GRIFFITH UNIVERSITY
PROGRAMS COMMITTEE

A meeting of the Programs Committee was held on Thursday 6 December 2018 at 9:30am via videoconference in the Room 2.06, Bray Centre (N54), Nathan campus; Room 2.27, Information Services (L03) Logan campus and Room 4.09, Clinical Sciences 2 (G16), Gold Coast campus.

Rowena Bower
Secretary and Senior Manager, Academic Services

Present:
Professor Wendy Loughlin (Chair)
Professor Nick Buys
Professor Robert Ellis
Ms Kathy Grgic
Dr Rene Hexel
Associate Professor Christopher Klopper
Dr Anita Love
Professor Fran Sheldon
Ms Maureen Sullivan
Dr Jude Williams

Apologies:
Associate Professor Jane Evans
Professor Ross Guest

Present by Invitation:

Professor Wendy Loughlin (Chair)

Rights of Audience and Debate:
Professor Nick Barter
Associate Professor Michelle Whitford
Ms Barbara-Anne Long
Ms Rowena Bower

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1.0 CONFIRMATION OF MINUTES

The minutes of the 7/2018 (4 October) meeting were taken as read and, with the following amendment, were confirmed.

5.0 HTH MAJOR CHANGE PROGRAM PROPOSAL 2018/1666.12
9359 GRIFFITH UNIVERSITY PREPARATION PROGRAM

Subsequent to the meeting, the title of the Griffith University Preparation Program was amended to Griffith Tertiary Preparation.

2.0 DECLARATION OF INTERESTS

No members identified any conflict of interest, as outlined in the University policy, Conflict of Interest and Personal Relationships in the Workplace, which exists in respect of any of the items on the Agenda.
SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES

3.0 PROGRAM REVIEWS

3.1 At the 8/2018 meeting of Programs Committee, members considered the minutes of the Program Reviews Working Party, and noted that the recommendations from the Working Party included that the Program Approval and Review policy (2016/7006121) and Framework for Program Review (2017/8005116) should be updated to align with current terminology and specify how often an ‘in depth’ program review should occur.

3.2 Programs Committee members considered the revised Program Approval and Review policy (2018/9005184). The changes included:
- clarification regarding the ongoing nature of program quality assurance;
- that reviews should occur “at least every 5 years and more frequently on an ‘as needs’ basis”; and
- updates to terminology.

3.3 In considering the revised Framework for Program Review (2018/9005185), members noted the changes included amendments to emphasise that the review terms of reference could be adjusted to ensure the review focuses on the areas identified in the initial program assessment undertaken by Program Directors with the support of Program Support Officers. Amendments were also included to update terminology.

Resolution

3.4 Programs Committee agreed to:
- endorse the Program Approval and Review policy (2018/9005184) for forwarding to Academic Committee for approval.
- endorse the Framework for Program Review (2018/9005185) for forwarding to the Dean, Learning Futures for approval.

4.0 PROGRAMS COMMITTEE 2018 ANNUAL REPORT AND 2019 WORK PLAN

4.1 Programs Committee members considered the draft Programs Committee 2018 Annual Report (2018/9007033) covering the period from November 2017 – October 2018.

4.2 Programs Committee members also considered the Programs Committee 2019 Work Plan (2018/9007034).

Resolution

4.3 Programs Committee endorsed the Programs Committee 2018 Annual Report (2018/9007033) and 2019 Work Plan (2018/9007034) for forwarding to Academic Committee for approval.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

5.0 GRIFFITH UNIVERSITY DIGITAL STRATEGY – MICRO-CREDENTIALS

5.1 Members of Programs Committee reviewed the QTAC paper Recognition of Micro-credentials for Tertiary Admission - A Recommended Approach. The paper defines the types of micro-credentials that will be included in the QTAC digital backpack as well as setting out a proposed way to measure micro-credentials in value against one another. The paper suggests allocating a skill level and time required to master the learning within the micro-credential.
5.2 Members discussed this proposed approach and agreed that it was important to attempt to value micro-credentials as indicated by the QTAC paper. Programs Committee endorsed the principle of these factors being used to measure micro-credentials.

5.3 Members noted that the factors used in the measurement would be identified in the metadata of the credentials. It was agreed that identifying the skill level of the learning associated with a micro-credential would be easily quantifiable. Members considered that quantifying the time taken to gain the skills associated with the credential would be more problematic and requested clarity from QTAC regarding how the time factor should be determined.

