



Cyclical Program Review Final Assessment Report and Implementation Plan for the Translational Medicine Graduate Program

Programs Reviewed

Translational Medicine (MSc and PhD)

Overview

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report (FAR) provides a synthesis of the external evaluation, internal responses, and assessment of the above programs. This report identifies the significant strengths of the programs, and opportunities for program improvement.

An implementation plan (IP) is attached that identifies:

- How the recommendations be implemented,
- who will be responsible for acting on and monitoring progress on the recommendations,
- any resource or governance implications resulting from the recommendations, and
- timelines for implementation of the recommendations.

Final Assessment Report: Executive Summary

Summary of Review

- 1) The Department of Medicine, in collaboration with other departments which contribute to the programs, produced a self-study document that was checked for completeness by the Office of the Vice-Provost (Teaching and Learning) and reviewed by the Vice-Dean, Health Sciences and the Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs before being shared with the review team. The self-study was finalized in August 2025.
- 2) The review team visit took place on November 17-18, 2025. The review team members were:
 - i. Dr. Thomas Drysdale, Associate Professor, Schulich School of Medicine and Dentistry, Western University

- ii. Dr. Alan Underhill, Associate Dean Research (Graduate Programs), Faculty of Medicine and Dentistry, University of Alberta
 - iii. Dr. Tara MacDonald, Associate Dean (Graduate Studies and Postdoctoral Affairs), Queen's University (internal reviewer).
- 3) The review team toured the program's facilities and met with:
- i. Students
 - ii. Faculty
 - iii. Staff
 - iv. Librarian
 - v. Program Co-Directors and Head, Department of Medicine
 - vi. Director, Translational Institute of Medicine
 - vii. Dean, Faculty of Health Sciences
 - viii. Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs
 - ix. Vice-Provost (Teaching and Learning)
- 4) The review team reported on February 3, 2026. The Department Head, Faculty Dean and the Vice-Provost and Dean (School of Graduate Studies and Postdoctoral Affairs - SGSPA) provided responses to the review team report by May 12, 2026.
- 5) The Senate Cyclical Program Review Committee considered the review team report, internal responses and a draft Final Assessment Report and Implementation Plan at its meeting on June 16, 2026. The Report and Plan were approved at that meeting.

The following strengths were noted:

- The graduate program provides an excellent research experience to academically strong graduate students.
- The program has a unique focus that many students are looking for. It addresses a key need in the health care ecosystem, bridging the gap between basic research and improved health outcomes.
- The program is highly competitive, has healthy enrolment, and a strong identity.
- There is a strong sense of ownership and pride in the program from faculty, students and support staff. The community culture is of continuous evaluation and improvement. The creation of the TMED Student Society has been an excellent boost to the program and helped create the program community.
- The program has incorporated lectures and workshops on Indigeneity, equity, diversity, inclusion, accessibility and anti-racism into the curriculum. The application process takes a holistic approach. The student society has developed symposia and mentorship opportunities on I-EDIAA.
- The number of faculty members participating in the program is increasing, adding to the diversity of translational medicine areas that can be explored by students.
- The exposure of students to the clinical world was consistently noted as a strength.

The following opportunities for enhancement were noted:

- Reviewers noted that any areas for development in the program are relatively minor.
- Development of alternate career learning sessions for PhD students given probable opportunities in business, health policy and education.
- Succession planning for key faculty members.
- Library support may be underutilized.
- As use of large datasets becomes common in clinical and biomedical research, continued monitoring of information technology needs is warranted.

Summary of Review Team Recommendations

The reviewers made six recommendations in the following areas. See the Implementation Plan for the full text of the recommendations.

