School Reviews
Guidelines for Schools and Review Panels

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1.   Introduction

At the University of New England Schools are reviewed periodically, on a five-year cyclical basis,
to achieve improvement in their academic and administrative performance. This occurs through
a process of self-assessment, benchmarking, critical reflection, forward planning and external
peer review. School Reviews form part of the University's continuing cycle of planning,
development and improvement, and are a key component of the University's Academic Quality
Management system (see Policy SED08/115).

This set of Guidelines is intended to assist both Schools and Review Panels with the procedural
aspects of the University's School Review system.

2.   The Purpose of School Reviews

Schools are reviewed to ensure their regular renewal, to improve the quality of their teaching
and research activities, the allocation of resources, the management of their strategic priorities
and their future development. School reviews also provide information to assist the University
to evaluate its performance against strategic priorities and targets, informing planning for future
directions and activities.

The following principles underpin the School Review process:
• School Reviews have an external focus, with membership of review panels including external
  academic and professional disciplinary experts;
• School Reviews encompass all of the School's major activity areas – teaching, research,
  community service, links with relevant professions or disciplines, and their internal planning
  and administrative activities;
• In reviewing the School's teaching and learning progress, a review of the courses which are
  taught in the School, or which form a major component of the School's teaching, should
  form an explicit part of the School review process and terms of reference;
• In reviewing courses which have an external professional accreditation requirement, due
  regard should be given to the findings and requirements of professional accreditation
  bodies;

- Centralised oversight of the schedule, execution, and implementation of review processes and outcomes is provided by the University's senior executive, through Vice-Chancellor's Committee, and by the Academic Board and its Committees, in order to strengthen the conduct of reviews and the implementation of recommendations and outcomes;
- Each School is reviewed at least once every five years.

3.   Scheduling and Oversight of the School Review process

The School Review process is managed through the office of the Pro-Vice-Chancellor (Academic). The PVC (Academic) is responsible for assisting in the overall administration of the School review process, on behalf of the University. The PVC (Academic) is also the senior executive liaison point between the School and the Vice-Chancellor's Committee. Together, Vice-Chancellor's Committee and Standing Committee of Academic Board oversee the scheduling, establishment, execution and implementation of School Review processes and outcomes.

Vice-Chancellor's Committee provides its recommendations regarding the membership of review panels, terms of reference for reviews, acceptance of review reports, and the form and content of implementation plans to Academic Board Standing Committee.

3.1   Timetable for School Review

An annual timetable for School Reviews is drawn up by the Vice-Chancellor's Committee and approved by Academic Board Standing Committee. Ideally this should occur up to a year prior to the Review date. Consultation between the Pro Vice-Chancellor (Academic) and the Head of School, and the relevant Faculty PVC/Dean, should commence up to 9 months prior to the review, to establish membership panels, terms of reference, and timing of the review week visit, and to assist the School in its preparations for review.

3.2   Terms of Reference

School performance will be reviewed in the context of University, Faculty and School plans, and the improvements made in the School since its most recent review. There are four broad Terms of Reference for School Reviews, as follows:

Term of Reference 1.   Teaching and Learning

Achievements relating to teaching will particularly focus on the strategic teaching and learning directions and goals of the University. They will also consider the quality, scope, focus, direction and balance of the School's courses and teaching at undergraduate and postgraduate levels in light of agreed teaching and learning indicators, which may include (but are not limited to):
- enrolment trends,
- attrition rates,
- success rates,
- student and graduate satisfaction,
- the perception of key external stakeholders,
- student requirements (cultural, language or otherwise),
- comparisons with alternative programs within Australia, and

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- teaching grants (internal and external) awarded to the School and its members, and the execution of the work funded under such grants.

Term of Reference 2.   Research

Achievements relating to research will particularly focus on the strategic research directions and goals of the University. They will also consider the research performance of the School and its constituent disciplines, including their:
- research activity, quality and impact, outcomes;
- awarded research grants;
- research publications;
- consultancies; and
- research training quality.

