1. Domestic and international student recruitment and retention

Recruitment
Growth (4.1%) in load target is projected in Health programs: increasing to 9,404 from 9,030 (2016). Early indications suggest 2017 demand for Health programs is strong: School leaver first preferences are up 9.6% on 2016 results; non-School leaver first preferences are up 18.4% (October 2016). Growth (9%) in International enrolments is expected from 1,236 (2016) to 1,350 (2017).

Strategies to support growth in student recruitment will include:
- GoHealth Go Griffith engagement to continue to target school leavers in partner schools. Adding a second training vehicle increases capacity for off-site teaching, engagement and promotional activities (e.g. new schools in Northern NSW, Gold Coast/Brisbane, Darling Downs).
- Continued rollout of the successful two-point entry (T1 and T2) and flexible T1, T2 and T3 offering of Foundation Year courses by the School of Medical Science. The additional T1 and T2 offerings in 2016 resulted in 200 new enrolments and a further 225 new enrolments are anticipated in T3.
- Roll out the above initiative across other Health programs including the Bachelor of Exercise Science and Bachelor of Nutrition and Dietetics.
- Three points of entry (T1, T2 and T3) will be offered into School of Applied Psychology degree programs (Counselling, Psychology and Psychological Science).
- Launch the: (i) Bachelor of Counselling at Gold Coast and Mt Gravatt and Bachelor of Pharmacology and Toxicology/Bachelor of Business, (ii) Diploma of Social and Psychological Science through Griffith College, articulating into the second year of Psychology, Human Services and Social Work (2018).
- Prepare the Bachelor of Physiotherapy, Bachelor of Occupational Therapy and Master of Speech Pathology for Nathan in 2018.
- Scope opportunities for a new suite of modular offerings leading to a Masters degree and meet the evolving needs of the health workforce. Establish an Industry advisory group to advise.
- Consider the expansion of midwifery on the Gold Coast Campus as per the recent SoNM review.
- Work to develop a University-wide sider plan to expand and develop a suite of programs in Sport.

International Student Recruitment
- In partnership with Griffith International develop a plan to raise the Health Group profile in key offshore markets and work with strategically-important agents. The plan will identify areas where we can build enrolments in programs where there is unmet demand. (page 3 Internationalisation)
- Continue to focus on (i) Attracting strong international enrolments in high-profile professional programs (e.g., medicine and dentistry), (ii) Transnational programs in Singapore where the demand for the Bachelor of Nursing (Post Registration) is strong, (iii) Articulation programs with Wuhan, China via the Schools of Human Services & Social Work and Allied Health Sciences where there is potential to attract significant new enrolments, (iv) Working with Kaplan to build enrolments in the Master of Health Services Management.

Retention
Improve student success and retention by:
- Targeting Schools and programs for specific support where retention data, SET and SEC scores indicate lower than expected levels are being achieved. Curriculum review, co-curricula support (e.g. PASS)
employability and transition initiatives and implementation of innovative teaching pedagogies has seen significant improvements in retention and student satisfaction in previous years.

- Orientation and transition websites launched for all 8 Health Schools programs in 2017 linked to the My Griffith orientation site, multimedia resources and Griffith orientation YouTube channel.
- Expand access to the Transition and Tertiary Preparedness program to provide transition support for students, (e.g. pathway students who enter professional programs with advanced standing and miss the extensive first year orientation and support structures). Offered originally to Nursing & Midwifery. To be expanded to Human Services and Social Work, Medical Science and Psychology in 2017-18.
- Develop curricular changes that reflect a move to more active learning approaches and the provision of excellent on-line learning materials, combined with on-campus applied learning activities.
- Promote the Griffith Health Writing and Referencing guide, now embedded in every course (including transnational programs), as a resource for assisting students with developing skills in academic writing.
- Dedicated orientation strategies will be developed for students enrolling in Double Degree programs, post-graduate students, and students enrolled in online and external programs.
- Developing strategies to recognise and reward our high achieving students.
- Build a sense of purpose for students from the very outset of their studies via our Graduate Employability, Career Focus and Placement Preparation modules.

Recruitment and Retention of First Peoples students in 2017

- The Health Group First Peoples Health Plan to continue to be implemented from 2017 by increasing the number of courses that include First Peoples Health content and aligning the National Aboriginal and Torres Strait Islander Health Curriculum Framework to all Health programs and courses.
- Subject to funding to continue: (i) “Hands Up” First Peoples Aspirations and Pathways to Health Programs in 2017 (funded previously by the University Higher Education Participation Program (HEPP)) and (ii) The Pathways Project – Developing pathways to University for First Peoples in the health workforce through provision of credit for health workers with a Cert III or Cert IV
- Nursing, Midwifery and Public Health to be added to Qualifying Degrees for Admission of First Peoples into selected Health programs as part of the First Peoples Selections and Admissions Guidelines.
- Develop more accurate and retrievable data to the First Peoples Health Unit through the reporting suite to be developed by Planning Support.
- The First Peoples Health Unit will support Schools to address accreditation standards pertaining to First People’s Health.

