

## PROGRAMME REVIEW PROCEDURES

<b>Category</b>	Academic
<b>Policy Owner</b>	Deputy Vice-Chancellor Academic
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## 1. PURPOSE

These procedures support the Monitoring and Review of Programmes Policy and set out the procedures for Periodic Reviews and Graduating Year Reviews (**GYRs**) of academic programmes.

## 2. SCOPE

These procedures and guidelines provide information for staff preparing for reviews and members of programme review panels.

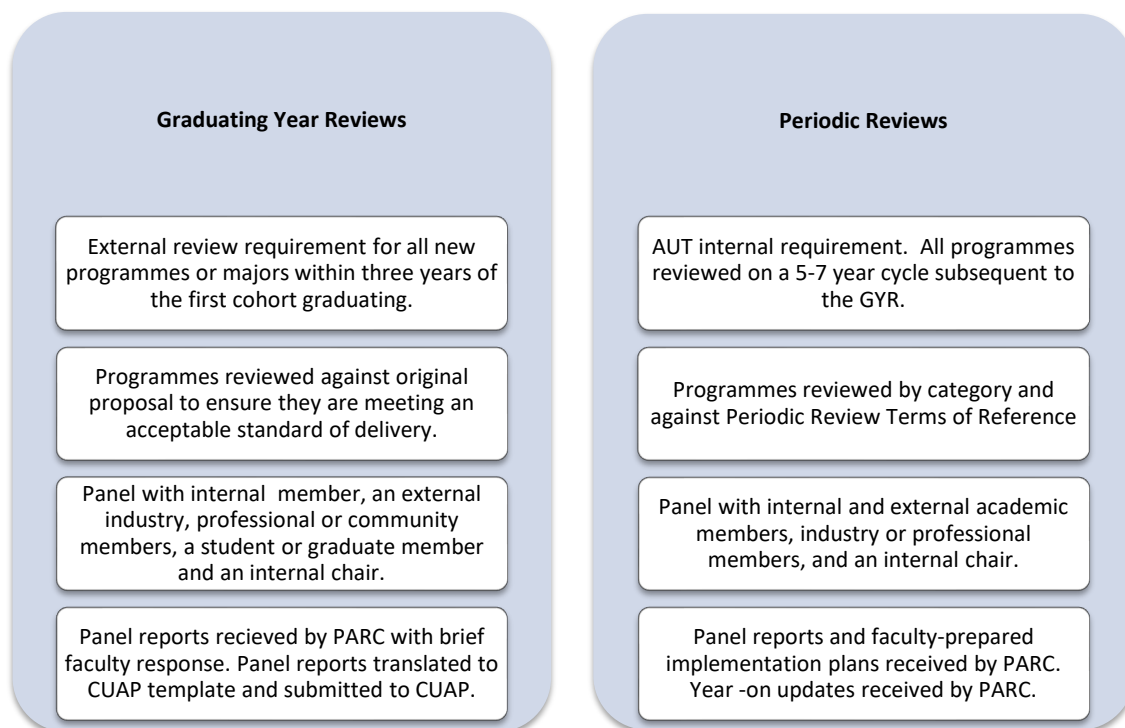
These procedures and guidelines apply to all current credit-bearing programmes of the University undergoing a Graduating Year Review (GYR) or Periodic Review.

## 3. DEFINITIONS

Accreditation:	Refers to the cyclical process where a professional body evaluates a programme to ensure it meets agreed standards.
Committee on University Academic Programmes (CUAP):	CUAP has delegated authority from the New Zealand Vice-Chancellor's Committee to exercise programme approval and Accreditation functions for the sector, within policies such as the gazetted criteria for programme approval developed by NZQA following consultation with universities.
Graduating Year Review (GYR):	A CUAP-required programme review of all successful proposals involving the introduction of new qualifications, and major subjects and endorsements comprising 40% or more of a qualification. GYR reports are normally required to be submitted to CUAP within three years of the graduation of the first cohort of students.
Periodic Review	An AUT review of a programme, or group of programmes, conducted on a cyclical basis involving a panel with internal and external membership.
University:	means the Auckland University of Technology (AUT) and includes all subsidiaries.

## 4. ACTIONS

### 4.1 Overview



### 4.2 Review cycles

#### Graduating Year Review cycle

The Committee on University Academic Programmes (**CUAP**) requires a Graduating Year Report for all new programmes normally within three years of the graduation of the first cohort of students.