5.4 Members also requested clarity be sought from QTAC regarding how the value obtained from these measures will be used in admission. For example would a measure similar to a rank be calculated that was the single means of admission to a program or would the value be used in combination with a range of other activities? Alternatively members noted the micro-credentials may be used to satisfy subject prerequisites, in which case the value of the measure could serve as a minimum similar to the current 4 semesters of sound achievement.

5.5 Programs Committee noted that the QTAC paper Recognition of Micro-credentials for Tertiary Admission - A Recommended Approach was a draft paper and therefore requested QTAC provide further clarity for determining the factors and how the final measure would be used for admission.

5.6 Programs Committee members noted the following documents:
- Briefing note: The Interconnectedness of Digital Assessment, Competency-Based Education and Digital Credentials.
- Briefing note: UNESCO Digital Credentialing: Implications for the recognition of learning across borders
- Briefing note: Open educational resources and practices for student-centred learning – including the potential for the use of these resources in digital credentials.
- Minutes of the Digital Badge Business Project Board meeting held on 20 November.

5.7 Members agreed that the three briefing notes should be forwarded to the Digital First Governance Board and Learning and Teaching Committee for noting.

5.8 Programs Committee members considered the Digital Badge Planning Tool for the Continuing Professional Development credential - “Practice-based Learning in the Workplace”. The proposal is being led by Associate Professor Sarojni Choy, and is planned to be offered through the Professional Learning Hub in 2019. While developed in collaboration with a number of staff across Griffith University, the business owner of the micro-credential would be the Arts, Education and Law Group. Members noted that the badge was able to be used for credit if they successfully completed a ‘Practice-based training and development project’ however the badge would also be available as a “not for credit” badge.

5.9 Members were advised the credential had been developed in consultation with Gold Coast Health who would provide scholarships for their staff to undertake the activity. The credential would also be available to participants not sponsored by Gold Coast Health.

5.10 Programs Committee members discussed the differentiation between the credit and ‘not for credit’ badges, noting that participants would be required to demonstrate the attainment of learning outcomes regardless of the version they were undertaking. It was also noted that the version of the badge would be specified in the metadata of badge despite similar elements in both draft badge designs.

5.11 A number of issues were raised for the consideration of the team delivering the activity. It was requested that a paper be prepared in first quarter of 2019 for consideration by Programs Committee regarding the issues outlined below:
- discussions should occur with Business Services regarding the fee structure of the offering;
the format of the credential was based on other offerings through the Professional Learning Hub, however it may be able to be offered in a MOOC format; and
- the differentiation between the credit and ‘not for credit’ model including consideration of whether a participant could complete the ‘not for credit’ version and later come back to undertake the assessment piece to obtain credit.

5.12 Programs Committee members noted the Digital Badge Planning Tool for the “BusinessPLUS” and “EngineeringPLUS” undergraduate ‘not for credit’ mission badges.

5.13 The “BusinessPLUS” badge is based on co-curricular activities which build employability skills in students undertaking Griffith Business School programs.

5.14 The “EngineeringPLUS” badge is a combination of co-curricular activities and other activities which are embedded within the discipline of the Bachelor of Engineering and provide recognition of “soft skills”. Approximately a third of the badge is able to be completed within the core courses of the Bachelor of Engineering. In addition to the badge, three skill credentials, “Career Management”, “Industry Engagement” and “Personal Development”, formed part of the badge ecosystem to recognise that not all students may complete the full requirements of “EngineeringPLUS”.

5.15 Both “BusinessPLUS” and “EngineeringPLUS” shared the following characteristics:
- students were required to evidence skills through development of an e-portfolio in PebblePad which became a valuable resource for students to use;
- currently students receive a certificate of completion;
- the activities are able to be used as evidence towards the *Griffith Graduates of Influence* digital badge.

5.16 Programs Committee agreed to provide in principle endorsement to the “BusinessPLUS” and “EngineeringPLUS” mission badges, however it was recommended that the Deans (Learning and Teaching) should discuss with the Deputy Vice Chancellor (Academic) and the Deputy Director (Teaching and Curriculum Transformation) the relationship between these Group based co-curricular badges and the *Griffith Graduates of Influence*. It was also agreed that a communication strategy regarding digital badges that explained the Griffith University badge ecosystem to students and industry should be developed. Members agreed it would be useful to monitor how employers and industry valued co-curricular badges.