Term of Reference 3.   Community Service

Achievements relating to service to the University, the community and the constituent discipline/s will particularly focus on the strategic community goals of the University. They will also consider the role played by the School and its constituent disciplines in relation to relevant industries, professions, professional associations, partners and the community.

Term of Reference 4.   School Operations, Management, Administration and Relationships

Review of the operations of the School will focus on internal management, organization, administration and staffing arrangements of the School in the context of the strategic directions and goals of the University. The review will also consider resource allocation, and the effectiveness of the School's use of resources in relation to accommodation, space, and teaching and research equipment and facilities. It will also focus on the key relationships and dependencies that exist between the School and other schools and administrative directorates of the University. It will comment on the performance of the School in providing an effective working and learning environment for staff and students.

Vice-Chancellor's Committee considers the terms of reference for each School Review, and recommends modification and/or augmentation, as appropriate to the School's particular circumstances. The draft terms of reference are then sent to Academic Board Standing Committee for approval.

3.3   Membership of the Review Panel

School Review panels generally comprise:
- 2 – 3 external members with nationally / internationally recognised expertise from relevant disciplines or professional fields. These members should be current (or recently retired) academic staff from other universities;
- One Head of School from another Faculty of the University;
- The Faculty PVC/Dean or nominee;
- 1 – 2 representative/s of relevant profession/s or employer group/s.

Once the review schedule for the next year is finalised the Pro Vice-Chancellor (Academic) requests the School to nominate a number of suitable external representatives. These names are discussed by Vice-Chancellor's Committee, and the resulting recommendations are passed to the Standing Committee of Academic Board, for approval.

3.4   Accommodation and Travel Arrangements

Accommodation and travel for external members of the School Review panel are organised through the Office of the Pro Vice-Chancellor (Academic).

4.   Preparation for School Review

4.1   Responsibilities of the School in the lead up to the Review

The School has the following responsibilities in the lead-up to a School Review.

- Communicating with the School staff – ensuring all staff are aware of the School Review dates and have the opportunity to be involved in the School's preparation for review.

- Coordinating the School's review preparations – developing a process which is consultative and collaborative. For example, the School may establish a small Committee to coordinate data gathering, information sessions and report writing or may produce a draft version of the report for discussion within the School

- Ensuring the involvement in preparations by a balance of representatives of the different activities of the School (eg teaching and learning activities, research activities, Staff and Students, undergraduate and postgraduate representatives).

- Maintaining clear and open records management procedures.

Responsibility for staffing the Review, including provision of secretariat services to the Review Panel, rests with the relevant Faculty.

4.2   The School's Internal Self Assessment Report

The first stage for a School will be the commencement of a self-study or internal review, analyzing the strengths and weaknesses of the School and opportunities for the future, and preparation of a submission to the Review Panel based on this internal review. As well, submissions should be called from all interested parties within the University and from selected external stakeholders of the School.

4.2.1   The Self-Review Process

The review will commence with a self-study or internal review, carried out under the leadership of the Head of School. The Head of School will coordinate the internal review and write the report on its outcomes for presentation to the relevant PVC/ Dean.

The internal review report will make a critical and analytical assessment of the strengths and weaknesses of the School as well as suggestions for future directions. The report should be comprehensive yet concise, with the main body of the report not exceeding 15,000 words. Appendices should be kept to the minimum necessary to support discussions in the report.

The full report must be forwarded to Review Panel members at least four weeks prior to the visit of the Review Panel.

The School's Submission is a self-review document (15,000 words, excluding appendices). The Submission should contain the following.

