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

UQ is committed to the success of our students and the quality of their educational experience. We will continue to adapt to changing expectations brought about by advances in technology, increased competition, structural reform of the workforce and economy, and impacts of the COVID-19 pandemic as we prepare our students for an unpredictable future. Implementing our Student Strategy 2016–2020 has been 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>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of coursework students enrolled in a Work Integrated Learning (WIL) course</td>
<td>31.9</td>
<td>32.1</td>
<td>31.4</td>
</tr>
</tbody>
</table>

An increase in global mobility among our students

<table>
<thead>
<tr>
<th>International exchange and short-term mobility rates</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</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>10.7</td>
<td>12.5</td>
<td>12.1</td>
<td>11.2</td>
</tr>
</tbody>
</table>

An improvement in our global reputation

<table>
<thead>
<tr>
<th>Times Higher Education Academic Reputation Survey results1</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching reputation rating: UQ rank within Gull</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

A student satisfaction rating that is within the top 5 nationally

<table>
<thead>
<tr>
<th>Student satisfaction survey results2</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>National effective rank of undergraduates (both first and last year), satisfied with the overall quality of the entire educational experience</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

An improvement in graduate employment outcomes

<table>
<thead>
<tr>
<th>Normalised graduate full-time employment rates four months after graduation3</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate full-time employment rate for domestic undergraduates 4 months after graduation</td>
<td>0.86</td>
<td>0.90</td>
<td>0.85</td>
<td>0.82</td>
</tr>
<tr>
<td>Graduate full-time employment rate for domestic postgraduates (coursework only) 4 months after graduation</td>
<td>0.92</td>
<td>0.97</td>
<td>0.96</td>
<td>0.97</td>
</tr>
</tbody>
</table>

1 Preliminary only - final figure available in April 2021.

1.1 Expand opportunities for students to develop their employability

Employability framework

Between 2018 and 2020, UQ invested almost $12 million in employability initiatives to empower students to change by learning from their experiences. In 2020, the University delivered discipline-specific Career Development Learning (CDL) and World Integrated Learning (WIL) services through discipline-specific and context-relevant experiential learning opportunities, connections with industry, and learning support to enhance employability. In 2020, more than 10,950 students attended at least one career preparation appointment or employability event. A wide range of opportunities was delivered, with volunteering and mentoring programs, research experiences, and short-form global activities — including internships and a large, formalised Students-as-Partners program. Grants and government funding totaling $1.42 million were provided to help enable students to access these experiences. Due to COVID-19 travel restrictions, no global opportunities were offered, which resulted in an increased focus on providing more virtual and real/virtual-based experiences, with accompanying online resources prepared and delivered.

Entrepreneurship Strategy

Officially launched in 2019, the UQ Entrepreneurship Strategy seeks to expand the breadth of activities available at UQ to support formal and informal learning and entrepreneurship in practice. Strong outcomes were achieved in 2019 with entrepreneurship activities forming a cohesive set of idea-acceleration programs that inspire the UQ community and empower the energy, resilience, creative problem-solving and collaboration essential to turn ideas into impact. In 2020, due to COVID-19, all programs were moved online; however, demand continued to be high with more than 12,800 participants in programs across the course of the year. The inaugural Ventures Challenge in partnership with WaterStart was a new, showcase initiative that attracted more than 40 teams across UQ and more than 1,500 views of the final pitch event.

Employability Week reinvented

With the inaugural Employability Week cancelled due to the pandemic in early March, several online workshops and presentations were conducted across faculties and from the Student Employability Centre. To supplement this, and to provide opportunities for students to engage directly with employers, the University conducted a virtual careers fair, as well as collaborating with institutional partners on other virtual careers fairs: the National Indigenous Virtual Careers Fair, National Diversity Virtual Careers Fair, and Pathways to Employability’s Online Careers Fair. This was accompanied by a program of online employer presentations, workshops and presentations to help students enhance their employability and gain career-ready competencies.

Doctor of Medicine curriculum review

In 2019, the Faculty of Medicine began a major review of its MD program, revisiting its values, purpose, structure, graduate capabilities, learning assessment and accountability. The Mrukani report, a key aspect of this review, identified key themes for consideration in the current MD, the review is designed to create an integrated, innovative experience to prepare doctors for a 21st-century healthcare. In 2020, work commenced on graduate attributes, clinical experiences, assessment strategies, transition to internships, and the rural and regional contextualisation of the program.