5.17 Programs Committee members noted the Digital Badge Planning Tool for the ‘not for credit’ “Launching Leaders” skill credential offered through the Centre for Interfaith and Cultural Dialogue.

5.18 “Launching Leaders” is a non-profit organisation that offers a training course to develop cultural competency. The content is hosted online on a learning management system (LMS) based in California. The Centre for Interfaith and Cultural Dialogue identifies and trains facilitators based around the world, to lead workshops and face-to-face meetings to support participants undertaking the training course.

5.19 Programs Committee members acknowledged that the content of the program would be valuable to participants and there may be opportunities to broaden the delivery to currently enrolled Griffith University students to increase their cultural competency. It was suggested that a principle when offering a digital badge based on content involving a third party would be that an agreement between Griffith University and the third party was established and it was unclear whether an agreement with Launching Leaders or the LMS provider was in place.

5.20 Programs Committee agreed further clarification was required regarding the delivery model of the program, in particular the level of oversight Griffith University had of the content. It was agreed not to support the proposed ‘not for credit’ “Launching Leaders” skill credential at this time. It was also suggested that Programs Committee members review the TEQSA guidance note on Third Party Arrangements to familiarise themselves with the Regulator’s expectations.
Resolution

5.21 Programs Committee agreed to:
- endorse the draft approach in the document *Recognition of Micro-credentials for Tertiary Admission - A Recommended Approach*, and requested further clarity from QTAC regarding how the time factor should be determined for activities and how the final measure would be used for admission;
- approve the Arts, Education and Law Group digital badge “Practice-based Learning in the Workplace”, and requested a paper be prepared in first quarter of 2019 for consideration by Programs Committee exploring the issues raised regarding fee structures, the mode of delivery of the activity and differentiation of the ‘for credit’ and ‘not for credit’ badges;
- provide in principle endorsement to the “BusinessPLUS” and “EngineeringPLUS” ‘not for credit’ mission badges, and request further discussions occur regarding the *Griffith Graduates of Influence* digital badge ecosystem;
- not support the proposed “Launching Leaders” skill credential at this time.

6.0 ENG NEW PROGRAM PROPOSAL 2018/1572.9

5737 MASTER OF PROFESSIONAL ENGINEERING LEADERSHIP

6.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Sciences (27 November 2018), considered the new program proposal for the Master of Professional Engineering Leadership (5737) as described in 2018/1572.9, for implementation in Teaching Period 4, 2019.

6.2 The Master of Professional Engineering Leadership has been developed in consultation with Engineers Australia and will be offered online only. Currently Engineers Australia undertakes an assessment process for practicing engineers who are members of Engineers Australia. Members submit a portfolio of evidence of continuing professional development and participate in an interview to demonstrate their competency against 16 professional standards (Stage 2). Following successful completion, Engineers Australia awards the engineer “Chartered Status”.

6.3 To eligible for admission to the Master of Professional Engineering Leadership, applicants must:
- hold an accredited four year Bachelor degree in Engineering from a recognised university (or another tertiary education institution of equivalent standing); and
- have achieved Stage 2 competencies and hold Chartered Status issued by Engineers Australia (or equivalent).

6.4 The University’s Standard English language requirements for admission to postgraduate programs will apply for these programs.

6.5 To be eligible for the award of *Master of Professional Engineering Leadership (MProfEngLead)* students must successfully complete 80 credit points, made up of 40 credit points of credit in recognition of current Chartered Engineering Status, 20 credit points core courses and 20 credit points of electives.

6.6 Members noted Program Learning Outcomes will be developed for the program.

6.7 Programs Committee members noted that the attainment of competency in the 16 professional standards to receive Chartered Status with Engineers Australia had been assessed by the School of Engineering as the equivalent in volume and level of learning to 40 credit points of advanced standing. Members also noted the courses in the program would be offered in the Accelerated Online model using six week teaching periods.
Resolution

6.8 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Sciences (27 November 2018), resolved to approve the new program proposal for the Master of Professional Engineering Leadership (5737) as described in 2018/1572.9, for implementation in Teaching Period 4, 2019.

7.0 PSY MAJOR CHANGE PROGRAM PROPOSAL 2018/1253.26
6003 DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY

7.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (25 October 2018), considered the proposal for changes to the Doctor of Philosophy in Clinical Psychology (6003) as described in 2018/1253.26, for implementation in Trimester 1, 2019.