1. Develop communication strategies to make the program better known outside Queen's. Increase diversity and opportunities for both domestic and international students.
2. Develop a clear communication strategy on the procedures and policies governing how students are selected and provide updated information on the range of supervisors and projects available to incoming students.
3. Develop a strategy to
 - a. track career trajectories of alumni
 - b. make students aware of the range of career options available to them, and how to prepare for them.
4. Ensure that faculty onboarding processes remain strong. Consider a faculty retreat for faculty new to the program.
5. Find more suitable space for the program offices to support the excellent work of the program's support staff.
6. Consider developing later year PhD student milestones or courses, and/or provide additional opportunities for these students to again participate in grand rounds.

Status

The Translational Medicine graduate programs have been approved to continue.

Dates monitoring reports due: Dec 2027 & Jun 2030

Date of next review: 2032-2033 academic year

Prepared by Vice-Provost (Teaching and Learning), Academic Unit, Faculty Dean and Vice-Provost and Dean, SGSPA Feb – May 2026

Approved by the Senate Cyclical Program Review Committee: June 16, 2026



Implementation Plan

Notes:

- 1) Short-term = within 1 year, Medium-term = 1-3 years, Long-term = beyond 3 years.
- 2) Where Deans have not added comments, this denotes that they agree with the action plan and have no further comments.

Recommendation 1

The program has been successful and is seeing an abundance of strong applicants, but many students and even faculty appear to have close associations with Queen's. Increasing diversity and opportunities for both domestic and international students would increase the academic diversity of the program. Developing communication strategies that make the program better known to the outside world and potentially developing a bursary program to attract international PhD students should be considered.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person responsible for leading implementation	Resource and/or Governance Implications	Timeline and Milestones
Presents the recommendation to the Graduate Program Committee (GPC) for information and discussion.	Faculty Dean: Agree with the plan with the caveat associated with funding for international graduate students.	Graduate Program Directors	Supports program-level governance oversight; informs potential program strategies, e.g., earmarking slots for international students.	Short term: recommendation to GPC. Milestones: Discussion held; feedback gathered; decision on next steps.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person responsible for leading implementation	Resource and/or Governance Implications	Timeline and Milestones
			Resources are limited to meetings with faculty and leadership.	
Promotes the program through social media and LinkedIn groups to domestic students outside of Queen's and to international students.	Vice-Provost and Dean, SGSPA: TMED may wish to leverage student engagement in SGSPA programming to promote their students research via social media and LinkedIn.	Education and Outreach Coordinator (lead), Program Manager	Development will rely on internal program staff and existing communications tools. No additional financial resources are required.	Short term: Investigate the creation of a LinkedIn group and create content that is applicable for the audience and incorporate into annual communications plans. Milestones: Review admissions annually and percentage of students recruited from outside of Queen's and internationally.
Explores a faculty-level collaboration and discusses feasibility of an international PhD bursary at Faculty of Health Sciences Graduate Council.		Graduate Program Directors (lead) and FHS Graduate Council	Ensures faculty governance alignment; informs policy considerations for bursary funding and international student support. Resourcing includes meetings with faculty in the FHS Grad council.	Short term: Present and discuss at FHS Graduate Council. Milestones: Identify feasibility, potential models, and partners.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person responsible for leading implementation	Resource and/or Governance Implications	Timeline and Milestones
Explores philanthropic opportunities for an international PhD bursary through Queen's Health Sciences Advancement and Department of Medicine TMED endowment fund.	Vice-Provost and Dean, SGSPA: We would be happy to work with the program to explore relevant philanthropic (advancement) opportunities	Advancement Team, Dept Head Medicine re TMED Endowment Fund, Graduate Program Directors (lead)	Identifies external funding sources; informs organizational and policy decisions regarding financial support for international students. Resourcing includes meetings with Program, Department leadership, and administration by Department finance team. Endowment funds or faculty funds required to support bursary.	Short-Medium term: Engage Advancement and assess funding opportunities. Milestones: Identify potential donors/funding streams; assess viability of endowment support.
Investigates potential sustainable institutional funding models with senior university administration.	Vice-Provost and Dean, SGSPA: we would be happy to assist the program.	Program leadership (lead), Department Head, Faculty leadership, Senior administration at School of Graduate Studies and Post Doctoral Affairs (SGSPA)	Engages senior leadership at SGSPA to explore sustainable institutional support; may influence long-term funding policies for international students. Initial meetings with senior leadership at the University and the QHS Dean's office.	Medium term: Initiate discussions with senior leadership. Milestones: Identify potential institutional funding pathways; assess feasibility and alignment with university priorities.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person responsible for leading implementation	Resource and/or Governance Implications	Timeline and Milestones
Implement international PhD student bursary or other institutional support if feasible; evaluate impact on recruitment and program diversity.	Vice-Provost and Dean, SGSPA: We will be more than happy to work with the program on this important matter.	Program leadership (lead), GPC, Department and Faculty leadership, Senior administration at SGSPA and the University and program staff.	Enhances recruitment and diversity; provides data to guide ongoing governance and policy refinement for international student support. Program/QHS/SGSPA staff time to develop a plan for implementation and communications. Committed funds through the University in a sustainable funding model.	Long term: Launch bursary/support mechanism if approved. Milestones: Implement funding model; monitor uptake; evaluate impact on recruitment, diversity, and student success. Indicators: number of funded students; diversity metrics; applicant pool trends.