CUAP maintains the list of GYRs for all approved programmes and major subjects and a list of upcoming GYRs is forwarded annually to the Academic Quality Office (**AQO**). The AQO works with faculties to determine the annual schedule of GYRs.

A full report may not be necessary:

- when enrolment numbers are very low; and/or
- the programme is to be closed for further enrolments; and/or
- the courses in the qualification are primarily from a programme that was recently reviewed by a Programme Approval and Review Committee (**PARC**) panel or external panel.

In these cases, an internal process for review will consist of a convenor and at least one academic from another discipline as a minimum requirement. The alternative process must be confirmed with the AQO. Where a programme has been approved by CUAP but not yet offered, a short report to CUAP is required.

A GYR deferral will be granted for a maximum of two years by CUAP. Requests for deferral may be made to the Director of Academic Quality for the following reasons:

- if a programme is offered yet attracts no enrolments or minimal enrolments and has no completions; or
- if a programme has been approved by CUAP but not yet offered; or;
- a comprehensive review of the subject area or related programmes is planned within the following year.

If overdue, CUAP may suspend approval pending receipt of the report. No new students will be enrolled in the programme until CUAP has lifted the approval suspension.

### **Periodic Review cycle**

Within five to seven years of a GYR, and normally every five to seven years subsequently, all programmes undergo Periodic Review.

The AQO maintains the University's schedule for Periodic Reviews.

The AQO consults with faculties towards the end of each year on Periodic Reviews due in the following three years. Planned curriculum or Accreditation review will be considered before confirming the review schedule for the upcoming year.

A faculty may request that the AQO consider:

- bringing forward a Periodic Review so that it can inform new developments or significant changes; or
- deferral of a Periodic Review for not more than two years.

### **4.3 Scope of reviews**

#### **GYR scope**

A GYR is based on the original proposal approved by CUAP. The Review assures CUAP that new or modified programmes are meeting an acceptable standard of delivery.

As part of the self-review documentation the faculty will indicate its intention about the future of the programme.

[Graduating Year Review Self-Review Portfolio Template](#)

#### **Periodic Review scope and categorisation**

A Periodic Review may encompass a qualification or several related qualifications. In some circumstances and if agreed with the AQO, some reviews may be conducted as disciplinary area, major or specialisation review.

The categories for Periodic Review are:

- Category A – large undergraduate qualifications reviewed on a seven-year cycle. Category A reviews must include external academic members and professional/industry members or input. Category A reviews may also include additional input from external academics or professional or industry members. Category A reviews would normally be a one or two-day review. e.g. Bachelor of Arts, Bachelor of Communication Studies, Bachelor of Business.
- Category B – larger postgraduate qualifications or a suite of related postgraduate qualifications; medium-sized undergraduate programmes. Category B reviews must include external academic and professional/industry members (as appropriate) and would normally be a one or two-day review. Category B programmes are reviewed on a seven-year cycle but may be reviewed earlier if requested. e.g. Master of Professional Accounting – with the Postgraduate Diploma and Postgraduate Certificate in Professional Accounting.
- Category C – accredited programmes. When a programme is scheduled for a GYR or Periodic Review, faculties may recommend to PARC that any review already conducted or about to be conducted by the programme's professional body be accepted in lieu of, or in conjunction with, the internal programme review. PARC, with the advice of the AQO, will determine the alignment between the Accreditation criteria

and Periodic Review criteria. Category C programmes are reviewed normally on a five-year cycle (this cycle may be adjusted for Accreditation cycles). e.g. Bachelor of Health Science (Oral Health); Bachelor of Laws.

- Category D – smaller or stand-alone undergraduate or postgraduate programmes. Category D programmes are reviewed on a five-year cycle by a smaller panel made up of academic staff external to the school or department concerned (but internal to AUT). External input may be sought but an external panellist is not required. A formal panel report is not required to be submitted to PARC. PARC receives a summary report and action plan and will receive an update on implementation. e.g. Diploma in Patisserie.
- Category E – Periodic Review of the Master of Philosophy and Doctor of Philosophy is undertaken by the University Postgraduate Research Board. Faculties are responsible for Periodic Review of faculty-administered professional doctorates. Review cycles are agreed with the AQO.