We will continue our October 2016 strategic planning activities into 2017 our aims being to: (i) Identify key health workforce changes, (ii) Address how these will impact on the T&L activities of the Health group, (iii) Identify opportunities to develop new programs that address the health and well being of the community, (iv) Capitalise on similarities/transferability across our programs, (v) Reduce the silo-ing across programs to increase interdisciplinary focus, (v) Explore a comprehensive modular approach to postgraduate education across the Health Group.

2. Graduate employability

We will work closely with Assoc Professor Jessica Vanderlelie (the IRU VCs’ Fellow – Building Student Success in Employability and Learning Analytics) to ensure authentic employability experiences are embedded within Health degree programs to enhance student and graduate success. An audit in June 2016 provided a framework to evaluate employability activities; the results are being used to guide curriculum based employability strategies in 2017. Priorities include:

- Employability resource development will continue and include the collation of exemplar employability assessment tasks, rubrics and assessment overviews, developed in accordance with the University Employment Strategy. These have provided valuable resources to support academics in formulating employability based assessment tasks.
• Rollout of the Career Focus Module, offered in the first semester of students’ first year, commencing the career journey for students from the outset of their studies. Customisation of the module is taking place for the Bachelor of Paramedicine, Sports Development, Exercise Science, Psychological Science and Social Work. Assessment has been developed to compliment the module and ensure learning outcomes are embedded in the taught curriculum. A staged rollout will commence in T1 2017 through to T1 in 2018 to embed in the curriculum of all Health programs by 2018
• Rollout of the Placement Preparation Module in T1 2017. The module comprises components common to all Health programs with clinical or field-training requirements and is designed to support students’ placement preparation (e.g. managing the supervisory relationship; communication; working in teams).
• Work with the University Commonwealth Games placement team and GOLDOC to fill the internship quotas for Health students. A pipeline of applications is being received from health students who wish to be involved in these internships in the internship periods to come. Discussions are continuing with GOLDOC regarding Health interns along with increased communication to students.

3. Research (including HDR)

• Stabilise the new structure of the MHIQ and continue to invest in, and develop research activity in areas in which Griffith has critical mass and opportunities for national and international leadership.
• Familiarise the new MHIQ board to the work of the Institute and identify priority areas in which the board can help influence and raise the profile of the Institute’s research.
• Appraise readiness of the MHIQ for the newly released MRFF strategies and research priorities.
• Review the research relationships between the MHIQ and the Schools including the relationships between the Institute Director, Deputy HoS Research and the Program Leaders. Stage 1 commences on 28th November and will continue into 2017.
• Transition full-time research-intensive groups from the School to the MHIQ structure.
• Begin a review of Health Group staff research portfolio and research productivity (2014-2016)
• Expand the number of successful grants obtained from NCG and non-NCG funding schemes.
• Renew focus on increasing the quality as opposed to the quantity of grant applications including: (i) Mentorship by experienced grant reviewers to improve the readability and marketability of grant applications and focus on the novelty and significance of the research, (ii) Appraisal of the methodological rigor of each grant application, (iii) Restrict submission of non-competitive applications.
• Implement strategies to improve enrolment and completions of HDR students including: (i) Examine research activity and productivity and timely completions across HDR supervisors, (ii) Tailored support to supervisors and HDR candidates to complete on time (iii) Introduce top-up, completion and publication scholarships to support HDR enrolments and completions, (iv) Encourage HDR candidates to publish in high quality journals during their candidature, (v) Encourage candidates to present their research at national and international conferences (vi) Support opportunities for industry experience for HDR students as recommended by the ACOLA (Australian Council of Learned Academies) report.
• Continue to support the development of the Clinical Trials Unit as a core facility. Support internal clinical research across the University, and develop commercial opportunities to support external trials.
• Facilitate cooperation and collaboration between the clinical trials unit at GCUH and GU to prevent supplication of effort and resources and focus on unique opportunities to interact.
• Increase international HDR student enrolments through a more comprehensive internationalisation strategy (see section 4 below) including improved marketing of the MHIQ research programs and directly targeting key international partners. The Dean (R) will continue to attend international graduate student fairs (attracting the top students) in China in 2017. (See Research)
• Emphasise the quantity and quality of publications with strategies to promote the citation of papers, especially in preparation for the 2018 ERA
• Focus on research impact and ‘telling our story’ that resonates with clinical partners, the community, media and philanthropists, highlighting the significant work that is being undertaken by researchers across the Health Group.
• Progress collaboration with key partners including those with access to existing rich clinical datasets.
• Facilitate interdisciplinary research within and between Programs/Groups and with Industry partners