Work Integrated Learning (WIL) employment strategies

During 2020, the faculties progressed WIL within their curricula. The Faculty of Business, Economics and Law revised programs to move from extracurricular employability activities to a WIL focus. Staff were supported in curriculum innovation and broad-based assessment frameworks. WIL has been central to the mapping of graduate attributes. In the Faculty of Engineering, Architecture and Information Technology, a year in industry opportunity for Engineering Honours students was explored, and in the Health and Behavioural Sciences Faculty, an industry placement team worked with industry partners, staff and students to ensure employability relevant activities and flexibility for students. The Student Employability Centre supported systems and process improvements to enable the efficient management of WIL across the University, as well as re-aligning funding to support students experiencing financial hardship as a result of their WIL engagement.

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

Student Strategy

The Institute of Teaching and Learning Innovation (Itali) continued implementing the Student Strategy 2016-2020 throughout the year, which included ongoing work on blended and active learning via the UQ2U program, shorter-form online professional learning, digital learning strategy, learning analytics, student employability, entrepreneurship education, and student-staff partnerships. With the current Student Strategy drawing to a close, work began on evaluating the outcomes and benefits of the current initiatives to provide insights and recommendations for future strategic development of UQ’s student experience.

Learning spaces

High-quality learning space is critical to the University’s mission. Extensive work was carried out in 2019 to provide new contemporary formal and informal learning spaces as well as a major refurbishment of the central library. A new temporary teaching and learning facility, MoWest, became operational for the start of Semester 3, 2020. Work also continued on improving the quality and quantity of learning spaces in library branches, as these became important student hubs throughout 2020, including when on-campus teaching was largely suspended due to COVID-19. Outdoor learning spaces were introduced to provide an opportunity for teaching staff to take learning outside the confines of the classroom and provide a COVID-safe learning environment.

UQ CBD base

Following the purchase of a new CBD base in 2019, 2020 saw the Queen Street site becoming UQ branded and the master plan for the building completed for UQ to fully occupy the building from June 2023. Stage 1 of the works commenced in late 2020 and the School of Architecture will be the first to occupy the building, with their teaching spaces opening in Semester 1, 2021.

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 by Itali in early 2019 to oversee significant improvements to the digital experience for UQ students. This resulted in a number of centrally supported capabilities being introduced, including a real-time virtual classroom and a move to Blackboard as the University’s Learning Management System. A proposal for Digital Learning Capability Roadmap 2020-2027 was developed to improve existing practices and platforms, to experiment with emerging digital learning technologies, and to better align the UQ virtual learning environment with the future world of work. This was supported by updates to the digital learning strategy framework and a reworking of Digital Essentials, along with a staff survey to support skills development activities.

Assessment

Assessment continued to be a focus for Itali in 2020. The assessment initiative identified electronic assessment options that facilitate improved pedagogical practices and address existing administrative issues. In 2020, a small-scale pilot was implemented in 18 courses across 6 faculties, with 1,106 students and more than 15 assessment items. The aim was to test how well the solutions aligned to assessment practices, as well as to provide insights into future support, business processes, and teaching and learning opportunities the platform offers and will extend into 2021.

In response to the pandemic, face-to-face exams were transitioned online and an online proctoring service was implemented. However, due to the pandemic, it was not possible to be redesigned so that they did not interfere with the remaining assessments, online invigilated exams were needed for students to retain the academic
integrity of their studies, particularly where research integrity was enabled and particularly as many students were not in the country at the time. This experience highlighted the academic integrity accelerated and a revised academic integrity module will be mandatory for incoming students from 2021.

Learning analytics 
In 2020, in response to support the development and use of learning analytics. The primary aim of the UQ learning analytics initiative is to improve learner experience and outcomes through the provision of meaningful data that can be acted upon, faster, and after the course cycle. In 2020, the University continued to enhance and promote 2 platforms: the ‘Course Insights’ dashboard that provides data and trends on fit segments of the 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 generated and evaluated by educators and students. 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 
The University was successful in maintaining high teaching quality, with 80% per cent of students in 2020, satisfied with the overall quality of their educational experience.

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

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Providing opportunities for students to develop the key skills necessary in these roles and build working alongside academics to identify enable adjustments made as a result of virtual experience in 2020, more than 700

With the traditional on-campus Teaching and Learning week being reimagined as a virtual event in 2020, more than 700 staff registered to attend – another example of the reward and recognition opportunities afforded them.

