Review of activities

1. Transforming our student experience through a flexible, integrated and partnered learning environment

The success of our students and the quality of their educational experience is very important to UQ. We will continue to adapt to changing expectations brought about by advances in technology, increased competition, and structural reform of the workforce and economy as we prepare our students for an unpredictable future. Implementing our Student Strategy 2016–2020 is a key priority.

Key performance indicators

Student experience

An increase in student engagement with external partners

<table>
<thead>
<tr>
<th>Work Integrated Learning (WIL) rates</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of coursework students enrolled in a Work Integrated Learning (WIL) course</td>
<td>50.8</td>
<td>31.9</td>
<td>31.9</td>
</tr>
</tbody>
</table>

An increase in global engagement among our students

<table>
<thead>
<tr>
<th>International exchange and short-term mobility rates</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of completing undergraduates who had an international exchange or short-term mobility experience during their degree</td>
<td>12.0</td>
<td>13.7</td>
<td>11.2</td>
</tr>
</tbody>
</table>

An improvement in our global reputation

Times Higher Education Academic Reputation Survey results1

<table>
<thead>
<tr>
<th>Teaching reputation ratings: UQ rank within field</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

A student satisfaction rating that is within the top five nationally

Student satisfaction survey results2

<table>
<thead>
<tr>
<th>National effective rate of undergraduates (both first and last year)</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

An improvement in graduate employment outcomes

Normalised full-time employment rates four months after graduation3

<table>
<thead>
<tr>
<th>Graduate full-time employment rate for domestic undergraduates</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>(coursework only) four months after graduation</td>
<td>0.85</td>
<td>0.81</td>
<td>0.80</td>
<td>0.85</td>
</tr>
</tbody>
</table>

Entrepreneurship Strategy

The UQ Entrepreneurship Strategy, Ventures, commits to providing every student with the opportunity to experience entrepreneurial learning and to develop an entrepreneurial mindset—empowering them to be creative, adaptable, tolerant of ambiguity and risk, and able to learn from failure.

In 2019, there were more than 4,000 student engagements with external culminating events and activities such as the Social Entrepreneurship Program and the Global Startup Adventures—which added two new destinations and have two more planned. More than 80 staff were part of the Entrepreneurship Community of Practice that provides a space to share ideas and collaborate for best practices in entrepreneurial education.

Doctor of Medicine curriculum review

In 2019, the Faculty of Medicine commenced a major review of its Doctor of Medicine (MD) program. This initiative involved revalidating the values, purpose, structure, graduate capabilities, learning, teaching, assessment principles and methods of the MD program at UQ. Building on curriculum transformation already underway in the current MD, it will create an integrated, innovative experience to prepare doctors for a career in 21st century healthcare where they can meet rapidly changing patient and population needs, wherever in the world they practice. The first stage, engaging more than 800 colleagues, students and interested stakeholders in more than 30 interactive workshops across Brisbane, Queensland and at our United States campus in New Orleans, is now complete. The next stage is finalising graduate outcomes and program structure prior to initiating curriculum planning over the next year.

1.1 Expand opportunities for students to develop their employability.

Employability framework

Between 2018 and 2020, UQ is investing almost $20 million in employability initiatives to empower students to create change by learning from their experiences. In 2019, the University delivered discipline-specific Career Development Learning (CDL) and Work Integrated Learning (WIL) courses through context-relevant experiential learning experiences, connections with industry and learning supports to enhance employability.

More than 17,000 students attended at least one career preparation appointment or employability event. A wide range of opportunities, including volunteering and mentoring programs, short-term global activities—including internships and the largest Students as Partners program in the world—were delivered, with grants and government funding totalling almost $75 million to support them. Specially developed online resources were also made available. Through Student Strategy funding, the number of students participating in short-term global employability experiences tripled.

As a specific example of the range of opportunities developed for students, a leadership training program for all science students was launched in May 2019. As well as online leadership training modules, the program provides links to all leadership opportunities available.

1.2 Configure our pedagogies, assessment and learning spaces to encourage active and collaborative learning

Student Strategy

Implementation of the Student Strategy continued in 2019 with an allocation of $15.08 million for several major projects including increased student employability. Students as Partners, Digital learning strategy, and Learning analytics.