Recommendation 2:

Develop a clear communication strategy on the procedures and policies governing how students are selected and provide updated information on the range of supervisors and projects available to incoming students. This will be important given the growth in the number of potential TMED supervisors and the constraints on how many students can be admitted. Likewise, the strong interest amongst MD/PhD students in the TMED program may cause further pressure on the admission process.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person responsible for leading implementation	Resource and/or Governance Implications	Timeline and Milestones
Review the past year's admissions, assess strengths and areas for improvement, and identify potential policy or procedural updates.		Graduate Program Directors (lead), GPC members, Program Manager, Education and Outreach Coordinator	This review will be conducted through existing governance structures, primarily the GPC. No additional financial resources are anticipated. Minor administrative support may be required from the Program Manager to compile admissions data and coordinate review materials.	Annual (May): Conduct admissions review. Milestones: Compile data; identify trends and gaps; document recommended updates; present to GPC.
Reserve four MD/PhD spaces and integrate allocations into the admissions workflow.		Graduate Program Director (lead), Associate Dean, Vice-Dean of Basic and Public Health Sciences	Implementation will require coordination with Faculty leadership to confirm MD/PhD allocations and ensure admissions processes reflect these reserved positions. No additional financial resources are anticipated, though adjustments to admissions tracking and reporting may be required.	Annual (May): Confirm allocations at GPC. Milestones: Integrate into admissions workflow; apply to upcoming cycle; monitor uptake.
Review and Assess Communications Plans. (Audit and update email, website, and social media content to ensure clarity, accuracy, and transparency for prospective students and supervisors.	Vice-Provost and Dean, SGSPA: Please let us know if we can of any assistance.	Graduate Program Directors, Program Manager, Education and Outreach Coordinator (lead)	This activity will be completed using existing program communications channels and staff support. Updates will follow Faculty communications guidelines and may involve coordination with Faculty	Annual (June-July): Audit communications. Milestones: Identify gaps; update content; confirm alignment with Faculty standards.

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			communications staff if website revisions are required.	
Draft and finalize flowcharts or graphics to guide supervisors and prospective students; ensure readiness before the next admissions cycle.		Graduate Program Directors, Program Manager, GPC, Education and Outreach Coordinator (lead)	Development will rely on internal program staff and existing communications tools. No additional financial resources are required	Short term: Develop materials. Milestones: Draft visuals; review with GPC; finalize and prepare for dissemination.
Ensure updates comply with Faculty policies and maintain documentation of reviews and changes.		Graduate Program Directors (lead), FHS Graduate Council, Program Manager	Requires coordination with Faculty governance structures to confirm policy alignment. No additional financial resources required.	Ongoing (May–September): Review and confirm compliance. Milestones: Document changes; obtain approvals where required; maintain records.
Disseminate updated processes and visual aids with supervisors, faculty, and prospective students; integrate into orientation materials as applicable.		Program Manager (lead), Education and Outreach Coordinator	Implementation will use existing communication platforms and orientation sessions. No additional resources required.	Short term: Disseminate updates. Milestones: Share materials; incorporate into orientations; gather initial feedback for refinement.