- An overview / summary
- A history of the School
- Detail of the present circumstances of the School – eg a SWOT analysis, constraints facing the School, current or future collaborations, QA processes underway within the School, data to provide evidence of achievement in the various activity areas of the School (e.g. teaching, research, community activities, financial and human resource management)
- Benchmarking against appropriate comparators (national / international)
- Future plans of the School for improvement / to address issues arising from previous discussions, situated in the context of Faculty and UNE Strategic Plans
- Supporting information contained in relevant appendices

4.2.2   Preparing the Submission

While the Head of School is responsible for preparing and submitting the School's Submission, it is recommended that a small working group be formed to undertake the data gathering and submission-writing exercise. The working group should be representative of all activity areas within the School (teaching, research, administration) and should also represent the discipline groups within the School. The Submission should cover three main topics – the history of the School, the present circumstances of the School and the future directions of the School. An overview of the types of information which should be included in each section of the submission is included below, including any data on outcomes and measurements used to evidence achievement.

Section1: Context

This section provides the opportunity for the School to outline its place in terms of the strategic priorities and directions of the University and Faculty. It should also briefly reference the history of the School and its composite discipline groups and changes which have occurred in the School's organization since its most recent review. If a previous review had been undertaken and there had been significant recommendations with regard to the organization of the School, these should be detailed here.

Section 2: The School at Present

This section provides the School with the opportunity to analyse the School's current performance across all of its major activity areas (teaching and learning, research, community engagement, links with the local, regional, national, international and professional community, and management of its own resources). These areas closely correlate with the School Review Terms of Reference.

An important aspect of the information provided in this section is the need for evidence, including performance data, to support claims made in the Submission. A range of data will assist the School to assess its own performance, although analysis of the data in the particular School context will still be required. Data should be provided at the School or discipline level, where available. Given the Review cycle is five-yearly, time series data should be provided which covers the scope of the review period. These data are important to demonstrate trends over time. As well, Schools should take the opportunity to benchmark their performance against selected comparators and against national trends.

The submission should also summarise the key relationships and dependencies that exist between the School and other Schools and Directorates. The summary should indicate in what areas / activities the relationship or dependency operates and provide some evaluative comment on how well the relationship or dependency is working.

The types of data, information, outcome measures and other evidence which should be provided against each of the Terms of Reference are detailed in section 4.3 Terms of Reference (below).

Section 3: The School in the Future

In this section the School identifies how it seeks to develop itself going forward, on the basis of the performance data provided in Section 2 and with regard to University and Faculty strategic directions. The School should summarise its efforts towards improvement, and demonstrate how these assist in realising the Faculty and University Strategic Plans. This section should include plans for the future development and improvement of the School (over a 3 – 5 year time period), and may include an operational plan showing how strategies will be implemented. It would be appropriate to develop a plan of action which addresses each of the Terms of Reference.

The Review Panel will be asked to make an objective assessment of the School's plans, and to state clearly whether they are based on a sound assessment of the data to hand, and are clearly linked to achieving the University's strategic priorities.

The Review Panel will have the opportunity to feed back to the School on:
• how and where its perceptions and plans fall short of meeting performance targets;
• the extent to which School's assessment of its strengths and weaknesses is supported by evidence;
• areas of potential growth or disciplinary change upon which the School is in a unique position to capitalise;
• areas of declining or negative potential; and

- recommended changes to School.

4.3 Data, Evidence and the Terms of Reference

Term of Reference 1.   Teaching and Learning

Achievements relating to teaching will particularly focus on strategic directions with regard to knowledge areas and pedagogy. There should also be evidence based discussion of the quality of the School's courses and teaching at undergraduate and postgraduate levels in light of agreed teaching and learning indicators, which may include (but not be limited to):
- enrolment trends;
- attrition rates;
- success rates;
- student and graduate satisfaction;
- the perception of key external stakeholders;
- student requirements (cultural, language or otherwise);
- comparisons with alternative programs within Australia; and
- teaching grants (internal and external) awarded to the School and its members, and the execution of the work funded under such grants.

The panel will further assess the extent to which improvement strategies have been implemented to address enrolment, attrition, and learning issues, and otherwise improve quality outcomes of courses within the School.

