

# College of Health and Education Strategy

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2024-2030

Ngala kwop biddi.  
Building a brighter  
future, together.





# Acknowledgement of Country

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We acknowledge that Murdoch University is situated on the lands of the Whadjuk and Binjareb Noongar people. We pay our respects to their enduring and dynamic culture and the leadership of Noongar elders past and present.

The boodjar (country) on which Murdoch University is located has for thousands of years been a place of learning. We at Murdoch University are proud to continue this long tradition.

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# Introduction

In 1974, Murdoch University was established as the second university in Western Australia that offered opportunities for people from diverse backgrounds and pathways, with a commitment to the environment, social justice, and inclusion.

At the end of 2022, the Vice Chancellor and President of Murdoch University, Prof. Andrew Deeks, introduced the Murdoch University 2023–2030 Strategy, which is called **Ngala Kwop Biddi – Building a Brighter Future, Together**. This university strategy is contemporary as it supports innovation and technology as well as preserving Murdoch University's original identity.

On January 1, 2023, Murdoch University implemented a new academic structure, where the university is divided into five Colleges: College of Business; College of Environmental and Life Sciences; College of Health and Education; College of Law, Arts and Social Sciences; College of Science, Technology, Engineering and Mathematics.



This document outlines the Strategy 2024–2030 of the College of Health and Education. The College of Health and Education consists of four schools:

- **School of Allied Health.**
- **School of Education.**
- **School of Nursing.**
- **School of Psychology.**

The College Health and Education Strategy 2024–2030 follows the Murdoch University strategy and provides a direction to all the people in the college to help achieve the goals of Building a Brighter Future, Together. It also assists the schools in the college to develop their operational plans.

I am delighted to present this College of Health and Education strategy that will lead the college in the next seven years of its development.

A handwritten signature in black ink, appearing to read 'Guillermo Campitelli'. The signature is stylized with a large 'G' and a long horizontal stroke at the end.

**Professor Guillermo Campitelli**  
*Pro Vice Chancellor and  
Head of College of Health and Education*



# Murdoch University strategy 2023-2030:

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Ngala kwop biddi.  
Building a brighter  
future, together.

## The College of Health and Education Strategy 2024-2030 aims to support the Murdoch University Strategy 2023-2030 in reaching its goals.

The Murdoch University Building a Brighter Future, Together strategy 2023-2030 sets out the shared **purpose** of the university as:

*To change lives and society for the better through accessible education and research, contributing to the solution of societal and environmental challenges and providing an inclusive, caring community in which everyone can realise their potential.*

The purpose of Murdoch University is the basis of its existence; therefore, everything we do and plan to do at the College of Health and Education must align with the university purpose. We need to ask ourselves whether what we do is helping us achieve the university purpose.

The Murdoch University strategy also outlines the **values** and **principles** that guide how we lead and work at the University. These aspects of the University strategy will be explained when presenting the college strategy. The Murdoch University strategy also defines its **vision**:

*Our vision is that Murdoch University will be widely recognised as the university of choice for people who care, who value inclusion, curiosity and innovation, and who desire to make a positive social impact. We will be a leading university in education, teaching and research in sustainability; a thriving, welcoming, diverse and inclusive community. Murdoch University will be the university of first choice for First Nations peoples, promoting and benefiting from Indigenous knowledges. Our quality education will be contemporary, accessible and inclusive. Our graduates will be keenly sought by employers and will be known for having adaptability, fresh perspectives, practical skills and a social conscience. Our research will be impactful, and we will have strong industry and institutional collaborations.*

This vision provides a clear indication of the kind of future students the university will seek to attract:

- Empathetic people.
- People who value inclusion, curiosity, and innovation.
- People who desire to make a positive social impact.
- First Nations peoples.

And it indicates the features of our graduates:

- Highly sought by employers.
- Flexible.
- With new ideas.
- With practical skills.
- Socially aware.

This means that our education, research, engagement, and our community should have distinctive characteristics to be able to attract those future students and to help them become those types of graduates.

To achieve the vision and realise its purpose, the Murdoch University's strategy identifies three **strategic themes** that are relevant to everything we do:

- Sustainability.
- Equity, Diversity, and Inclusion.
- First Nations.

Furthermore, as most universities, it indicates that we conduct three **core activities**:

- Education.
- Research.
- Engagement.

