

2024-2032

Learning and student experience roadmap





Our vision

The University of Queensland has a proud history of providing a dynamic educational environment that encourages our students to excel as leaders in an ever-changing global landscape. Our approach is achieved through inclusive engagement with all students while embedding research discovery and methodology into our educational offerings across all disciplines.

Our students experience a dynamic and supportive institution, responsive to contemporary expectations and opportunities; enlivened by partnerships and experiences across and beyond the university.

We recognise that learning and student experiences do not only exist within the boundaries of the university campus. We value connection with partners including industry, community, government and research.

This roadmap highlights continued opportunities to expand and develop our educational offerings, encouraging students from ever more diverse backgrounds to join our inclusive community. Central to this roadmap is the holistic development of our students, irrespective of their backgrounds or pathways to higher education, ensuring they are well-prepared to lead across national and global communities. Through The Queensland Commitment, we strive to challenge social, economic, physical and political barriers to participation, ensuring that all students have access and support to succeed.

Underpinning UQ's approaches to teaching and learning is an aspiration for our students to realise the skills, capabilities and attributes which will enable them to transform and shape the future of our communities, both local and global. These attributes, reflected in the UQ Graduate Statement and Graduate Attributes, reflect expectations for university graduates to be courageous thinkers, connected citizens, culturally capable, respectful leaders, influential communicators, and fundamentally accomplished scholars.

As part of our ongoing commitment to reconciliation, we recognise the valuable and unique opportunities to work in partnership with Aboriginal and Torres Strait Islander communities, valuing Indigenous knowledges and ways of knowing as we work towards truth-telling and building greater cultural understanding. Through this Roadmap we aspire to better realise the objectives of the Stretch Reconciliation Action Plan and support educational excellence as defined by Indigenous peoples.

The Learning and Student Experience Roadmap values the contributions and connections with our international students and partners who reflect and enhance UQ's relationships with our global communities. We will continue to strive to be an inclusive community welcoming of students from all parts of the world. Our curriculum and service delivery will embrace models of universal design, fostering an inclusive community where diversity is celebrated, and where all students can engage in mobility programs enhancing global insights and perspectives and enhanced graduate outcomes.

Building on our tradition of excellence in teaching innovation, we will equip our graduates with both disciplinary knowledge and transferable skills essential for success in a constantly changing global workplace. Recognizing the evolving educational landscape, we will continue to innovate by combining online and on-campus learning, delivering value-added experiences that leverage our rich campus environment, global connections, and extra-curricular opportunities. Our personalized and digital learning environment will offer flexibility and seamlessness, ensuring an optimal student experience both on and off-campus.

Through an inspiring experiential curriculum, we will support our students in developing capabilities, including leadership skills, entrepreneurial mindset, digital literacy, and a sense of civic duty, to effectively transition from UQ and succeed. By 2032, we aspire for at least half of our students to have participated in enriching experiences such as global study programs, internships, entrepreneurship initiatives, and industry projects.

Progressing the priorities of the Learning and Student Experience Roadmap will evolve a transformative learning experience that empowers our students to thrive as leaders in a constantly changing world, embodying the values of excellence, inclusivity, and lifelong learning that define The University of Queensland.

The vision and priorities outlined in the following pages aim to nurture:

- An inclusive and vibrant student community.
- An enriching educational experience.
- Transformative curricula, pedagogies and assessment.
- Outstanding, purpose designed learning environments and systems.
- Recognising and rewarding innovation, and supporting staff and partners.



Transformative curricula, pedagogies and assessment



UQ embraces innovative, evidence-informed approaches to teaching and learning in our comprehensive suite of quality assured programs. We value students' lived experiences and extend their individual capabilities in an environment that affords them opportunities to flourish within and beyond university. Our vision maximises available resources and support offered through systems and policy refinements.



1

Offer exceptional programs incorporating deep disciplinary knowledge, world-class research and meaningful work-integrated learning that support graduates who are impactful for local and global communities.

2

Employ student-centred pedagogies that are engaging, interactive, and responsive to diverse cohorts of learners.

3

Embrace contemporary and authentic assessment practices that promote learning, consider well-being, and assure the integrity of students' learning outcomes.

4

Evolve a cohesive suite of study options that directly supports continuous lifelong learning, responsive to the needs of the broad community both within Queensland and across the Asia-Pacific.