Data and other Information to be provided:

Planning	The School Plan, implementation activities, and evidence of linkage to Faculty and University strategic and teaching and learning plans
The Student Profile	- EFSTL (Load), and Number of students enrolled, for each course administered through the School - Equity group participation, by course – e.g.: - rural/regional - SES data - Indigenous status - Disability status - International students - Entrance scores and basis of admissions data
Student Progress and Retention rates	- Pass Rate (total successful EFTSL / Base EFTSL), by course and / or discipline - GPA (mean & distribution), by course and / or by discipline - Number of completions, by course - Attrition rates, by course / discipline
Student Satisfaction	- Unit Evaluation surveys for units in the School - CEQ (quantitative and qualitative data)
Student Outcomes	Graduate Destination Survey (FT/PT employment and further study data)

Courses and Curriculum	• Internal and External reviews of courses, including any reports from accrediting bodies, recommendations and implementation plans • Integration of e-learning into courses • Student usage data
Student Learning Support	• Data for student usage of learning support initiatives within the School (include reference to support initiatives for equity students)
Scholarship of Teaching	• Major research activities in the field of teaching and learning (eg ALTC projects, teaching development grants undertaken) • ALTC awards / citations • UNE teaching awards • Other grants to support teaching and learning developments, including the achievement of UNE strategic goals

Term of Reference 2.   Research

Achievements relating to research will particularly focus on the research performance of the School in the context of University and Faculty strategic directions for research, including:
• research activity, quality and impact, outcomes;
• awarded research grants;
• research publications;
• consultancies; and
• research training quality.

Data and other information to be provided:

Planning	The School Plan, implementation activities, and evidence of linkage to Faculty and University strategic and research plans
Research Grants	• Total number and value of research grants held by School staff • Number and value of research grants per FTE academic staff member • Value of total research income generated by the School • Ratio of research income to total revenue • Research income by source (eg Australian competitive schemes, public sector, industry-funded)
Research Publications	• Number of research publications per FTE academic staff member • Weighted value of research publications using the DEST publications points system • Productivity Profile - % of academic staff with 1,2,3 etc publications over the previous 5 years • Citations (list)
HDR Students	• Scholarships awarded by the School / discipline, by year • HDR student load in the School / discipline, by year • HDR completions in the School / discipline, by year • Progression rates for HDR students / average completion times – by School / discipline, by year
Research Activity & Impact	• Involvement in CRCs, Centres of Excellence, other national research centres or initiatives

	• Involvement in spin-off companies and technology transfer activities
	• Externally funded research fellows and post-doctoral places
	• Numbers and research involvement of honorary and adjunct research staff
	• Consultancies and collaborations undertaken – list organizations
	• Evidence for and feedback on research impact (e.g., policy influence, change processes, innovation & adoption, evaluation of programs & interventions) in communities/business/industries/professions

Term of Reference 3.   Community Service

Achievements relating to service to the University, the community and the constituent discipline/s will particularly focus on the role played by the School and its constituent disciplines in relation to its relevant industries, professions, professional associations, partners and the community.

Data and other information to be provided:

Planning	The School Plan, implementation activities, and evidence of linkage to Faculty and University strategic plans
External Relationships	• Number and duration of MOU's with community / industry partners • Number and overview of collaboratively developed courses, and number of students participating in collaboratively developed courses • Feedback from students on satisfaction with collaboratively developed courses • Feedback from partner organizations on success and value of collaboratively developed courses • Number and value of joint research grants • Revenue generated by external consultancies
Links between the School and constituent Professions	• Professional / industry placements undertaken by students in the School's courses • Staff involvement in continuing professional education • Number of staff serving on community / industry / professional bodies (and type of involvement) • Financial support from professional or industry bodies (eg scholarships / prizes)
Community involvement in the School	• Community representatives involved in School advisory boards / governance processes around teaching and learning / research activities • Feedback from community representatives on value and success of their involvement with School activities

Term of Reference 4.   School Operations, Management, Administration and Relationships

Operations of the School will focus on internal management, organization, administration and staffing arrangements of the School in the context of the strategic directions of the University

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and Faculty, and the School's functions and resource allocation, and the effectiveness of the School's use of resources in relation to accommodation, space, and teaching and research equipment and facilities. It will also focus on the key relationships and dependencies that exist between the School and other schools and administrative directorates of the University. It will also comment on the performance of the School in providing an effective working and learning environment for staff and students.