The framework we chose for the college strategy is to define a purpose for the college that is consistent with the purpose of the university and to identify five overarching key priority areas. The purpose of the College of Health and Education and its five **key priority areas** include all the components we need to contribute to achieve the objectives of the whole Murdoch University strategy.

# College of Health and Education strategy 2024-2030

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The College of Health and Education strategy consists of:

- The college purpose.

And five key priority areas, which cover the following topics:

- Community.
- Education.
- Research.
- Engagement.
- Growth.

# The **purpose** of the College of Health and Education

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The purpose of the College of Health and Education aligns with the purpose of Murdoch University, with emphasis in the wide-ranging areas of health and education.

The purpose of the College of Health and Education

Our purpose is to change lives and society for the better through transformative and inclusive education, and impactful and innovative research in the wide-ranging areas of health and education, strategically engaging with global, national, state, and local communities, contributing to the solution of societal and environmental challenges, and cultivating a thriving and supportive community in which everyone can realise their potential.

Our purpose statement shows our ultimate goal, how we pursue it, and what kind of community we want.



Our ultimate goal:

- Change lives and society for the better and help solve social and environmental problems.

How we pursue it:

- Transformative and inclusive education.
- Impactful and innovative research.
- Strategic engagement at local and global levels.

What kind of community we want:

- Thriving and supportive community in which everyone can realise their potential.

To achieve our ultimate goal, we need to cultivate a thriving and supportive college community first; thus, the college community is our **key priority area one**. Then, we focus on our three ways of pursuing our goal – education, research, and engagement – which are our **key priority areas two, three, and four**, respectively.

While pursuing our goal through education, research, and engagement, our college also aims for growth, which is our **key priority area five**.

*Ultimate goal: Changing lives and society for the better, contributing to the solution of societal and environmental challenges.*

Our ultimate goal guides everything we do or plan to do in the College of Health and Education. It shows that we are not just an institution for students to get a degree, but we also serve the society at large. Therefore, our education, research, and engagement should aim to improve the lives of students and society and address social and environmental problems.

# Key priority area 1: Community

The first key priority area of the College of Health and Education is:

Key priority area 1

**Cultivate a *thriving and supportive* College of Health and Education community following the Murdoch University's guiding values and principles.**

This key priority area indicates that the College of Health and Education aims to create a thriving and supportive college community, and that it will follow the University's values and principles to achieve that. Murdoch University's values are:

- **Authenticity.**
- **Integrity.**
- **Respect.**
- **Inclusivity.**
- **Openness.**

College leaders will demonstrate and uphold these values. All staff members in the College of Health and Education will show these values in their actions and decisions.



## Authenticity and Openness

Authentic leaders welcome constructive feedback. The College of Health and Education will establish an environment where individuals can share their ideas openly in a respectful way. Individuals are encouraged to ask questions without fear of retaliation. Staff will have opportunities to reflect on their performance and communicate their reflections to their leaders, who will use that to help them in finding ways to improve their potential. Leaders are encouraged to admit mistakes and work to fix them, rather than conceal them. Authentic leaders also communicate with their staff when their behaviour does not align with the university purpose, mission, values and/or principles.

## Integrity

All staff at the College of Health and Education will act with integrity in their research and teaching and be guardians of academic and research integrity in students and staff. All staff, especially leaders of the College, must make decisions on how to use public resources (e.g., academic travel, hiring casual staff, managing a research grant, allocation of workload). Those decisions must always consider whether they are aligned with the purpose of the college.

## Respect and Inclusivity

All academic staff at the College of Health and Education will be polite and courteous in interactions with each other, with professional staff, students, and visitors. Leaders of the college should be role models in being respectful. Being respectful is challenging when there are disagreements; however, these are the occasions in which being respectful is most important. Being respectful allows the possibility of having robust conversations when they are needed. Respectful behaviour is an end in itself, but it has the added benefit of facilitating the resolution of conflicts, transmitting constructive feedback, and help create a culture of continuous improvement. Respect also helps building an inclusive College community in which staff and students from diverse backgrounds feel welcome.