#### **4.4 Review scope**

Review panels examine the areas listed below and related key issues that emerge from the self-review document and discussion during the panel meeting. To enhance understanding of the University context, panel chairs must ensure that panel members are aware of the objectives of the University's Learning and Teaching Plan and other relevant frameworks.

A programme review is not used to determine the viability of a programme. Grounds for continuing a programme that has a low number of students or that is financially unviable might be that the programme meets important disciplinary, strategic, or student needs. A programme's review report may inform discussions as to the future of a programme.

Where a faculty wishes to use a different approach for a Periodic Review for a programme or group of programmes this must be discussed with the AQO, and the recommended terms of reference agreed at least one semester prior to the review event.

Within an overall framework that seeks to identify opportunities for continuous enhancement and development within the next review cycle period, the review panel will consider:

##### Programme objectives and purpose:

- Does the programme meet its objectives and purpose effectively and at the appropriate level for the programme? Is it coherent, balanced, and well structured? Is it adequately weighted from year one to completion?
- What is the programme's status and distinctive features compared with similar programmes in New Zealand and internationally?
- How does the programme enable students to engage with te ao Māori and Mātauranga Māori? What are the trends in the student profile, and how has this impacted upon the programme and its outcomes?
- How well does it meet the needs of students, employers, iwi, and the wider community? (and how do relationships with professional bodies, employers, alumni, iwi, and community groups, etc, help to ensure its relevance?)
- Does the Graduate Profile reflect appropriate attributes, knowledge, and skills?

##### Curriculum structure and content:

- Is the curriculum relevant in relation to the current and state of knowledge and academic environment, and how is continued relevance assured?
- Is there evidence that the curriculum is reviewed considering new knowledge and/or benchmarked to similar programmes of study?
- Is there evidence that the curriculum of the programme meets AUT expectations to strengthen Mātauranga Māori?
- Is the programme supported by appropriate regulations?

- Does the programme provide clear learning pathways through appropriate entry criteria and progression rules?
- Does the programme provide a pathway to postgraduate or further study?

Note: GYRs will also examine whether the programme is supported by appropriate regulations and note any changes or additions to the curriculum have occurred since it was approved.

#### Teaching, learning and assessment:

- How is the programme delivered? Is there an appropriate balance of delivery modes?
- If material is delivered online, how are these students supported?
- Are teaching methods appropriate to the curriculum and course content?
- Are Kaupapa Māori pedagogies included?
- Are critical and culturally inclusive pedagogies included to support diverse learners, including Pacific learners?
- How is the interdependence of research and teaching reflected in teaching, learning and assessment?
- (where relevant) How effective is WIL within the programme?
- Is assessment design well considered? Are assessment methods varied and appropriate (e.g., in relation to stated learning outcomes)? How are assessment standards moderated? Is authentic assessment used?
- How are students provided with feedback on their work and how is student progress monitored?
- How are the principles of academic integrity communicated to students?
- How is teaching quality monitored?

#### Student advice and support:

- Are students able to access effective and timely academic information and advice?
- Are all students able to access learning support?
- Are students provided with an appropriate level of support for wellbeing (including referral to central support services)?
- Does the programme provide appropriately for students with diverse or accessibility needs?
- Does the programme provide for cultural differences?
- How is student feedback sought? In what ways can students learn about what happens to their feedback, and changes made as a result of student input?

#### Learning resources:

- Are learning resources appropriate and adequate to maintain the quality of the programme?

#### Staffing and research:

- Is the profile of staff appropriate to the programme?
- Is the range and level of research activity appropriate to the programme? What is the evidence that research informs teaching and curriculum design?
- Does the programme have a staffing or succession plan?

#### Programme management, quality assurance and enhancement:

- How is the programme monitored?
- How are student outcomes monitored and reported?
- What information is used to inform changes and improvements?
- How is feedback and other inputs from students, staff (including Māori staff), employers, advisory groups, iwi, or Accreditation and registration bodies considered in curriculum design and quality improvements?
- (Where relevant) Are academic collaborative agreements well managed and monitored?

#### 4.5 Preparation and self-review

All Periodic Reviews and GYRs will be managed and coordinated by the relevant Faculty Registrar or faculty nominee, who will work in liaison with the AQO in the planning of the review.

The Faculty Registrar or faculty nominee is responsible for ensuring the review documentation is moderated and completed according to the timeframes provided. Registrars must ensure that review documentation has gone through the internal faculty committee structures before being disseminated to the review panel or consulting panel members.