Recommendation 3:

Develop a long-term strategy to track career trajectories of alumni. This may include establishing a LinkedIn group of past and current students that can act as a portal for current or prospective students to see where alumni are now and to communicate with them. In addition, a more deliberate strategy to make students aware of the range of career options that the graduate degree provides and how to prepare for those different careers would be of enormous benefit, particularly for PhD students that are nearing graduation.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Data Collection (LinkedIn and Instagram)	Faculty Dean: QHS has a broader plan to develop a long-term strategy for tracking alumni career trajectories across all graduate programs including TMED. This may include a shared platform for networking, communication, and showcasing alumni outcomes to support current and prospective students.	Education and Outreach Coordinator	This activity will be completed using existing program communications channels and staff support. No financial resources required.	Ongoing: Establish baseline alumni tracking approach; conduct initial data collection. Annually: Update and validate alumni information. Indicators: % of alumni with current data; engagement rates.
Targeted Touchpoints during specific times of the year that focus on alumni engagement.		Education and Outreach Coordinator	This activity will be completed using existing program communications channels and staff support.	Short term and ongoing: check ins that would encapsulate post grad transition support (6 months), career direction (2 years), leadership roles and impact in industry (5 + years)

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
			No financial resources required.	
Exploring opportunities for Community Engagement to engage current students and alumni with the program and each other.	Vice-Provost and Dean, SGSPA: Please let us know if we can of any help.	Education and Outreach Coordinator (lead), Program Manager (lead), Program Leadership, Department of Medicine, external partners such as Alumni relations, SGSPA and TIME.	Implementation will have to be coordinated within program operations with a focus on a special event budget; ensures adherence to accessibility standards. Coordination with internal and external partners.	Long term: TMED events that are specific to Alumni i.e. 10 th Anniversary of the program.
Integrate and expand the "How TMED Shaped My Future" alumni series into a formalized annual communications and alumni engagement strategy to support career tracking and relationship-building.		Program Manager and Education and Outreach Coordinator (lead)	Requires formalization of alumni engagement processes and coordination of communications. Alignment with institutional communications and privacy policies will be required, including potential development of processes for alumni data collection and tracking.	Short term: Integration into the next academic year. Annually: Communications cycle reviewed. Milestones: launch updated series; establish alumni tracking approach. Indicators: number of alumni featured; engagement metrics; proportion of alumni with updated career information.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Investigate the opportunity for an annual "Career Day" seminar featuring representatives from academia, industry, and healthcare sectors, including alumni participation.		Program Manager and Educational Outreach Coordinator (lead)	Requires administrative coordination and modest financial resources (e.g., honoraria, event support). Consideration of equity, diversity, and inclusion in speaker selection and alignment with program-level training expectations.	Short term: Plan the feasibility of a pilot event. Milestones: establish an annual event and confirm speakers; deliver inaugural event. Indicators: attendance rates; student feedback.
Establish a recurring alumni webinar series to highlight diverse career pathways and provide structured opportunities for trainee engagement and mentorship.		Program Manager and Educational Outreach Coordinator (lead)	Requires ongoing coordination and scheduling. May be formalized as a co-curricular or professional development activity within the program.	Short term: Framework developed launch within 1-2 years. Milestones: develop schedule and format; deliver initial sessions. Indicators: number of sessions; participation rates; trainee satisfaction.
Collaborate with TIME and DDQIC to provide access to existing micro-credentials or co-develop a tailored elective focused on entrepreneurship, commercialization, and industry-relevant skills.		Graduate Program Directors (lead) and TIME leadership (lead) and staff; Program Manager; DDQIC representatives; Course Chairs; Graduate	May require curriculum development and approval through GPC and Faculty-level governance processes. Potential financial and instructional resource implications. Must align with institutional policies related to micro-credentials, credit recognition, and experiential learning.	Short term: Exploration and partnership development and if feasible pilot implementation. Milestones: confirm partnership model; complete curriculum approvals; launch pilot offering. Indicators: student enrollment; completion rates; student-reported skill development;

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
		Program Committee (GPC)		integration into program curriculum.