OUR PRIORITIES

- a. Strengthen distinctive UQ research-informed curriculum and programs that enable students to connect with world-class research and researchers, are fit-for-purpose, are of the highest quality, meet market demands, and anticipate opportunities for program innovation.
- b. Embed universal design principles across all programs improving accessibility for all students so that they can seamlessly connect with resources, peers and educators.
- c. Embed our Graduate Statement and Graduate Attributes across all programs, with particular emphasis on realisation of cultural capability that values and recognises Aboriginal and Torres Strait Islander knowledges and histories.
- d. Expand our WIL programs and enhance measures of their impact, including multi, cross and interdisciplinary experiences that reflect contemporary approaches to national and global challenges.
- e. Promote the shared research-education interface, embedding knowledge generated through scholarly endeavours with partners in Australia and around the world directly into student learning.

OUR PRIORITIES

- a. Offer modality of courses at each stage of our students' learning journey designed to best enhance their learning development within disciplinary contexts to balance flexible learning opportunities and student sense of belonging.
- b. Expand ways to engage and consult students as impactful leaders and partners in shaping excellence in teaching, learning and student experience.
- c. Connect commencing students to learning communities, enabling opportunities to build a strong cohort experience, strengthening our students' sense of belonging.

OUR PRIORITIES

- a. Include contemporary and authentic assessment approaches, ensuring learning opportunities have relevance to our students and respond to strategic trends across all disciplines.
- b. Include appropriate technologies across assessment plans that sustainably and ethically prepare students to incorporate contemporary strategies within their disciplines, including the use of artificial intelligence.
- c. Engage research-informed approaches to assessment design that enable educators to challenge, value and respond to diverse student cohort needs.
- d. Provide timely, constructive, and actionable feedback for students combined with targeted on-demand learning support to enhance student learning.

OUR PRIORITIES

- a. Create a lifelong learning framework responsive to varied and shifting market demands aligned to our priorities, resources and capabilities.
- b. Co-design credentials and services with industry partners that anticipate and respond to workforce strategies at state, national and international levels and the professional learning needs across key professions.
- c. Adopt contemporary and innovative curriculum and pedagogical models, employing a variety of teaching modes, physical locations and calendar arrangements responsive to learner needs, which support greater engagement across lifelong learning.



An enriching educational experience

Building upon UQ's existing strengths in curricular, cocurricular, and extracurricular spaces, create an ecology of learning that engages, inspires and fosters student agency as a learner, enhancing student success, extending capability to impact communities and improve graduate outcomes.

1

Through connections with research, industry, and community leaders, challenge students to identify and explore meaningful solutions to contemporary challenges of regional, national, and global significance

OUR PRIORITIES

- a. Strengthen students' cultural awareness through experiences that expand and enhance their global outlook.
- b. Create mutually beneficial opportunities through collaborative engagement programs that link students with regional, rural, and remote communities.
- c. Collaborate with industry, government and community partners to identify curricular, co-curricular, and extracurricular learning opportunities.

2

Enable students to generate and action novel solutions to current and future challenges across communities through entrepreneurship, creativity, and innovation.

OUR PRIORITIES

- a. Engage all students in opportunities to expand their design, scenario, and critical thinking skills throughout their learning journey.
- b. Engage national and global partners to broaden the quantity and diversity of entrepreneurial learning opportunities, including cross-disciplinary and multidisciplinary opportunities.

3

Ensure our co-curricular and extracurricular opportunities are discoverable, relevant, and accessible for all students.

OUR PRIORITIES

- a. Connect students to opportunities that are timely and relevant through targeted, personalised and supportive information and guidance.
- b. Expand access and support for inclusive, experiential learning opportunities for under-represented student cohorts.

An inclusive, vibrant student community



With a focus on inclusivity and equity, recognising and enabling the strengths of all students, UQ empowers students from all backgrounds to thrive throughout their learning journey. We embrace an inclusive educational culture that values diversity and enhances intercultural competence.

1

Enabling students with academic potential from all backgrounds to participate and succeed at UQ.

OUR PRIORITIES

- a. Expand widening participation initiatives and reduce barriers to better support the success of students from underrepresented populations and non-traditional pathways.
- b. Partner with communities, schools, regional study hubs and other tertiary education providers to co-create and deliver academic preparation programs for underrepresented groups and non-traditional students.
- c. Progress our student-centred and student-focussed culture through intuitive, timely and personalised outreach and support, welcoming new and future students to tertiary education.
- d. Promote and support sport, culture, clubs, societies and other extra-curricular activities, enhancing student well-being and success.
- e. Enhance programs supporting transition into university life, ensuring contemporary best practice bespoke to student needs and prior experience.

2

Empower students to realise the value of their lived experiences and articulate the unique value proposition developed through their holistic learning journey.

OUR PRIORITIES

- a. Increase access to tailored career development learning, preparing students to articulate their unique value while improving graduate outcomes.
- b. Advance learning opportunities for Aboriginal and Torres Strait Islander students and non-Indigenous students to engage with Community, Country, knowledges, culture and kin, participating in truth-telling while supporting a strong sense of belonging.
- c. Review academic policies to enable Aboriginal and Torres Strait Islander students to fulfil unique cultural responsibilities.
- d. Connect students with recently graduated alumni, supporting transition to employment, professional networks and connection within the broader community.