Learning spaces

High-quality learning spaces are critical to the University’s mission and the Learning Space Roadmap continued to address this issue. A refurbishment program of teaching space continued to be rolled out across the campuses. Notable developments included new contemplative and informal learning spaces in two buildings (67 and 69) at St Lucia, and a major refurbishment of the new Central Library (formerly Social Sciences and Humanities Library), which opened in September to provide 24/7 access to more than 600 study spaces (group and individual), meeting and presentation rooms, and a tiered lecture-style indoor amphitheatre.

New CBD base

The University purchased a new CBD base, The Chambers at 308 Queen Street and The Tower at 88 Creek Street, to further connect with partners, business and government, and to meet increased demand for postgraduate and executive education courses.

1.3 Expand online and digitised delivery to provide students with flexibility to engage with learning in a way that suits their personal needs

Digital learning strategy

The Digital learning sub-committee was formed in early 2019 to oversee significant improvements to the digital learner experience for UQ students. A number of new centrally supported capabilities were introduced, including uPortfolios, a real-time virtual classroom, interactive functions for all lecture and desktop recordings, as well as a move towards e-Assessment. In addition, several initiatives to improve the digital learning experience commenced, including optimisation of the Learning Management System, a new platform to support micro-credentials, better customisation options for setting up blended learning approaches and improved data integration. In 2020, these improvements will provide the foundation for digital learning innovations across all disciplines, as well as extended use of the technologies used in the workplace.

Digital Essentials

Digital Essentials, a series of online modules designed to help the UQ community develop and test their digital skills, expanded its range of offerings in 2019 with these new advanced units added in response to academic feedback and identified student need. Artificial intelligence, Confidentiality and data Privacy.

Learning analytics

This primary aim of the UQ Learning analytics agenda is to improve learner experiences and outcomes through the provision of meaningful data that can be acted upon before, during, and after the course lifecycle. In 2019, two platforms were made available the ‘Course Insights’ dashboard that provides data and trends on filterable segments of the student cohort as well as suggestions for interventions; and ‘RIPPLE’, an adaptive system that recommends personalised learning activities to students, based on their knowledge state, from a pool of crowdsourced learning activities that are generated and evaluated by educators and the students themselves. In addition, the RIPPLE platform is designed to match students together to form study groups based on learning needs and preferences.
Enhancements to support teaching

Science Precinct

The construction of a new Science Precinct was considered in 2019 and deemed feasible. This potential investment would substantially lift the capacity of UQ Science to create value and impact, through transforming the student experience, expanding collaborative partnership opportunities and developing globally significant solutions to challenges. Design development will continue in 2020.

1.4 Strengthen partnerships between students, researchers, industry and alumni to create a more collaborative approach to teaching and learning

Students as Partners

The Planning Committee continues to provide valuable opportunities for students and staff to partner to enhance the UQ student experience. In 2019, more than 660 student-partner and 530 staff-partner engagements took place across the University. The program also supported more than 300 student representative engagements in service governing groups by providing opportunities to develop the key skills necessary in these roles, and by building a community in which peer mentoring and guidance can thrive.

1.5 Develop our campuses to create a more vibrant learning environment that integrates on-campus learning, community engagement and student life.

Student Hub

Investigations continued on the development and construction of a new Student Hub complex to house the student unions, clubs and societies, formal and informal learning spaces (with around 3000 new seats), student services areas, retail outlets, a performance space, an entrepreneurship studio, as well as student common rooms. However, progress was substantially delayed by an application to Heritage-list UQ’s existing complex under a process set out in the Queensland Heritage Act 1996. The Queensland Council rejected the application in late 2019. Internal arrangements are now to be considered in order to not halt the transformation of our teaching and learning approach.

St Lucia campus facilities

A new food court, Pitah, which replaced the former Physiology refectory, opened in June 2019 with seven food outlets, a self-service food preparation kitchen with microwaves, more indoor and outdoor seating, and improved access for people of all abilities.

Construction continued on the Andrew N Liveris Building due to open in May 2021. This building will house the School of Chemical Engineering’s long-term teaching and research accommodation needs. The Liveris Building will also provide significant, innovative, generic teaching and learning spaces, creating environments for an ‘open’ and collaborative relationship between students, teachers, researchers and the wider industry.

Design and business planning began on the new Health and Recreation Centre that will replace the old gymnasium building and include a musculoskeletal and sports injuries clinic, as well as a UQ Wellness space.

The refurbished Central Library opened in October, offering more than 300 additional seats, all with data and power and available 24/7. A new coffee shop also features.