Recommendation 4:

Having clinicians as primary supervisors for graduate students can be challenging given the range of time demands they face. The TMED program should be highly commended for the steps that have been put in place to make this work. Given the significant numbers of new faculty, the program should ensure that their faculty onboarding processes remain strong. A faculty retreat where new faculty can be made aware of the challenges of graduate supervision and where established supervisors can share best practices and challenges should be considered.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
New Supervisor Training Session held annually in early fall.	Vice-Provost and Dean, SGSPA: We strongly recommend that the program co-organize these annual sessions in partnership with SGSPA.	Education and Outreach Coordinator (lead), Program Manager (lead), Associate Dean SGSPA, Graduate Program Directors	Development and implementation will rely on program staff and program leadership within existing program structure. No additional financial resources are required.	Short term: Develop training content and materials; confirm facilitators; pilot first session. Ongoing: Annual delivery each fall with minor updates based on feedback. Milestones: establish an annual training session. Indicators: attendance rates; faculty feedback.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
All Supervisor Training Session held annually in winter.	Vice-Provost and Dean, SGSPA: It should be organized jointly with SGSPA (see above)	Education and Outreach Coordinator (lead), Program Manager (lead), Associate Dean SGSPA, Graduate Program Director	Development and implementation will rely on internal program staff and program leadership with existing program structure. No additional financial resources are required.	Short term: Develop and adapt content for broader supervisor audience; deliver first session. Ongoing: Annual delivery each winter; incorporate feedback and evolving best practices. Milestones: establish an annual training session. Indicators: attendance rates; faculty feedback.
Ongoing Training/Support	Vice-Provost and Dean, SGSPA: Let us know what we can do to support you.	Program leadership (lead) and staff remain available to provide guidance to supervisors as questions arise and to connect them with appropriate university resources.	This will rely on program staff and program leadership within existing program structure. No additional financial resources are required.	Long term and ongoing - Continuous support provided year-round; annual review of common issues/questions to inform updates to training sessions and resources.

Recommendation 5

The reviewers heard overwhelming and unanimous praise for the administrative staff. They were repeatedly identified as a key element in the success of the TMED program from its inception. The administrative space allocated to the staff did not reflect the success of the program and the importance of that space for staff interactions with students. We recommend finding more suitable and functional space for the TMED offices.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person responsible for leading implementation	Resource and/or Governance Implications	Timeline and Milestones
Identify underutilized or available spaces within Etherington Hall		Graduate Program Directors, Program Manager (lead), Department Head, Manager of Operations	Requires coordination within Department operations; aligns with departmental governance on space use; ensures adherence to accessibility standards.	Short term: Conduct space audit. Milestones: Identify available spaces; assess suitability; document options.
Explore alternative spaces within Faculty-owned buildings and through TIME		Graduate Program Directors, Program Manager (lead), Facilities staff, Faculty leadership	Requires Faculty-level approvals; engagement with institutional governance structures; must comply with accessibility policies and institutional space allocation rules.	Contingency Phase (if no suitable space in Etherington Hall) Milestones: Identify options; consult stakeholders; assess feasibility.
Evaluate and select appropriate space	Faculty Dean: Any new renovation or resource requirements are discussed at the Dean's	Graduate Program Directors, Program Manager (lead), Department Head, Faculty leadership, Facilities staff	Decisions must align with organizational priorities and policy on equitable access; ensures inclusivity and functional suitability for students and faculty.	Short-Medium term: Complete evaluation. Milestones: Compare options; confirm selected space; obtain required approvals.