The Review Panel will assess:
- the organizational structure of the School;
- administration and staffing arrangements of the School;
- the effectiveness of the School's use of resources in relation to accommodation, space, and teaching and research equipment and other facilities;
- the financial management of the School, its budgetary strategies and financial allocations;
- key relationships and dependencies with other Schools and Directorates in the University; and
- the performance of the School in providing an effective working and learning environment for staff and students in each of its disciplines.

Data and other information to be provided

Planning	The School Plan, implementation activities, and evidence of linkage to Faculty and University strategic plans
Organisational Structure	• Structure of the School, including management roles, and numbers of staff (general and academic) at various levels of responsibility • Committee structure and roles of various committees
Budget	• Budget for past 3 – 5 years • Projected budget for next three years • Breakdown of funding sources • Salaries of staff (general, academic, technical)
Resources – teaching and learning	• Staff : Student Ratios • Activity-Based Costing (total costs of running a unit / total number of students)
Resources – Staff	• FTE staff – five year time series • Age, classification levels of staff • Salaries as % of revenue • Surveys of staff satisfaction • Strategies to manage staff regeneration (in light of disciplinary advances, changes to focus, staff retirements)
Resources – Facilities, Teaching and Learning Space, Research	• School equipment inventories, including any major equipment purchases • Asset management plans • Accommodation – the area of the School and major categories of space utilization – offices, laboratories, teaching space • Off-campus teaching sites
Key Relationships & Dependencies	• List and summary of the nature of relationship or dependency, including those with partner organisations and CRCs • Any evaluative feedback on how the relationship or dependency is working

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5.   The Review Week

The Review Panel meets to consider the Self-Review submission and to interview the Head of School, School staff, students and other stakeholders. The PVC/ Dean and the Head of School will also be available at call during the entire period that the Panel meets, to answer any questions and provide any additional information the Panel may require.

5.1   The Review Program and Timetable

A School Review typically takes place over a 5 day working week. The following is a broad overview of the activities which are likely to occur in that week, and their relative timing during the week.

Sunday

The Panel members attend a dinner with the PVC Dean of the Faculty.

Monday - Wednesday
The Vice-Chancellor or nominee welcomes the Review Panel to the University, providing an overview of the University's current strategic plans, with particular reference to the School. Briefings from senior executive staff would follow:

- members of the senior executive (The Deputy Vice-Chancellor, Chief Operating Officer, Chief Development Officer, Pro-Vice-Chancellor (Academic) and Pro-Vice-Chancellor (Research) would provide information on the issues associated with their portfolio which are impacting on the School;
- the Pro Vice-Chancellor / Dean of the relevant Faculty provides a formal briefing on current strategic, directional and operational imperatives in the School, including any broad strategic plans for the School's future.

The Head of School is formally interviewed. The Panel tours the School facilities, with perhaps an informal meeting with school staff to which all staff (academic and general) are invited. Tours to off-campus facilities should be arranged for this time.

During the Tuesday and Wednesday the Panel interviews School academic, general and research staff, representatives of external bodies, especially employer groups or professional bodies, and groups of students (undergraduate, postgraduate coursework and research).

By Wednesday the Panel commences writing the report, and may wish to schedule time for preliminary report writing.

Thursday
Any outstanding or extra interviews can be conducted, but the main task on Thursday is to write the report. The draft recommendations should be ready to be presented to the PVC Dean and the Head of School by the next day.