4. Internationalisation (including engagement with the Asia-Pacific region)

The Health Group Internationalisation Plan (see page 1) will guide strategic endeavours and include:
• Review of the international quotas, IELTS requirements and academic entry criteria (cognisant of accreditation requirements and clinical partner expectations) and review marketing strategies.
• In partnership with GI examine entry quotas to programs that are thought to discourage enrolments because they appear restrictive.
• A comprehensive review of extant MOUs with International partner institutions to determine those relationships/research alliances that will afford the Group the best outcomes e.g. Our agreements with Hong Kong Polytechnic University, our three-way agreement with Peking University and the Chinese Academy of Sciences, Affiliated Hospitals of Qingdao University, Shandong University of Traditional Chinese Medicine and Shandong Academy of Medicine
• Work closely with Griffith International, key offshore agents (e.g., Oztrekk) and Hobsons to promote enrolment by International students in all health programs particularly in areas of unmet demand.
• A delegation to Asia is planned to visit key partners (Hong Kong, China and Taiwan), target key markets and to begin to address the off-shore recognition of professional programs in key markets. During this visit information sessions will be scheduled with potential PhD students.
• Focus energy and investment in key offshore markets including: Canada, Singapore, Malaysia, India, China, Hong Kong.
• Support the Internationalisation leads in all schools to (i) map existing International collaborations, (ii) champion internationalisation and provide a point of contact for international students, and continue to support targeted investment in scholarships for international students.
• Promote opportunities for joint PhD enrolment by Taiwanese students via the cotutelle arrangement established with Kaohsiung Medical University (Taiwan).
• Develop an international alumni strategy to initially rollout in Singapore.
• Investigate potential collaboration with the University Grants Commission (UGC) Sri Lanka to support HDR programs for Sri Lankan academics seeking to enrol in a PhD.

5. External engagement

Continue to develop opportunities for collaboration with key clinical partners including:
• Gold Coast Hospital & Health Service – identifying joint research priorities, facilitating pathways for ethical approval and governance and continuing collaborative research grants
• Lady Cilento Hospital & Health Service – with prospects for clinical education, targeted academic programs, and research collaboration
• Metro South Hospital & Health Service - with respect to establishment of QEII Hospital as a medical clinical site, and as a partner supporting the rollout of the new allied health programs at Nathan.
• Sunshine Coast Hospital & Health Service – the opportunity to enter into a joint venture (subject to University Council approval) to clinical education and collaborative research opportunities for 25 years.
• Darling Downs Hospital & Health Service – including further development of capacity across the Darling Downs at Dalby and Kingaroy.
• Explore opportunities for new community clinics in areas with unmet need such as Nerang and Logan
• Further develop Griffith Health Clinics as principal training sites for students in dentistry, psychology and allied health, and as a major community engagement activity of the University.
• Extend the reach of the GoHealth GoGriffith project, to include more schools at the northern end of the GC-Brisbane corridor and in rural/regional recruitment areas (see page 1).
• Build strong relationships with our 2016 Griffith Health Outstanding Alumni of the Year Award winners.
• Identify ways to support the Schools’ and Group’s relationship with Alumni in and prepare for the second Griffith Health Alumni and University awards in 2017.

6. Griffith 2020

• Prepare the launch of the Allied Health programs at Nathan campus from 2018 (see page 1);
• Fully rollout the T1 and T2 intakes and T3 and flexible delivery of the Foundation Year courses at Gold Coast campus;
• Rollout T2 intakes in the Bachelor of Nursing;
• Rollout T2 intakes into the Bachelor of Exercise Science and Bachelor of Nutrition & Dietetics;
• Rollout Foundation year course across Bachelor Psychology with Honours, Bachelor of Psychology Science and Bachelor of Counselling degrees,
• Implement T3 intakes into the above degrees;
• Commence delivery of the Bachelor of Counselling at Gold Coast and Mt Gravatt campuses;
• Work with industry partners (e.g., Lady Cilento) on opportunities to further-develop program offerings to meet industry demand.
• Continue to focus on strategies initiated in 2016 aimed at improving student engagement, retention and employability.