Planned Actions	Deans' Contributions to Plan, where appropriate:	Person responsible for leading implementation	Resource and/or Governance Implications	Timeline and Milestones
	executive table and prioritized depending on the immediate need.			
Implement space allocation and prepare for use		Graduate Program Directors, Program Manager (lead), Department Head, IT/Communications support as needed	Integration with operational workflows; ensures accessibility, functionality, and sustainability; may inform updates to Department/Faculty policies on space use.	Medium term: Prepare and operationalize space. Milestones: Complete setup; ensure IT/AV readiness; communicate availability to stakeholders.
Monitor and review usage		Graduate Program Directors (lead), Graduate Program Committee	Supports continuous improvement and informs future space planning and governance decisions; ensures alignment with equity and accessibility priorities.	Long term (ongoing): Track usage and feedback. Milestones: Conduct annual review; identify improvements; report to GPC as appropriate.

Recommendation 6

Consider developing later year PhD student milestones or courses. Student Interactions with patients and participating in grand rounds are considered a top strength of the program. PhD students complete those interactions in the first year. Although not an issue for some students based on their research, additional opportunities for PhD students in their later years to again participate in grand rounds should be considered. The addition of the new imaging course was very good and other courses that provide technical training such as those teaching advanced statistics or big data manipulation should be considered as resources and expertise allow.

Planned Action(s)	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Introduce a midstream seminar milestone (Year 3), delivered as a half-day symposium or distributed seminar series. Students present research, introduce a peer, and moderate Q&A. Attendance expected from thesis committee members and graduate students.		Graduate Program Director, Graduate Program Committee, Program Manager and Education and Outreach Coordinator (lead)	Requires coordination of scheduling and participation tracking, formal addition to program milestones requires GPC and Faculty-level approval and minor administrative support needed.	Short term: Develop format and obtain approvals. Medium term: Pilot with cohort. Long term onward: Full implementation and annual delivery.
Establish expectation for ongoing participation in grand rounds (e.g., minimum number per year beyond Year 1, where appropriate to research).		Graduate Program Directors, Supervisors, Education and Outreach Coordinator (lead)	May require coordination with Department of Medicine on tracking participation; ensure flexibility across research streams, potential policy update to program handbook.	Short term: Define expectations and consult stakeholders. Medium term: Implement and monitor participation. Ongoing: Annual review.

Planned Action(s)	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Explore the opportunity for a structured Individual Development Plan (IDP) process with annual review by supervisors or advisory committees. Include optional annual IDP workshop with faculty/clinicians.	Vice-Provost and Dean, SGSPA: TMED is strongly encouraged to explore SGSPA's IDP for potential use or as a model.	Graduate Program Directors, Supervisors, Program Manager and Education and Outreach Coordinator (lead)	Minimal financial cost. Requires coordination of annual sessions, integration into existing advisory committee processes and update program documentation.	Short term: Explore and develop IDP template and expectations. Medium term: Launch IDP requirement and pilot workshop. Ongoing: Annual updates and refinement.
Explore advanced technical training opportunities (e.g., advanced statistics, big data, specialized methods), building on success of imaging course.		Graduate Program Directors (lead), Graduate Program Committee, Course Instructors, FHS Grad Council, Partner Departments	May require new teaching resources or cross-department partnerships, formal course approvals through FHS Graduate Council, and potential budget implications.	Short term: Needs assessment and identify instructors. Medium term: Develop/pilot offerings. Long term and onward: Integrate into regular course rotation.
Conduct a review of later-year milestones and program structure to ensure alignment with evolving training needs.		Graduate Program Directors (lead) and Graduate Program Committee	Governance review through GPC and FHS Grad Council. May inform future policy or curriculum changes.	Short term: Needs assessment and identify instructors. Medium term: Develop/pilot offerings.

Planned Action(s)	Deans' Contributions to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
				Long term and onward: Integrate into regular course rotation.