Murdoch University established eight principles to guide how all staff should lead, manage, and work together:

- Act with justice, respect, and responsible care.
- Be collegial and respectful of other points of view.
- Protect academic freedom.
- Be agile, flexible, and resilient.
- Make decisions at the most appropriate level.
- Be transparent in decision making and with information.
- Adopt common approaches to common tasks.
- Be careful stewards of our resources.

The first two principles are aligned with the value of respect, and the sixth principle is related to the value of openness, values that were addressed above. Here we focus on the other five principles, which can be categorised in three groups: academic freedom; agility, flexibility, and resilience; and efficiency.

## Academic freedom

One of the clauses in the Murdoch University Enterprise Agreement 2023 indicates that “The University is committed to the preservation and protection of the scholarly values of Academic Freedom. Academic Freedom means the freedom of Academic Employees to engage in critical enquiry, intellectual discourse, and public controversy without fear or favour.”

The College of Health and Education acknowledges the importance of the protection of academic freedom and its leaders will make sure academics can conduct their scholarly work without fear or favour. The college also acknowledges the responsibility that comes with that freedom, and aligns with the enterprise agreement in that by exercising academic freedom academics must “reflect scholarly norms, including that others may have differing opinions in the context of a robust exchange of views”. Moreover, in exercising academic freedom academics must not “deny or interfere with another academic’s exercise of academic freedom” and must not “engage in bullying, harassment, vilification, or intimidation”.

## Agility, flexibility and resilience

The concept of agility indicates that we need to respond faster to technological, societal and/or environmental changes in society. Combined with flexibility, the College encourages not only reacting to changes, but also adopting an open-minded mindset to be the generators of societal change. The College of Health and Education encourages leaders to be open-minded to innovative ideas and approaches, and to be active observers of changes in society that may impact higher education to generate changes in education, research, and engagement.

The college encourages a culture of careful experimentation, in which failures made after a responsible but risky decision are not punished, a culture in which we learn from errors and adopt those learnings to improve future actions. Being an academic is the best job in the world: we produce knowledge, we transmit knowledge, and we get to see how our students translate that knowledge into skills and actions that change lives and society. Despite this, working in academia, as in many other jobs, possesses problems and challenges. Leaders will support academic staff in dealing with the intricacies of those challenges and to build resilience. When we build resilience, we improve our wellbeing and we can face progressively more complex challenges, adopt new processes and technologies and, thus, create a culture of continuous improvement.

## Efficiency

The concept of efficiency encompasses three of the university principles: making decisions at the most appropriate levels, adopting common approaches to common tasks, and be careful stewards of our resources. Having clarity on where the decision-making responsibility resides improves efficiency in processes. The Head of College empowers and helps the Heads of School to make their own decisions, while maintaining oversight.

The College of Health and Education will continue the process of identifying common tasks that are done locally (schools) and can be done more efficiently at a more centralised level (college or university). This increases efficiency by avoiding duplication and by learning from successes and failures occurring at other schools and colleges. However, the college also understands the peculiarities of each school and the need for specialists. The college will continue working with the Chief Experience Officer to fulfil this principle.

As a public university, we manage public resources; thus, it is the responsibility of all academic staff to be careful stewards of those resources by using them only for the goal of fulfilling the purpose of the college.

## A thriving and supportive college

By following the University values and principles, the College of Health and Education will aim to be a flourishing community in which the wellbeing of its staff is paramount, a culture of continuous improvement is embraced, and we all work together to educate, research, and engage to change the lives of our students and contribute to the solution of societal and environmental challenges.



# Key priority area 2: Education

The second key priority area of the College of Health and Education is:

Key priority area 2

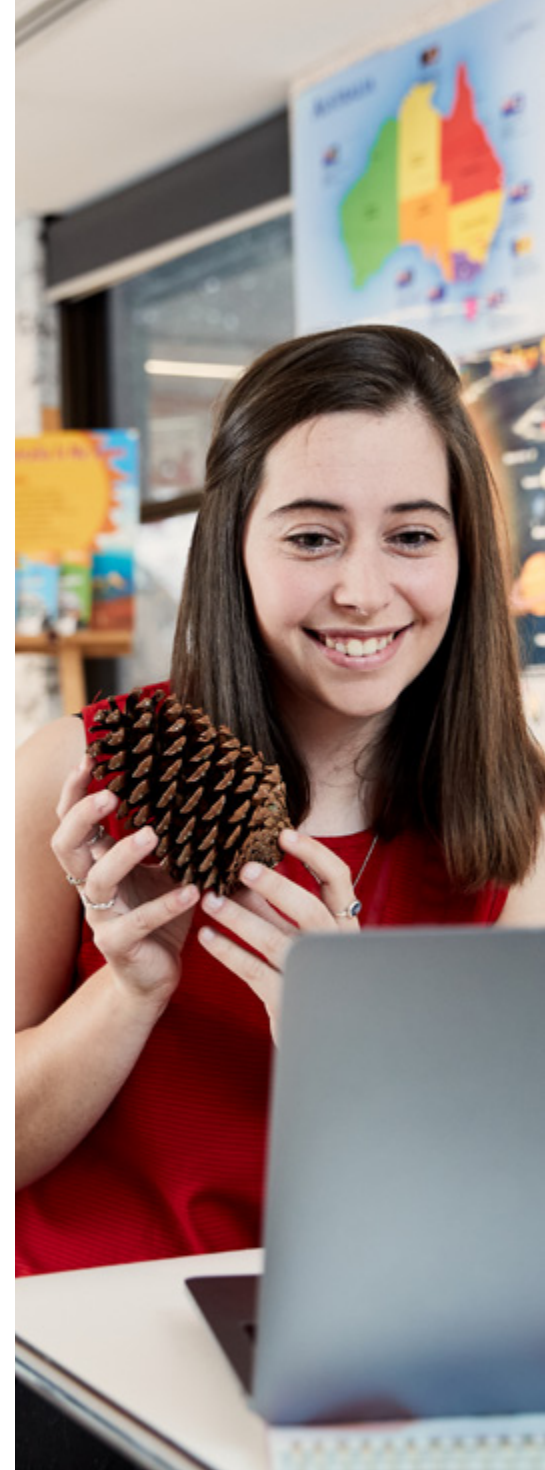
Providing *transformative and inclusive education* in the broad fields of health and education.

2

This key priority area is connected to the core university activity of Education. It means that the College of Health and Education will offer education in the broad fields of health and education, which currently consist of:

- **Nursing (School of Nursing).**
- **Psychology (School of Psychology).**
- **Chiropractic, Counselling, and Exercise Science (School of Allied Health).**
- **Education (School of Education)**

This key priority area states that our education is transformative – including innovation and critical thinking – and inclusive.



## Transformative education

A transformative education is one that aims to improve the lives of our students by giving them skills to be attractive to potential employers. The college's courses should have the objective of enhancing lives and society by preparing graduates with the competencies and knowledge to address societal or environmental issues. Our college is already achieving this objective through its schools and courses because it is educating the future nurses, teachers, psychologists, exercise physiologists, chiropractors, counsellors, and creative art therapists. A transformative education also helps our graduates to be agents of change in our society, graduates with curiosity, social conscience, and novel ideas. Our goal is not only to train professionals who will contribute to enhancing lives and society: we will also teach our students to value innovation, curiosity, and the desire to have influence in society. We will accomplish this by including teaching activities and assessments that ask students to apply the learned knowledge to new contexts, and by challenging them to generate original ideas to address social or environmental issues. A transformative education is also related to one of the three university strategic themes: sustainability. Murdoch University is a signatory of the United Nations Sustainable Development goals. The College of Health and Education directly contributes to two of the seventeen goals:

- Goal 3: Ensure healthy lives and promote well-being for all at all ages.
- Goal 4: Ensure inclusive and equity quality education and promote life-long opportunities for all.

The college will also engage with the PVC-Sustainability in the mapping of its curriculum to the UN Sustainable Development Goals.

## Innovative education

To provide a transformative education, we need to continuously innovate our education practices. The college encourages academics to think widely and observe the emergence of new technologies and new ways of communication and access to knowledge to adjust our teaching and make sure it is relevant to our students.

Our schools already include virtual, mixed, and augmented reality in their teaching, and we will continue to expand the use of technology in teaching. The college has been an early adopter of artificial intelligence (e.g., ChatGPT, co-pilot) in teaching and will continue to embrace this technology, including it in teaching activities and assessments.