3

Ensure student support services are consistently high quality, transparent and responsive to the diverse needs of our students at each stage of their learning journey.

OUR PRIORITIES

- a. Streamline our policies, processes, and systems to ensure cultural safety, student well-being, clarity and support across our learning community.
- b. Extend, refine, and elevate peer support programs that connect new students with peers from within their study program, enabling a wide variety of rich learning and community-building opportunities.
- c. Improve our student support services by enabling a tiered service model with 24/7 access. Support personalised navigation of services for students to provide responsive support for students wherever they are located.





Outstanding learning environments, systems and resources

The UQ community has committed to the thoughtful design and use of learning spaces and technology, demonstrating how we value the environments in which learning occurs. We see that the appetite for innovation and creative problem-solving will become even more important as we expand our community to include underrepresented cohorts. Our ambition is to create learning spaces and environments which are accessible, supportive and innovative to benefit and inspire us all.

1

Create safe and welcoming learning environments purposefully designed to facilitate creativity, critical thinking, and collaboration.

OUR PRIORITIES

- a. Collaboratively develop safe and welcoming formal and informal learning spaces, through evidence-based approaches, that respond to contemporary teaching and learning objectives and encourage students to collaborate with peers and educators.
- b. Incorporate UQ Indigenous Design Principles in the redesign of learning environments across UQ.
- c. Enhance our UQ Library collections and resources to respond to the diverse needs and preferences of learners, fostering lifelong learning, research, and community engagement.
- d. Refine critical education technologies that combine to form our ecosystem for student learning, supporting inclusive and contemporary educational practice.
- e. Support teaching staff to maximise the affordances of physical and virtual learning spaces, driving innovation in pedagogical practice.

2

Embed collaboration, inclusivity and accessibility as core principles in all physical and digital environments.

OUR PRIORITIES

- a. Embed universal design to transform existing learning resources and environments into accessible spaces accommodating the diverse needs of all learners.
- b. Refine student support and administration systems and environments employing best practice approaches to user-centred design to improve accessibility and usability.

3

Support student learning with adaptive technologies and data-informed insights to chart their distinctive educational paths.

OUR PRIORITIES

- a. Effectively employ data and analytics to identify growth areas and areas for additional educational need, informing design of interventions and support for all students.
- b. Provide students with the data they need to guide their success in learning and career preparation, proactively connecting them to services and opportunities that are personalised to their needs.
- c. Enable our academic and professional staff streamlined approaches to effectively employ relevant data to supportively guide our students' learning.
- d. Empower and assist teachers to evidence and continually improve the effectiveness of their teaching.

Recognising and rewarding innovation, and supporting staff and partners



Recognition of staff excellence, combined with support for continued development, is critical to UQ's success. The capacity to innovate and evolve practice relies on an environment supportive of scholarly curiosity, courage, creativity, and agency to pursue innovative responses to a changing environment.

1

Enable excellence in teaching and professional practice.

2

Strengthen our broad community of effective educators to drive improvement in learning and student experience.

3

Celebrate, enable and acknowledge educators and all who support education activities who innovate within their practice to support, challenge and inspire our students.

OUR PRIORITIES

- Evolve approaches for assurance of impact, quality and excellence across teaching and service delivery, supporting educators to highlight and share effective practice.
- Establish the systematic use of peer observation of teaching as a core support for educators to enhance teaching, education innovation and professional development.
- Provide learning programs that support educators to ground their teaching practice in evidence, connect with colleagues and share good practice in learning and teaching.
- Enable professional staff to demonstrate their positive impact on learning and student experience through avenues such as fellowships, secondments, committee memberships and citizenship activities.
- Align professional learning programs with the Criteria for Academic Performance, supporting and enabling ongoing professional development across the teaching domain.

OUR PRIORITIES

- Advance the ongoing professionalisation of teaching across UQ through extending formal teaching qualifications including professional recognition, such as with the Higher Education Academy, and enhancing peer practice networks.
- Support leading alumni, industry, and community partners to connect with our students enabling transformative learning opportunities for both students and partners.

OUR PRIORITIES

- Enable educators to demonstrate teaching excellence, and professional staff to demonstrate service excellence, on the national and international stage, connecting and collaborating with peers across and beyond UQ.
- Encourage and reward educators and staff who support education activities by showcasing their achievements through internal and external innovation and excellence award schemes.
- Extend mechanisms to celebrate, recognise and reward teaching associates, tutors and casual staff.





CREATE CHANGE