Preparation for review involves:

- an initial meeting with the Review Chair, AQO representative, Programme Lead/s, Registrar or faculty nominee, and Academic Head (this step is not required for a Graduating Year Review). This meeting is to discuss the Terms of Reference and any areas of focus, preparation of the self-review documentation, the details of the review visit, and any contextual matters important to the review. This meeting will be held as soon as possible after the review date is confirmed.
- preparation of a self-review portfolio and associated documents
- nomination of external panel members.

#### Documentation submitted to the review panel

A self-review portfolio is prepared for Graduating Year and Periodic Reviews and provides the focus for the panel meeting. The self-review portfolio will follow the relevant portfolio template unless otherwise approved by the AQO.

[Graduating Year Review Self-Review Portfolio Template](#)

[Periodic Review Self-Review Portfolio Template](#)

The following documentation must be provided to the panel.

Prior to the review panel meeting:	
Graduating Year Review	Periodic Review
GYR self-review portfolio and all stipulated appendices.	Self-review portfolio.
Original CUAP proposal for the programme or subject.	The most recent review reports for the programme (including professional body Accreditation reports).
	Programme Annual Reports for all years since the last review (where these exist) and updates on previous recommendations.
Relevant information provided to students about the programme or papers. This may be achieved where appropriate by giving review panel members read access to the current and previous course sites in Canvas.	
Minutes from the relevant Board of Studies, Assessment Board Reports and Industry Advisory Committee minutes or reports (where appropriate).	
At the review event:	
Any other material requested by the panel Chair.	

Note: Links to relevant websites or online documentation may be provided in place of or in addition to hard copy material where appropriate.

Self-review documentation be provided to panel members at least two weeks prior to the review date.

#### 4.6 Panel membership and appointment

The membership of each review panel should be appropriate to the programme(s) under consideration.

Notes:

- A person who has recently been a moderator or external examiner for the programme or is the Chair of an AUT Advisory Committee for the programme should normally not also be a review panellist.
- At least one of the internal members must have experience in teaching on a similar level of programme.

Graduating Year Review members	Periodic Review members
<ul style="list-style-type: none"> <li>• Chair (senior academic from AUT)</li> <li>• Second panel member (senior academic from a different school or faculty)</li> <li>• At least one academic representative external to the University who is actively engaged in the teaching of a programme in the same or a similar field of study.</li> <li>• A representative(s) from industry, commerce, the profession, or community where the graduates are likely to find employment.</li> <li>• A student or graduate of the programme</li> </ul> <p><u>Note:</u> Consideration should be given to appointing a panel member able to bring a Māori perspective or a Pasifika perspective.</p>	<ul style="list-style-type: none"> <li>• Chair (senior academic from AUT)</li> <li>• Second panel member (senior academic from a different school or faculty)</li> <li>• At least one academic representative external to the University who is actively engaged in the teaching of a programme in the same or a similar field of study.</li> <li>• A representative(s) from industry, commerce, the profession, or community.</li> </ul> <p><u>Notes:</u></p> <ul style="list-style-type: none"> <li>• For Periodic Reviews each review panel for Categories A-C and E must have at least two members external to AUT. Depending on the level of the programme more than one external academic member may be required.</li> <li>• Consideration should be given to appointing a panel member able to bring a Māori perspective or a Pasifika perspective.</li> <li>• For Category A reviews of large, complex programmes 'consulting' external (international) academic staff may be engaged to review the programme portfolio and provide feedback on specific subject areas for the panel's consideration.</li> <li>• For a postgraduate qualification, panel members must be from a university and hold a doctoral qualification in a related field</li> <li>• For honours, one year research master's degrees, and doctorates more than one external academic member is required and there is no requirement to have a representative from industry.</li> <li>• The external panel members or academics engaged to provide subject-specific feedback should be independent and should not have a close prior association with the programme(s) under review.</li> </ul>

The faculty registrar/faculty nominee submits a short biography of the external members to the AQO. Panel membership is agreed with the Director of Academic Quality with due regard to the nature and scope of the review, academic and other relevant expertise of reviewers and their independence from the programme.

The AQO in consultation with faculty registrar/faculty nominee appoints staff members as chair and second panel member.

#### 4.7 Review panel meeting

Reviews may be conducted online or partly online where necessary.