Digital library access 
Initiatives were undertaken during 2020 to support students to continue to study, online, with和 alongside academics to identify and purchase digital alternatives to print textbooks. Students were able to key learning resources for their courses. In addition, AskUs service hours were extended and a virtual chat function was introduced.

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

St Lucia campus facilities 
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Student-led rocket 
In a world first, UQ could soon be the first student-built rocket to student use. The Library administered the initiative and trialled in 2020. More than 1,300 staff and students engaged in the library via the Library website, with a focus on digital and scientific payload into space. Having commenced in 2019, the UQ Space team spent 2020 designing and trialling a student-led rocket Astera, a rocket that will zoom past the Kardinal Line, 100 kilometers above sea level, reaching speeds greater than Mach 5. Despite delays caused by the COVID-19 pandemic, the team anticipates the rocket will be launched in 2021.

Science Precinct 
To ensure students had access to a comprehensive and scientific payload into space. Having commenced in 2019, the UQ Space team spent 2020 designing and trialling a student-led rocket Astera, a rocket that will zoom past the Kardinal Line, 100 kilometers above sea level, reaching speeds greater than Mach 5. Despite delays caused by the COVID-19 pandemic, the team anticipates the rocket will be launched in 2021.

Virtual campus and sense of belonging 
The effect of the pandemic on UQ students was unprecedented. In light of the COVID-19 restrictions, UQ campus activation programs moved online in Semester 1, with a state of being online activities delivered across the Queensland Learning and Teaching Plan (QLTP) and the introduction of the Virtual Village – a platform designed to create communities, share information and deliver support in response to emerging needs and challenges. Activities covered a range of interest areas and focused on delivery of, from online, fitness and cooking classes, to virtual panels discussing key topics and workshops with multiple opportunities for students to not only connect with each other, but also to connect with key content and data. The Virtual Village provided opportunities for students to engage with each other both from a mentoring perspective, and for shared interests, and to engage with staff for guidance and support. In Semester 2, campus activation was delivered both on-campus and online with a focus on the UQ Biodiversity BONFIRE 2020, NDAD, 3xUQ 5Glam and the inaugural (dis International Film Festival. A key online engagement activity in Semester 2 was the introduction of the student-led and delivered weekly web series, from the course which gives a real group of students the opportunity to share the on-campus experience with those unable to attend in person themselves.

Student residences project 
The University was successful in providing a student-led priority accommodation service. For students who required access to on-campus accommodation.

1.3 Digital learning strategy 
In 2020, the University continued to provide valuable opportunities for students to develop the key skills necessary in these roles and build working alongside academics to identify and purchase digital alternatives to print textbooks. Students were able to key learning resources for their courses. In addition, AskUs service hours were extended and a virtual chat function was introduced.

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

Program Architecture 2 (PA2)

PA2 delivers outcomes that enable the sustainability and relevance of UQ’s portfolio of offerings to provide maximum value for students, staff, employers and the broader UQ community. A significant undertaking across all faculties, PA2 will enable a streamlined framework that facilitates the continuous evolution of UQ’s offerings to deliver quality programs that maximise graduate outcomes and employability.

Furthermore, the simplification of UQ’s program structure and associated processes, policies and procedures aims to improve the student experience, knowing that some students can find current policies and rules complex and difficult to navigate. This process was implemented in accordance with the ongoing Australian Qualifications Framework review and will be extended to postgraduate programs in 2021.

PA2 has developed and implemented a management dashboard tool for reviewing and analysing offerings, and new program and course design policies enabling a consistent university-wide review of offerings. Resultant curriculum changes are designed to deliver the best possible graduate outcomes in response to the changing needs of the future workforce and to make it easier for students to identify learning opportunities and efficiently plan their study.

The successful implementation of a new curriculum management system, Jac, provides a single information source about programs, plans and courses. By sharing data with other systems, Jac enables automation of several downstream processes, and improve governance and management efficiency.

PA2 will continue to enhance the student experience by 2020, with further work planned to provide opportunities for updating the electronic course profile system, automating program planning, checking progression, and processing credit.