## Critical thinking

An innovative education also involves critical thinking. By fostering curiosity, analysis, and reflection, we empower students to evaluate information, consider diverse perspectives, and make informed decisions. This attitude to learning will allow students to solve real-world problems and apply knowledge across contexts. This emphasis on critical thinking will prepare graduates to adapt, innovate, and contribute meaningfully to society.

## Inclusive education

The statement that the college aims for an inclusive education is connected to the other two strategic themes of the university: Equity, diversity and inclusion, and First Nations. To offer inclusive education our academics make efforts to understand the psychological and sociological contexts of the students and their diverse abilities and journeys and incorporate this knowledge in their teaching approaches.

The college will make sure that staff are capable to educate for our graduates to be prepared to work with a diverse range of people, including Aboriginal and Torres Strait Islander peoples. This includes training in Aboriginal Cultural Awareness. The College of Health and Education will actively engage in implementing the new university curriculum policy, which indicates that:

- A variety of learning experiences and learning support reflects the gender, cultural, socio-economic, and educational diversity of students.
- The voices of First Nations Peoples are valued and considered in curriculum design, recognising the diversity of First Nations cultures, histories, and subjectivities.
- International, intercultural, and global perspectives are incorporated into curriculum design and delivery.

Inclusive education involves aiming to give an opportunity to all students who want to make an impact in the world and have a social conscience.



# Key priority area 3: Research

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The third key priority area of the College of Health and Education is:

Key priority area 3

Advancing *impactful and innovative* **research** in the wide-ranging areas of health and education.

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The College of Health and Education conducts research within the schools and in research centres, especially the Centre for Research in Health Ageing. This will be maintained within this college strategy. Furthermore, the college will foster new opportunities for research.



## Research and education links and collaboration

The College of Health and Education has a unique chance of linking the broad research fields of health and education, which is rare in most universities globally. Having access to excellent education at all levels is related to better health and wellbeing; also, good health increases the ability to acquire knowledge. The college will support and facilitate research that connects these two broad research fields.

## Research of excellence with social impact

The College of Health and Education welcomes any research of excellence in the basic-applied spectrum, and values diversity of topics within the wide-ranging areas of health, psychology, and education. The feature of our research is that it is impactful: that is, it should have the ultimate aim of contributing to solve societal or environmental challenges, by advancing knowledge, influencing policy, developing patents, testing new interventions or technologies, and developing innovative services and consultancies.

## Research in emerging areas

The College of Health and Education faces an incredible opportunity to contribute to innovation in the health and education sectors. Our schools already conduct research into the use of virtual, mixed, and augmented reality. The college has shown leadership in building capability on the use of artificial Intelligence in education. Turning this into a research strand will be a goal of the college. Our college can also have an impact on the use of digital technology in health systems, diagnoses, and in education.

## Funding and partnerships

Research of excellence with social impact and in emerging areas will need funding. The college encourages researchers to continue exploring traditional and also less traditional funding sources such as philanthropy. Impactful research will likely require establishing partnerships with government, not-for-profit organisations, or industry, and the college will aim to increase research partnerships.

## Capability for research training

To extend capability for HDR supervisions, the College of Health and Education will seek to make new appointments with expertise in HDR supervision, and implement initiatives to increase our enrolment of domestic and international HDR students to enhance our research capability for the future.

## Communication of research

The College of Health and Education will actively engage with the Murdoch University Editorial Group to find ways for dissemination of research, including public lectures and publications in SciMex, The Conversation, social media, and traditional media.

## Innovation challenges

The college will start driving the innovation agenda by consulting with the University Office of Research and Innovation. One plan is to organise innovation challenges in which staff and advanced students will be invited to think about and develop innovative solutions to societal problems. This will be the first step towards developing structures to foster innovation such as incubators and accelerators.

# Key priority area 4: Engagement

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The fourth priority area of the College of Health and Education is:

Key priority area 4

Strengthen the *strategic engagement* with the global, national, state, and local community.

The College of Health and Education will increase its engagement at the global, national, state, and local level to inform our education and research. A number of initiatives will be implemented.



## Transnational Education

The College will maintain its involvement in Transnational Education and will look for opportunities to offer more courses.

## International research collaborations

A university that is led by research must have an international presence. The most strategic and cost-effective way is to increase the number of international collaborations. The College of Health and Education supports its researchers to establish partnerships with international researchers.

