However, there is a noticeable gap in their practical experience with industrial machinery and systems. We would appreciate seeing more collaborative projects with industry partners and co-op placements embedded within the curriculum. This hands-on experience is critical for making graduates job-ready and aware of current industry practices and challenges.

**Industry stakeholder**

*Getting my university degree was a game-changer that led to tons of career options. The program's mix of theory and hands-on stuff really helped in my job now. But it would've been even better with more courses on health informatics and data management since those areas are getting super important these days.*

**Alumnus**

My time in the degree allowed me to develop both a deep theoretical understanding of a range of areas within strategic and corporate communications and foster real-world skills. My study as part of the degree also led directly to my employment within the communications industry following graduation. The mixture of corporate communications, PR, and social media marketing content was incredibly helpful in understanding the breadth of the industry and my interests and areas of skill within it. The variation in assignment types (essay, report, video) allowed me to develop a range of written and multimedia skills which I have applied directly to my work across several international businesses since graduating. The course was always clearly instructed and communicated by the teaching staff involved, and I found the structure engaging. The flexibility of the online study option during my study period was also great to see for international and rural students. The only critical feedback I would provide is on the order of courses for the degree. I would suggest reversing the order of having the internship and crisis communications courses in the first semester, as I believe I would have benefited more from this foundationally focused structure.

**Alumnus**

*There has been a significant decrease in the practical knowledge of graduates in relation to the agricultural industry. Particularly since the change of the campus focus. As an employer, we would like to see much more work experience and practical coursework across different industries. Graduates are not savvy with how workplaces operate or the concerns of our producers. Coursework must be aligned with the available employment in the industry and current relevant issues. Having knowledge of the industry from the perspective of processors, supermarkets, consumers, and most importantly producers would help to make graduates industry-ready and aware of the employment opportunities available.*

**Industry stakeholder**

## FAQs

### Who will see my submission?

Your submission will be reviewed by the Education Quality team, who manage the submission administration process. Subsequently, based on the permissions specified in your submission, it will be forwarded to the external reviewer and/or the internal review team for consideration.

### Who is the external reviewer?

The external reviewer is an academic expert from another university nominated by the Faculty and approved by the Pro Vice-Chancellor (Student Learning) to review the program. Their responsibilities include reviewing the self-evaluation report prepared by the internal review team and stakeholder submissions, with the aim of formulating recommendations for program improvement.

### Who is the internal review team?

The internal review team consists of academic, school, and faculty staff associated with the program. Typically, the team includes some or all of the following members: the current Program Director, previous Program Director(s), the Deputy Dean (Learning and Teaching), the Associate Dean (Curriculum), academic staff who teach in the program, the Head of School, and other relevant staff. Their responsibilities involve reviewing program data and stakeholder submissions to assess the program, and preparing a self-evaluation report for the external reviewer.

### How are submissions used in the review process?

The internal review team, along with the external reviewer, will assess your submission to identify the program's strengths and weaknesses. They will incorporate the insights you provide into their self-evaluation report and recommendations, aiming to implement improvements or to emphasise what is effective and what requires attention within the program.

### Can I provide my feedback verbally?

Yes, you are welcome to provide your feedback verbally. Email [eq@adelaide.edu.au](mailto:eq@adelaide.edu.au) to arrange an in-person meeting or phone call.

### Can I provide my feedback directly to the internal review team?

Yes, please email [eq@adelaide.edu.au](mailto:eq@adelaide.edu.au). EQ can then provide you with the contact details of the internal review team's lead.