7.2 At the 8/2018 Programs Committee meeting, members approved changes to the Master of Clinical Psychology to align with the Australian Psychology Accreditation Council standards, and adjustments to the credit points attributed across the program to the practicum and research components.

7.3 Changes similar to those in the Masters program were proposed to the Doctor of Philosophy in Clinical Psychology. These were supported by the Board of Graduate Research (BGR) on Wednesday 31 October, 2018. The proposed changes included:
   - Revise the philosophy and Program Learning Outcomes to align with Australian Psychology Accreditation Council (APAC) competencies for AQF Level 10 qualifications;
   - Increase the program requirements by 20 CP from 340CP to 360 CP but retain the current time taken to complete the program (four years FTE). The credit point value of the research component and the practicum component will both increase; and
   - Revise the program to align with APAC standards by replacing existing clinical practice courses with new courses.

7.4 By increasing the credit point value of the program, a new program code would be required.

7.5 Programs Committee members noted that the research component of the revised structure would still meet the threshold of 66% to ensure the program remained classified as an Higher Degree by Research.

Resolution

7.6 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (26 October 2018), resolved to approve the major change proposal for the Doctor of Philosophy in Clinical Psychology (6003) as described in 2018/1253.26, for implementation in Trimester 1, 2019.

8.0 PSY MAJOR CHANGE PROGRAM PROPOSAL 2018/1627.5
6007 DOCTOR OF PHILOSOPHY IN ORGANISATIONAL PSYCHOLOGY

8.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (25 October 2018), considered the proposal for changes to the Doctor of Philosophy in Organisational Psychology (6003) as described in 2018/1253.5, for implementation in Trimester 1, 2019.

8.2 At the 8/2018 Programs Committee meeting, members approved changes to the Master of Organisational Psychology to adjust the credit points attributed across the program to the practicum and research components.
8.3 Changes similar to those in the Masters program were proposed to the Doctor of Philosophy in Organisational Psychology. These were supported by the Board of Graduate Research (BGR) on Wednesday 31 October, 2018. The proposed changes involved increasing the program requirements by 20 CP from 340CP to 360 CP but retaining the current time taken to complete the program (four years FTE). The credit point value of the research component and the practicum component will both increase.

8.4 By increasing the credit point value of the program, a new program code would be required.

8.5 Programs Committee members noted that the research component of the revised structure would still meet the threshold of 66% to ensure the program remained classified as an Higher Degree by Research.

Resolution

8.6 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (25 October 2018), resolved to approve the major change proposal for the Doctor of Philosophy in Organisational Psychology (6003) as described in 2018/1253.5, for implementation in Trimester 1, 2019.

9.0 MED MAJOR CHANGE PROGRAM PROPOSAL 2018/1758.7 and 2018/1762.4

5581 MASTER OF HEALTH SERVICES MANAGEMENT
3317 GRADUATE CERTIFICATE IN HEALTH SERVICES MANAGEMENT

9.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (26 November 2018), considered the proposal for changes to the Master of Health Services Management (5581) as described in 2018/1758.7, and Graduate Certificate in Health Services Management (3317) as described in 2018/1762.4, for students who commenced study from 2016.

9.2 Currently the program requirements state the Master of Health Services Management is fully prescribed. This is not the case, with students having the option of undertaking electives in the program. This proposal amends the degree requirements to clarify to students the amount of elective choice in the program and seeks to combine the elective lists to simplify the program structure. A dissertation option is also being added to the program.

9.3 Consequential changes to the Graduate Certificate in Health Services Management are also proposed.

9.4 Programs Committee noted that increasing the flexibility in the program proposed would not disadvantage currently enrolled students.

Resolution

9.5 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (26 November 2018), resolved to approve the major change proposal for the Master of Health Services Management (5581) as described in 2018/1758.7, and Graduate Certificate in Health Services Management (3317) as described in 2018/1762.4, for students who commenced study from 2016.

10.0 NRS MAJOR CHANGE PROGRAM PROPOSAL 2018/1708.42

1354 BACHELOR OF MIDWIFERY

10.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (26 November 2018), considered the proposal for changes to the Bachelor of Midwifery (1354) for implementation in Trimester 1, 2020.
10.2 The changes to the program are in preparation for re-accreditation and include the following amendments:
- Removal of free choice electives from the program;
- Curriculum changes including replacing 20 credit point courses and commencing clinical placements in Trimester 1, Year 1. Changes will result in the introduction of 10 new courses.

10.3 The revised curriculum will be introduced progressively from 2020. Transition arrangements have been proposed to accommodate students progressing part time.