## Integration of international and domestic students

The College of Health and Education International Committee organises events for the integration of international students and domestic students with the goal of ensuring that international students have a positive experience.

## Engagement and Events

Ngala Kwop Biddi suggests that the campus should be more open. The College of Health and Education shall organise events to engage more with the local, national, and international community, including public lectures, community events and international conferences.

## Alumni

The College of Health and Education will continue working with the Office of Alumni and Philanthropy to enhance its engagement with alumni.

## Student prizes

The College will continue awarding students with prizes and work with the Prizes officer to review the prizes and organise the annual student prize event.

# Key priority area 5: Growth

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The fifth key priority area of the College of Health and Education is:

Key priority area 5

*Growing* the College of Health  
and Education **sustainably**.

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To fulfil the purpose of the College of Health and Education, we need to grow, and it is vital to ensure that this growth will be sustainable.



## Sustainable growth

When planning for growth, the College of Health and Education will consider both the past and the future. We need to look at the past to learn from our limitations, our previous experiences, and our capability. This will help us to keep what we are doing well and only change what we need to improve. When looking at the future, the College will assess the long-term impact of its decisions, not just the short-term benefits. This approach to growth will enable our college to take reasonable risks and avoid irresponsible decisions that may disrupt the college community or the student experience.

## Student growth

To achieve the goal of changing lives and society for the better and contribute to the solution of societal and environmental challenges, the college will aim to increase its student population. We will do that by continuously improving our teaching quality and providing a great student experience, by offering courses that are appealing to students, and by considering societal needs. The college will follow the growth targets of the university for the period 2024–2030 both in domestic and international onshore students, and in transnational education.

## Discipline growth

The College of Health and Education currently offers courses in seven disciplines distributed in four schools:

- Chiropractic (School of Allied Health).
- Counselling (School of Allied Health)
- Creative Arts Therapies (School of Allied Health).
- Exercise Science (School of Allied Health).
- Nursing (School of Nursing).
- Psychology (School of Psychology).
- Education (School of Education).

The college will look for opportunities to expand course offerings in other areas in health and education.

## Innovative and rational approach to the creation of new courses

The College of Health and Education supports its schools to explore the development of new courses. We need to be innovative in designing courses that are adaptable and attractive, and we need to be rational by conducting a proper business analysis before launching a new course. Micro credentials are preferred by industry, the Australian Universities Accord 2024, the Commonwealth, and by Ngala Kwop Biddi; thus, the college encourages schools to think about creating stackable micro credentials that can make up graduate certificates.

## Campus development plan

The University is about to initiate a new campus development plan. The College of Health and Education will participate actively in the execution of the plan. The college will seek to optimise the use of space and resources by considering:

- Staff feedback on the use of space.
- Use of space to enhance student experience (e.g., more lab space, space for internal placements, technologically-enabled spaces for learning).
- Smart use of space in light of increased work flexibility, with working from home still being a desirable option for many staff.

As part of the Campus development plan the College of Health and Education will aim to create a health precinct in the South Street Campus where the three health schools – Allied Health, Nursing and Psychology – will be co-located and a multi-clinic (Chiropractic, Exercise Physiology, Counselling, Creative Arts Therapy, Psychology) and a Nursing simulation lab will be situated together. This new precinct will also offer the opportunity of growing offerings in related health areas. In the Mandurah Campus, the School of Nursing will extend the simulation lab and incorporate new tutorial rooms. The College of Health and Education will aim to expand the simulation lab in the School of Education as it requires expansion to accommodate the increase of training for pre-service teachers.

## Continuous staff

The new Murdoch University Enterprise Agreement 2023 included a commitment from the University to raise the proportion of continuous academic staff compared to casual academic staff. This will help build a flourishing and more stable college community. The College of Health and Education supports this commitment.



# Moving ahead

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As we plan for the future, the College of Health and Education 2024-2030 strategy expresses our dedication to transformative and inclusive education, impactful and innovative research, and strategic engagement. We will achieve that by fostering a flourishing and caring community, and this will enable us to grow sustainably. Our ultimate goal is to improve lives and society for the better. To implement this strategy the schools will devise five-year operational plans, and both leaders and academic staff will play a part in its success.

By doing this, we would be creating a **brighter future, together.**





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Building a brighter  
future, together.

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