Friday
It is important that the report continue to be drafted on Friday morning and that draft recommendations be prepared for presentation to the Head of School and PVC Dean. A draft version of the Report should be ready prior to external members' departure.

6.   The Review Report and Response

6.1   Phases of Reporting

Phase 1 – Initial Feedback

A draft of the Review Report, with completed recommendations, should be prepared prior to the external Panel members' departure. At the finalization of the review period verbal feedback (including recommendations) are provided to the Head of School and the PVC/ Dean and other relevant staff and to the Vice-Chancellor and the Deputy Vice-Chancellor.

Phase 2 – Written Report

The Chair of the Review Panel, with the assistance of the Secretary, will provide to the PVC/ Dean and the Head of School,

Within 6 weeks of the review a written report commenting on the Self-Review report and the interviews held during the Review week, and including the recommendations of the Review Panel, will be provided to the University. The report should be sent in the first instance to the Pro Vice-Chancellor (Academic).

Copies of the written report will then be provided to:
 * the PVC/Dean, Academic Director and Head of School;
 * the Vice-Chancellor;
 * the Deputy Vice-Chancellor and Pro-Vice-Chancellors;
 * members of the School reviewed.

Phase 3 - Response to the Report

The Head of School will provide to the PVC / Dean, within 6 weeks of receipt of the report, a written response to the report which includes an action plan in response to the recommendations. The response may also, where applicable, correct errors of fact and / or challenge perceived occurrences of inappropriate emphasis in the review report.

When the approval of the PVC/Dean has been obtained for the action plan, the Report and Action Plan will be forwarded to the Vice-Chancellor's Committee for consideration.

6.2   Approval Process

The Review Report and School Action Plan will be considered by the Vice-Chancellor's Committee and when it is approved will be submitted to Standing Committee of Academic

Board for consideration. The Report and Implementation Action Plan will then be forwarded to Academic Board for endorsement and to Council for approval.

6.3   Implementation of Review Recommendations

The Head of School, under the direction of the PVC/Dean, is responsible for implementation of the adopted recommendations.

6.4   Follow up

Within 12 months of approval by Council of the Review Report, the Vice-Chancellor's Committee requests a follow-up Implementation Report from the Head of School to show progress against each of the recommendations of the Review Report.

Once endorsed by VCC the Implementation Report will be forwarded to Standing Committee of Academic Board and to Academic Board for endorsement and forwarding to Council for approval.

APPENDIX 1

TIMETABLE FOR SCHOOL REVIEW ACTIVITIES

The following timetable is indicative of the phases of a School Review, and the relative timing of review activities, both prior to and following the review week visit:

Phase	Phase	Timing	Communication Strategies
1	**Confirm Review Schedule for the Following Year** VCC considers the schedule for reviews of Schools on an annual basis, and develops a review schedule and dates for the following year by the April of the preceding year.	May (of preceding year)	PVC (Academic) notifies the relevant Schools of the timing of their School Review in the following year. Negotiation regarding suitable dates commences.
2	**Terms of Reference** Standing Committee of Academic Board endorses the terms of reference for each School Review, on the recommendation of Vice-Chancellor's Committee. These can be amended where necessary to take account of School circumstances.	May (of preceding year)	PVC (Academic) notifies the relevant Schools
3	**Preparation for Review –Schools complete a self assessment** Using the terms of reference and these Guidelines the School commences its self-assessment and prepares a Report for the School Review Panel. The School commences data gathering, evaluation and forward planning activities.	at least 6 months prior to Review	PVC (Academic) to communicate with the Head of School and with all School staff about the School Review process.
4	**Preparation for Review – Schools discuss process with their staff** A meeting of the whole School is convened to discuss the process and address concerns. – All School staff (general and academic) are invited to attend. The PVC (Academic) facilitates the briefing.	At least 6 months prior to Review	PVC (Academic) to communicate with the Head of School and with all School staff about the School Review process.
5	**Composition of Review Panel** Standing Committee of Academic Board approves the membership of the Review Panel, on the recommendations of the Vice-Chancellor's Committee. Review Panel names are provided by the Head of School. The panel may comprise: • At least two (not more than three)	6 months prior to Review	PVC(A) requests the Head of School provide the names of possible members of the Review Panel. Once membership is approved the PVC(A) oversees invitations to Review Panel members and organises their

