



SDG 4 Quality Education

Overview

As a university renowned for excellence in teaching innovation and a leader in teacher education and educational research, UQ is advancing SDG 4. UQ develops graduates who are highly capable, motivated and prepared to succeed in their chosen field. Equity and access are woven into UQ's approach with targeted outreach, scholarships, and inclusive learning environments. Through [The Queensland Commitment](#), UQ aims to ensure equitable access to education for all across Queensland, including the most underrepresented groups, with an immediate focus on students from low socio-economic backgrounds, regional or remote areas, and those identifying as Aboriginal and Torres Strait Islander. In research, UQ directly contributes towards shaping policy and practice across the education sector, with strengths in Indigenous education, curriculum and pedagogy, teacher preparation, adult literacy, and the application of digital technologies in learning. UQ is a premier provider of postgraduate learning opportunities and offers lifelong learning support through publicly available resources, professional development programs, community education events, and vocational training. Through these integrated efforts in teaching, research and outreach, UQ continues to create and share knowledge that empowers individuals and strengthens communities – locally, nationally and globally.

Progress made in 2024 towards SDG 4 is reported here with reference to the following domains and enablers from UQ's Strategic Plan 2022-2025:

- Learning and student experience
- Research and innovation
- Enriching our communities
- Our Global Profile
- Our people.

Related SDGs

- [SDG 1 No poverty](#)
- [SDG 8 Decent work and economic growth](#)
- [SDG 10 Reduced inequalities](#).

Learning and student experience

UQ is committed to offering rich and varied educational experiences that are designed to foster a sense of belonging and equip students to be leaders in their field with the agility to thrive in a global environment. This includes providing an experiential curriculum with local and global partners, developing opportunities that foster leadership, entrepreneurship, civic duty and digital literacy, and building a digital and personalised experience that evolves to meet changing student and industry expectations. UQ also seeks to prepare its

students for the future by offering opportunities to develop their skills outside of lecture theatres and laboratories. In 2024 16,000 students – more than 30% of the total enrolled – participated in some form of work-integrated learning. Another 1,480 students enhanced their employability by participating in internships, research projects, student-staff partnerships, or short-term global study experiences. Recognising equity and access as key enablers to education, UQ is working to break down barriers through the targeted and effective [Queensland Commitment](#) and initiatives such as the [Young Achiever's Program \(YAP\)](#).

Teacher training and curriculum

UQ's teacher training programs balance theory and practice and provide the opportunity to learn from dynamic instructors using active learning strategies. They offer smaller class sizes for a personalised education, supervised field experiences with strong relationships to P-12 schools, and access to peer support.

UQ offers both primary and secondary teaching programs. Students can study either a [Bachelor of Education \(Primary\)](#) or [Master of Teaching \(Primary\)](#), and at secondary school level, a [Bachelor of Education \(Secondary\)](#) or [Master of Teaching \(Secondary\)](#). All programs provide high-level academic knowledge and professional skills necessary to foster children's learning and development, offering a broad understanding of the Australian Curriculum. Primary teaching qualifications allow students to select 2 elective courses to develop knowledge in a particular area/discipline, while qualifying them to teach in all areas of the curriculum. Students undertaking secondary school qualifications also specialise in secondary teaching areas including maths, economics, languages, music, and business. In both primary and secondary programs, students undertake placements and supervised practical experience in schools, giving them confidence to lead in the classroom.

Case study: Curriculum leading to teaching at primary level

UQ's [Bachelor of Education \(Primary\)](#) is a leading program that prepares future educators to deliver inclusive, high-quality education in alignment with SDG 4. The program is designed to develop graduates who are not only skilled in pedagogy and curriculum design but also committed to equity, diversity, and lifelong learning.

Students undertake a comprehensive suite of courses including [EDUC1750: Learning and Development for Educators](#), [EDUC1760: Early Years Curriculum and Pedagogical Foundations](#), [EDUC1720: Mathematics and Numeracy for Quality Teaching in the Primary Years](#), and [EDUC3760: Building Inclusive Primary Classrooms](#). These equip them with the knowledge and practical skills to support diverse learners in primary school settings.