10.4 Programs Committee members were advised that while a number of new courses were included in the program proposal documents, the majority were a result of repackaging existing content and only two of the courses contained new content.

10.5 Programs Committee members noted that the current program structure does not allow for part time study in years 2 and 3 which minimises the impacts of part time study on transition arrangements.

Resolution

10.6 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (26 November 2018), considered the proposal for changes to the Bachelor of Midwifery (1354) for implementation in Trimester 1, 2020.

SECTION C: OTHER RECOMMENDATIONS AND REPORTS
(to persons/committees other than the parent committee/s)

Nil

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

11.0 CHAIR’S REPORT

11.1 The Chair advised members of the Committee of the following items:
- Griffith College had recently appointed a new Chair of their Academic Board, and had also appointed a new Academic Director following the retirement of Ann Poiner. Griffith College would be undergoing TEQSA re-registration in 2019.
- A recent industry report presented at the Griffith College Academic Board highlighted the following issues for graduates: taking on analytical roles earlier in their careers; increasing reliance on technology in the workplace building on “Big Data” and entrepreneurship; the need to develop their personal brand and marketing; and a requirement to have an awareness and appreciation for governance and risk management.
- The panel to review the Australian Qualifications Framework had been established and a discussion paper on the Review would soon be released. Consultations with the sector were planned for February 2019 with submissions to the Review closing in March 2019.

12.0 MEMBERSHIP

12.1 Reappointed Members
The Committee welcomes the reappointment of the following members of Programs Committee:
- Associate Professor Christopher Klopper, academic staff member appointed by Pro Vice Chancellor (Arts, Education and Law); and
- Dr Anita Love, academic staff member appointed by Pro Vice Chancellor (Business), for a term of two years, up to 31 December 2020.
13.0 DEAKIN/GRIFFITH FUTURE-LEARN RESEARCH METHODS PROGRAM

13.1 At the 7/2018 meeting of Programs Committee, members requested Deans (Learning and Teaching) involve Deans (Research) in discussions regarding credit following the development of the final assessment module of the “Why research matters?” FutureLearn program.

13.2 Participants undertaking the study will be considered FutureLearn learners and not students of either Deakin or Griffith University. Upon successful completion of the modules and assessment, participants will receive a FutureLearn program award.

13.3 Deans (Learning and Teaching) have been provided with further detail regarding the final assessment module and will continue to liaise with Deans (Research) regarding the credit to be awarded on the basis of the FutureLearn program.

14.0 NEXT MEETING

14.1 The Committee discussed the meeting schedule for early 2019 and agreed to move the date of the February meeting to later in the month and cancel the March 2019 meeting. It was noted that historically the business of the committee was generally lighter in the first half of the year.
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#### Committee Members

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<th>Name</th>
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<tr>
<td>Professor Wendy Loughlin (Chair)</td>
<td>Deputy Chairperson of Academic Committee</td>
<td>ex officio</td>
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<td>Ms Kathy Grgic</td>
<td>Academic Registrar</td>
<td>ex officio</td>
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<td>Professor Robert Ellis</td>
<td>Dean, Learning and Teaching (Arts, Education and Law)</td>
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<td>Professor Ross Guest</td>
<td>Dean, Learning and Teaching (Griffith Business School)</td>
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<td>Ms Maureen Sullivan</td>
<td>Director, Library and Learning Services</td>
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<tr>
<td>Dr Jude Williams</td>
<td>Nominee for Dean, Learning Futures</td>
<td>Two years (up to 31 December 2019)</td>
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<tr>
<td>Associate Professor Christopher Klopper</td>
<td>Full-time academic staff member appointed by Pro Vice Chancellor (Arts, Education and Law)</td>
<td>Two years (up to 31 December 2018)</td>
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<td>Ms Rowena Bower</td>
<td>Secretary</td>
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#### Rights of Audience and Debate

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<th>Name</th>
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<tr>
<td>Professor Nick Barter</td>
<td>Academic Director, Griffith Online</td>
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<tr>
<td>Associate Professor Michelle Whitford</td>
<td>Dean, Learning and Student Outcomes</td>
<td>ex officio</td>
</tr>
<tr>
<td>Ms Barbara-Anne Long</td>
<td>Director, Griffith International or nominee</td>
<td>Two years (up to 31 December 2020)</td>
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PVC (Arts, Education and Law) – Prof Paul Mazerolle  
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