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Phase	Phase	Timing	Communication Strategies
	external members with nationally / internationally recognised expertise from relevant disciplines or professional fields; • One Head of School from another Faculty of the University • The PVC/Dean of the Faculty in which the School is situated; • At least one (not more than two) representatives of relevant professions or employer groups.		travel and accommodation.
6	**Invite Submissions from Interested Parties** Submissions will be called from all interested parties, including internal (School staff, students, the senior executive, other Schools, and Administrative Directorates) and from selected external stakeholders of the School (e.g., employer and industry groups).	at least 4 months prior to Review	The PVC(A) authorises communications for UNE Official which advise the University community of the School Review and invite submissions from interested parties. The School may initiate a range of communication strategies (e.g. letter, email, announcements on the School website) to advise interested internal and external stakeholders of the timing of the proposed review and invite submissions.
7	**Copies of the Self-Assessment and School Review Submissions prepared for the Review Panel** The School submits its Self Assessment to the PVC(A). All submissions to the review are collated by the Office of the PVC(A) and forwarded to the Review Panel.	6 weeks prior to Review	Copies of all papers prepared and forwarded to the Review Panel.
8	**Review Panel meets and presents preliminary findings** The Review Panel meets to consider the self-assessment and to interview School staff – including: • Head of School • School staff (general and academic) • Students • Other stakeholders A draft of the Review Report, including the	Review Week	Review panel meets and interviews the relevant School members. Meetings with the Head of School and the VC/DVC are held on the final day of the Review week.

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Phase	Phase	Timing	Communication Strategies
	completed Recommendations, is prepared prior to the external members' departure. Verbal feedback sessions are held with the Head of School and other relevant staff, and with the VC/DVC		
9	**Written Report provided to Head of School and PVC/Dean** Copies of the written report provided to: • PVC/Dean • Academic Director • Head of School • Vice-Chancellor • DVC and PVC's • Members of the School reviewed	within 6 weeks of Review	The PVC (Academic) is responsible for ensuring that copies of the review report are circulated to appropriate recipients.
10	**Report and Response Considered by VCC and Standing Committee of Academic Board** The School works with the PVC/Dean to compile its response to the review report, including the development of an implementation action plan. VCC receives a copy of the final Review Report and the School's response endorsed by the PVC/Dean. The Head of School is invited to VCC to discuss implementation plans. Once the PVC/Dean and VCC have endorsed the Review Report and Implementation Action Plan they are forwarded to Standing Committee of Academic Board for consideration.	within 12 weeks of the Review	PVC/Dean presents report and School's response to VCC. Head of School may be invited to VCC to discuss the report and the implementation plans. Review Report and Implementation Action Plan forwarded to Standing Committee of Academic Board
11	**Report Presented to Academic Board** The Review Report and Implementation Action Plan are presented to Academic Board for endorsement	to the next Academic Board meeting	Standing Committee of Academic Board submits report to Academic Board
12	**Report Presented to Council** Review Report and Implementation Action Plan presented to Council for approval	to the next Council meeting	Academic Board submits report to Council
13	**Implementation** Implementation of the review report action plan is the responsibility of the Head of School, under the direction of the PVC/Dean.	Following VCC approval	
14	**Follow Up** Within 12 months of approval by Council a follow-up implementation report is requested by VCC, to show progress against each of the	12 months after Council	VCC requests the implementation report from the School.

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Phase	Phase	Timing	Communication Strategies
	review recommendations.	approval	Following consideration by VCC a report on progress is made to Standing Committee of Academic Board, Academic Board and Council for approval.