Student Residences project

After the release of further in-depth market analysis confirming the demand for more quality, affordable on-campus accommodation for students from different backgrounds, construction began in December on a $94.6 million student residence that will offer 610 ensuite rooms across 16 storesys. Located off Walcott Street at St Lucia, the residents will be occupied from Semester 1, 2022.

Public art initiatives

The UQ Art Museum is in the process of developing and rolling out a series of public art initiatives, which will encourage access to our campuses and enrich the local community through cultural learning and events. A committee was established, which includes the Pro-Vice Chancellor (Indigenous Engagement), to oversee the plan, establish process pathways, and invite the first three artists to submit proposals.

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Student Life Plan

In tandem with the Teaching and Learning Plan, 2018–2021, the Student Life Plan 2019–2021 was introduced to guide proactive, approachable actions and approaches in our collective commitment to helping our students with life during their studies.

The Plan focuses on aspects of student life that have the highest impact for large numbers of students, highlighting areas for development and improvement, but also capturing the tremendous efforts already made by staff and students. Its aim is to prepares graduates for life’s uncertainties and make the most of their time at university with better accessibility, services and opportunities, while engendering a sense of belonging with UQ and its community.

1.6 Adjust our approach to the development of educational offerings so that there is a greater focus on the whole program.

Program Architecture 2 (PA2)

PA2 is designed to be a key enabler in support of UQ’s Strategic Plan and Student Strategy. It will help facilitate UQ’s ambition to increase its attractiveness to students, and the quality of providers in national and international markets by ensuring that the portfolio of offerings continues to deliver maximum value to students, employers and communities. A critical component delivered in 2019 was the Management Dashboard tool for analysing programs, majors and courses to ensure their sustainability for UQ and their attractiveness to the market. This was supported by new Program Design and Courses Design policies that delivered for the first time a consistent methodology for the creation of programs, majors and courses. This work was bolstered by a number of technological innovations, including the implementation of a Curriculum Management System and a range of automated functionality that will allow the University to realise consistency and improve the student experience. A refresh of policies and processes undertaken at the work on PA2, with the intention of creating a more streamlined, functional and consistent approach to supporting and nurturing our student cohort.

New and enhanced programs

In 2019, UQ introduced several new programs in response to local and international demand, including:

- Bachelor of Agribusiness
- Bachelor of Agricultural Science
- Bachelor of Humanities
- Bachelor of Humanities/Laws (Honours)
- Graduate Certificate in Quantitative Biology
- Master of Leadership in Service Innovation
- Master of Leadership in Global Development
- Master of Quantitative Biology

Several programs introduced new study majors. Majors were discontinued, and the Master of Leadership in Global Development was suspended temporarily.

Mental health strategy

Delivering on the objectives of the UQ Mental Health Strategy (2018–2020), in October 2019, the inaugural Mental Health Symposium for students and staff was held at St Lucia as part of the stepped-care model that aims to change culture, build on the strengths of UQ’s community, and tailor support to individual requirements.

1.7 Explore opportunities to make our academic calendar more flexible

UQ20 blended learning

UQ20 supports the development of high-quality online and high-value on-campus active blended learning experiences that meet the needs of students, offering greater flexibility and personalised learning.

2019, UQ20 courses had more than 3,300 student enrolments and work progressed on the redesign of 76 courses, focused on developing genuine partnerships between academics, tutors, students, learning designers, project managers, eLearning officers, learning advisers and librarians. Learning analytics, staff professional development, learning spaces and student activities are also being developed to support this initiative.

Short courses

The Sustainable Minerals Institute delivered two mining-related short courses to approximately 120 (mostly industry) attendees as part of the North West Minerals Province New Discovery Program. Showcasing the WH Bryan Mining and Geology Research Centre and the Jules Kruttschnitt Mineral Research Centre’s capabilities, these were the first of a portfolio of short courses workshops proposed for launch in 2020, which aim to attract higher research (HDR) candidates in the mining and minerals industry.

Alternative (short form) credentials

In 2019, UQ established an Alternative (short form) credentials Working Party (ACWP), which completed preliminary investigations into UQ’s significant activity in this area (Phase 1). After presenting its findings to a number of university committees, the ACWP commenced Phase 2, which is moving to develop an Alternative Credential framework for governance, a system for delivery that will provide a seamless interface for stakeholders, and a collaborative process to support and achieve the global recognition of UQ’s offerings.

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