The structure of the panel meeting may vary according to the type and category of review, but will always include:

- consideration of the self-review portfolio and any associated documentation; and



- meeting with students (and ideally graduates);
- meeting with the programme team;
- determination of key findings and outcomes in the form of recommendations and suggestions as appropriate for the enhancement of the programme. Commendations and affirmations of proposed changes may also be made.

Note: The process for selecting students and graduates should be such that all current students are invited to participate initially, although if a large number volunteer they may not all be able to take part. There needs to be consideration given to balance (gender, year, ethnicity and academic performance) and the number of students. Where possible students should be approached centrally from within the faculty.

If issues are identified that need wider discussion the panel may meet with senior administrative staff including the Academic Head. A tour of teaching and learning facilities may be arranged and/or a meeting with members of the appropriate Advisory Committee, if required.

Written submission or comments from a staff member, student, or panel member being received must be forwarded to the panel chair.

A report writer will normally attend the review panel event to take notes on the deliberations of the panel and provide these to the panel chair using the appropriate report template.

#### **4.8 Panel report – GYRs and Periodic Reviews**

The panel report will identify recommendations which the panel consider to be important to the quality of the programme. The review panel may indicate where they consider a recommendation to be urgent. The panel report may also highlight good practice through affirmations and commendations to the programme team. A panel may recommend to PARC that the next review is undertaken ahead of the next scheduled review where there are specific issues or changes being planned that warrant an earlier review.

Note: Where a panel finds that a recommendation on a substantive issue identified in the previous review report has not, in their view, been fully or substantially responded to, and they consider the issue is still important to the quality of the programme, they may deem any further recommendation on this matter to be an urgent recommendation.

[Periodic Review Panel Report Template](#)

[GYR Panel Report Template](#)

The Chair prepares a final draft of the report for forwarding to the panel members for their confirmation. Panel members have two weeks to respond.

The Chair then forwards the final draft to the faculty to check the report for factual accuracy. The faculty registrar/nominee will coordinate the checking of the Panel Report with relevant staff in the school/faculty. The faculty has two weeks to respond. Comments will be sent to the AQO.

#### **4.9 After the final draft – GYRs**

Once the faculty receives a copy of the Panel Report for checking of factual accuracy, the faculty registrar/faculty nominee prepares the GYR report using the CUAP template, to be submitted to CUAP.

[Graduating Year Review Report to CUAP Template](#)

The faculty must prepare a brief response to the GYR report noting its planned activities in response to the recommendations or suggestions. PARC will consider the panel report and faculty response alongside the report prepared for CUAP on the GYR report template.

#### **4.10 After the final draft – Periodic Reviews**

After comments from the faculty are received, the Director of Academic Quality will review and finalise the Panel Report, consulting where appropriate with the Deputy Vice-Chancellor Academic.

The finalised report is distributed to the faculty and the programme team is requested to prepare an implementation plan. The implementation plan must be approved by Faculty Board (or approved by the Chair of Faculty Board and reported at a later date) and submitted to the AQO within one month of receiving the finalised report.

The report and implementation plan will be forwarded to PARC for consideration. The Panel chair and/or the PARC member and faculty representative are present at the meeting to provide feedback and further information. Relevant staff from the faculty may attend the PARC meeting.

One year after the review report and implementation plan are considered by PARC, the faculty must provide a report on implementation. This year-on report will be considered by PARC and a further report to PARC may be requested for some or all of the recommendations.

[Periodic Review Implementation Plan Template](#)

#### **4.11 Reimbursement of external panel expenses**

The University is responsible for reimbursing all reasonable travelling and incidental expenses incurred by external panel members. This is handled by the department or school concerned, which also makes all travel arrangements where these are needed. The University's financial procedures require all reimbursements to be supported by receipts.

#### **4.12 Reporting**

Where a review considers broader issues raised that impact the University (such as matters affecting central units, risk or reporting and systems issues) then the Director of Academic Quality will forward the panel's report and any comment from Programme Approval and Review Committee to the Deputy Vice-Chancellor Academic.

A summary report on Periodic Reviews and GYR recommendations will be prepared for PARC and Academic Board annually.

### **5. RESPONSIBILITIES**

Programme Approval and Review Committee is responsible for:

- Receiving and considering review reports, implementation plans and year-on reports; and
- Endorsing GYRs for submission to CUAP.