New and enhanced programs

In 2020, UQ introduced several new programs in response to local and international demand, including:
- Bachelor of Biotechnology
- Bachelor of Biotechnology (Honours)
- Bachelor of Computer Science (Honours)
- Bachelor of Computer Science/Bachelor of Business Management
- Bachelor of Computer Science/Bachelor of Commerce
- Bachelor of Computer Science/Bachelor of Laws (Honours)
- Bachelor of Computer Science/Master of Cyber Security
- Bachelor of Computer Science/Master of Data Science
- Bachelor of Design
- Bachelor of Engineering (Honours)/Bachelor of Design
- Bachelor of Environmental Science
- Bachelor of Environmental Science (Honours)
- Graduate Certificate in Mental Health Nursing
- Graduate Diploma in Mental Health Nursing
- Master of Urban Development and Design

Twenty-two programs ranging from associate degree to higher doctorate level were also discontinued.

UQ’s, the University’s provider of Massive Open Online Courses (MOOCs), launched several new programs, including the one-year Professional Certificate in Foundations of Modern Mining, which was developed in collaboration with industry and Curtin University and designed for mining workers. UQ’s MOOCs attracted a record 17,420 verified enrolments in 2020.

UQ’s first shorter form credentials policy was endorsed in 2020 with a number of system changes ready for early 2021 enrolment.

Mental health strategy

Delivering on the objectives of the UQ Mental Health Strategy (2018–2020) saw the promotion of the well-being of students and staff in a ‘whole of university’ approach to supporting the UQ community. The well-established framework, with practical measures to assist, ensured UQ was able to respond to 2020’s unprecedented challenges, helping guide resources and early intervention measures to maximise capacity to respond to psychological distress and crimes as the year progressed. Evaluation of the strategy also commenced.

Embedding Aboriginal and Torres Strait Islander culture into the curriculum

Delivering on the Reconciliation Action Plan saw the University’s Teaching and Learning Committee establish a working party to progress more widespread embedding of Indigenous knowledge and perspectives into the curriculum.

1.7 Explore opportunities to make our academic calendar more flexible.

UQ21 blended learning

UQ21 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, improved outcomes and personalised learning, while simultaneously upholding the capability and capacity of UQ’s academic community. In 2020, due to the COVID-19 pandemic’s impact, the UQ21 program team extended its support and expertise in digital course design and learning technologies to the broader UQ academic community while maintaining existing project engagements. UQ21 courses currently reach more than 35,000 student enrolments through the redesign of more than 70 courses, and focus on developing genuine partnerships between academics, tutors, students, eLearning designers, project managers, eLearning officers, learning advisors and librarians.

Shorter form credentials

Following preliminary investigations in 2019, UQ developed an Alternative Credential framework for governance, a system for delivery that will provide a seamless interface for stakeholders, and a collaboration that aims to increase the global recognition of UQ’s offerings.

2.1 Build a One UQ approach to acquiring, maintaining and utilising research infrastructure.

Research infrastructure and project management framework

Following the establishment of the Central Research Platforms in 2018, and a Project Governance and Management Framework in 2019, governance, assurance, monitoring and oversight of UQ’s infrastructure portfolio was further affected in 2020. The main achievement was the presentation of a Plant Growth CRP proposal, and the continued work on drafting industry engagement plans.

While rightly proud of our research excellence, over the coming years we need to ensure that our research remains collaborative and continues to achieve great impact. To succeed in our focus areas of leading healthy lives, building better bioeconomies, achieving resilient environments and livelihoods, designing technology for tomorrow, and transforming societies, we will be outwardly focused, while at the same time working across disciplines internally.

Key performance indicators

Research impact

An improvement in our global reputation

Times Higher Education Academic Reputation Survey results

<table>
<thead>
<tr>
<th>Year</th>
<th>Rank within Go8</th>
<th>CNCI score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>2018</td>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td>2017</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>2016</td>
<td>9</td>
<td>39</td>
</tr>
</tbody>
</table>

Related initiatives for 1.6

1.7 Shorter form credentials pg 22
- 41. Aboriginal and Torres Strait Islander Research and Innovation Strategy pg 50
- 6.5 Student recruitment pg 58

2. Enhancing our high-quality research by improving our capacity to collaborate to achieve greater impact

Review of activities

2019

In 2019, UQ was ranked first in the top 20 per cent globally for research impact in the Times Higher Education University Rankings, Times Higher Education World University Rankings, U.S. News World University Rankings, and Research Performance Rankings of World Scientific Papers. UQ ranked within Go8 for CNCI score 2 2 4 6 6 7.

An increase in normalised citations

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Related initiatives for 1.7

1.3 Digital learning strategy, Learning analytics pg 19, 20
- 1.6 PA2, New and enhanced programs pg 22