The Director of Academic Quality, in association with faculty registrars, is responsible for:

- Ensuring these procedures are followed; and
- Reporting to the Deputy Vice-Chancellor (Academic) on issues of University importance that arise in review processes.

The Faculty Registrar/faculty nominee is responsible for:

- Meeting with faculty staff and representatives of the AQO to discuss and finalise the review schedule for the following year;
- Forwarding to the Director of Academic Quality brief biographies of potential panel members at least three months before the proposed review;
- Attending the initial review meeting with the Chair, Programme Leader, AQO and academic head
- Liaising with the AQO to identify internal members as required;
- Liaising with the teaching department about the review, including suitable date(s);

- Contacting review panel members and confirming their availability;
- Ensuring that the AQO report writer is available for the proposed review date/s;
- Contacting and briefing external academics engaged to provide feedback on specific subject areas, as relevant;
- Ensuring any internal faculty review processes are completed;
- Checking that the review documentation is timely and complete for the panel;
- Liaising with review panel chair about the agenda;
- Forwarding the following to the review panel members no later than two weeks before the review meeting:
  - covering letter, confirming date, time and venue\*;
  - agenda\*;
  - map of campus, if necessary;
  - programme documentation;
  - Briefing Notes for Review Panels;
  - copy of relevant programme regulations;
 \*copies to the Academic Head, Programme Leader, and other staff as appropriate.
- Scrutinising the draft report for errors of fact;
- Thanking review panel members; and
- Facilitating the submission of the review implementation plan from the School/Department to PARC.

The school or department is responsible for:

- Liaising with the faculty registrar/faculty nominee about the appropriate industry representative (s) and external academic (s);
- Preparing all the documentation for the review and liaising with the Faculty Registrar/faculty nominee about the setting up of the panel;
- Sending copies of the review documentation to the Faculty Registrar /faculty nominee at least 15 working days before the programme review;
- Arranging a venue;
- Making travel, and accommodation arrangements if required for external panel members and parking arrangements for internal members as necessary;
- Organising catering;
- Arranging for staff, students and Advisory Committee members (if appropriate) to meet with the panel; and
- Providing a written response to the Faculty Registrar /faculty nominee to the panel report.

The external academic is responsible for:

- At the meeting: providing input as an expert in the field of study (and not as a representative of his / her particular university); and
- After the meeting: scrutinising the draft report for accuracy in respect of the decisions made by the review panel.

Note: if required, a consulting external academic is responsible for reviewing the self-review portfolio and documentation and providing written input to the panel chair as an expert in the particular field of study.

The representative for industry / business / the profession / the community is responsible for:

- At the meeting: providing input from the perspective of a prospective employer of the programme's graduates (and not as a representative of their particular business); and
- After the meeting: scrutinising the draft report with regard to its accuracy in respect of the decisions made by the review panel.

The review panel chair is responsible for:

- Prior to the meeting:

- determining the timetable for the review event with the faculty registrar/faculty nominee;
- convening the initial review meeting with the programme leader, academic head and AQO in which the terms of reference, review scope and any important contextual matters are discussed; and
- Requesting any extra information that may be needed.
- On the day of the meeting:
  - Opening and closing the meeting with a karakia;
  - introductions, clarifying roles and team-building;
  - clarifying the purpose of the process;
  - Keeping the team on task and on schedule;
  - Managing the groups that participate in the review process;
  - Ensuring that the relevant criteria are addressed in the course of the review;
  - Facilitating discussion by the team to get agreement as to findings for the report;
  - Leading the verbal reporting back to the school/programme team; and
  - Thanking the panel members.
- After the meeting;
  - Editing the draft review report;
  - Sending the draft review report to the review panel members in a timely manner for confirmation (Note: if comments are not received within two weeks of the draft report being sent, it will be assumed that panel members consider the draft accurate);
  - Sending the draft review report to the faculty registrar/faculty nominee for checking of factual errors;
  - Preparing the final version of the written Review Report and forwarding this to the PARC Chair for finalising and inclusion in the PARC agenda;

The AUT second panel member is normally responsible for:

- Providing input as someone who is familiar with the University's academic programmes, policies and strategic direction;
- Meeting with the Panel Chair prior to the panel meeting to discuss the review (if necessary);
- Scrutinising the draft report with regard to the accuracy of the decisions made by the panel; and
- Acting as a back-up to lead discussion on the review at the PARC meeting (if necessary);

The report writer is responsible for:

- Taking detailed notes on the deliberations of the Panel and providing these using the Panel Report template to the Panel Chair.

## **6. POLICY BASE**

Monitoring and Review of Programmes Policy

## **7. ASSOCIATED DOCUMENTS**

[Monitoring of Programmes Procedures Review Templates](#)

Self-review template for Periodic Reviews

Self-review template for GYRs

Panel report template

GYR report to CUAP template

Periodic Review implementation plan template

Policies and procedures can be found on [TUJA](#).

The University shall comply with all applicable New Zealand laws, legislation, and regulations. See also the Register of Key Legislation and specifically:

[Education and Training Act 2020.](#)

## **8. FORMS/RECORD KEEPING**

The Academic Quality Office is responsible for keeping a record of all periodic reviews and GYRs submitted to Programme Approval and Review Committee.

## **9. DOCUMENT MANAGEMENT AND CONTROL**

Policy Owner: Deputy Vice-Chancellor Academic

Last review: 3 October 2023

Next review: 3 October 2028

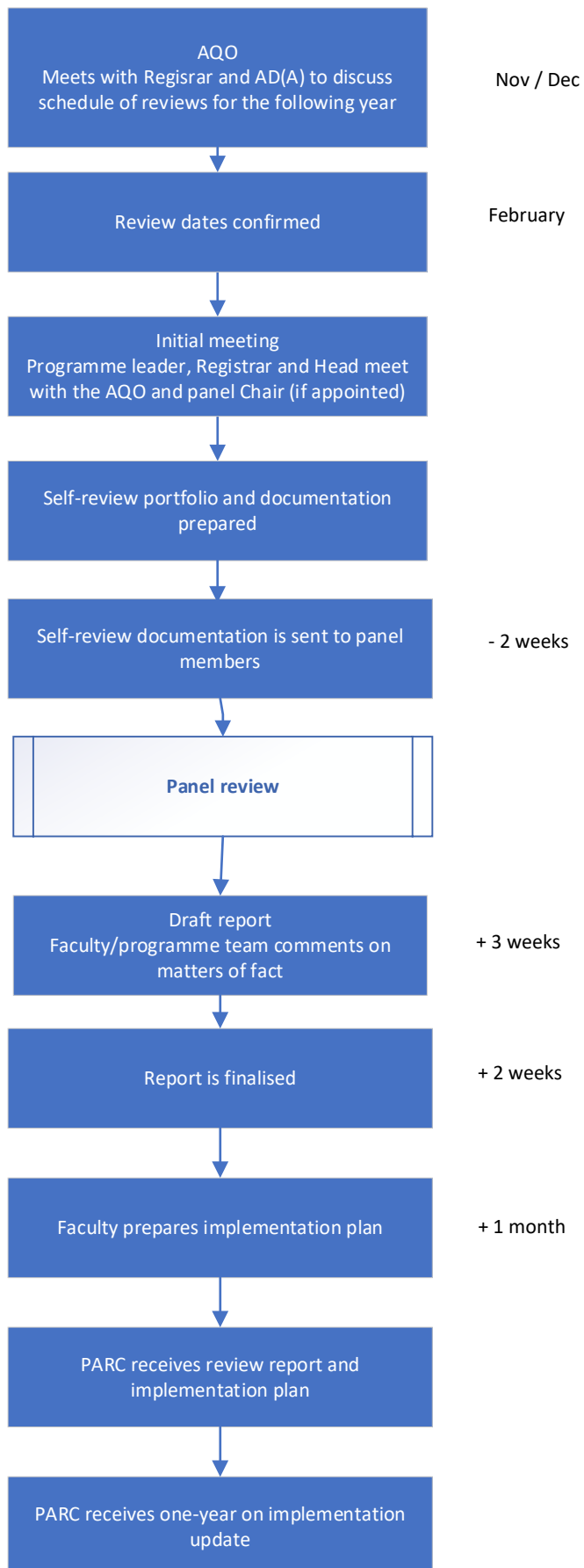
Approved by: Vice-Chancellor

Effective date: 3 October 2023

## **APPENDICES**

Appendix 1 - Review flowchart and standard timeline

**APPENDIX 1: REVIEW FLOWCHART AND STANDARD TIMELINE**



\* In the case of a GYR review, the steps are: submission of a GYR panel report; GYR Report to CUAP; faculty response to the AQP for forwarding to CUAP.