The curriculum integrates Indigenous perspectives, digital literacy, and evidence-based teaching strategies to ensure graduates are prepared for the evolving needs of 21st century classrooms.

Professional experience placements are embedded throughout the program, allowing students to apply their learning in real-world school environments across Queensland. These placements are critical in fostering reflective practice, cultural competence, and a deep understanding of the social impact of education. UQ's approach ensures that

graduates are not only classroom-ready but also capable of contributing to broader educational goals, including reducing inequality and promoting lifelong learning.

UQ's Young Achievers Program (YAP)

Established in 2009, [YAP](#) is a comprehensive equity initiative supporting students from low socio-economic backgrounds, particularly those from rural and remote areas and first in family. Unlike traditional scholarship programs that focus solely on financial assistance, YAP provides holistic support throughout the entire student lifecycle – from secondary school through to graduation.

The program targets academically motivated students facing significant barriers to higher education. In 2024 91% of applicants identified with challenges including income insecurity, family responsibilities, disability, or disrupted learning. YAP offers financial scholarships, residential support, mentoring, welfare assistance, employment opportunities, and leadership development.

Following data analysis which revealed lower retention rates among participants, the program strategically pivoted in 2023-2024 to enhance university transition support. This investment yielded dramatic results. First-to-second-year retention improved from 79.1% to 90%, exceeding the University average by 6.4%.

The program has grown from 83 students in 2009 to more than 1,600 participants, with 408 graduates to date. YAP demonstrates how comprehensive, lifecycle-based equity initiatives can effectively address educational inequity through sustained, holistic support beyond financial assistance alone.

United Nations Principles for Responsible Management Education (UN PRME)

Since 2015 UQ Business School has been a proud supporter and Advanced Signatory of the [United Nations Principles for Responsible Management Education \(UN PRME\)](#). PRME is an initiative of the UN Global Compact founded in 2007 as a platform to encourage and increase awareness and integration of sustainability in business schools around the world.

[In 2024, UQ Business School's PRME Directorate](#) helped UQ champion sustainability and the SDGs by:

- continuing the mapping of more than 200 UQ Business School courses to SDGs. Many of these courses either focus on sustainability or include activities around specific SDGs, including accounting, event management, communication, finance, marketing and tourism. The SDG mapping underscores how sustainability is embedded within the school's offerings and supports greater shared understanding of the school's contributions to each of the SDGs.
- helping ensure that responsible management principles, including sustainability, are embedded into course activities and events. For example, the 2024 [Digital Transformation Hackathon](#) (part of BISM3208/BISM7208 Business Information Systems capstone) challenged students to solve highly relevant societal problems. Examples included Australia's housing crisis, blockchain for good, and using the cloud to respond to SDGs.

- supporting partnerships with other UQ areas and external organisations to promote responsible and sustainable management practices:
 - partnership with Executive Education providing courses in General Practice Leadership Excellence and the Metro South General Goods and Services (GGS) Emerging Executive Leadership program, empowering medical experts to lead with confidence and influence in shaping the future of primary health care for Queensland
 - partnerships within UQ Science Faculty supporting sustainability teaching in climate, energy and environment programs.
- supporting UQ to retain international accreditations, including European Foundation for Management Development (EQUIS) and Association to Advance Collegiate Schools of Business (AACSB) International, providing ability to benchmark and support best practice, and improve quality, impact and innovation.

Research and innovation

As part of UQ's commitment to conducting discovery research and collaborating with partners to translate discoveries, the University's research in education not only seeks to create new knowledge but share it in ways that enrich communities. As such, UQ is addressing educational challenges across social issues (equity, inclusion and diversity), curriculum and pedagogy, policy and access, and global technological changes such as AI.

- [Co-designing Indigenous education policy in Queensland](#). Funded from 2021-2025, this study provides an evidence base and framework for the new co-design approach being implemented across State and Commonwealth Indigenous policy domains. This project investigates co-design within the context of Indigenous education policy within Queensland to create a large data set on how co-design is conceptualised and enacted. As the concept of co-design is new in Indigenous policy development, this project is expected to generate new knowledge that will directly benefit Indigenous people, schools, policy makers, and governments. The project addresses the critical social justice issue of Indigenous education inequalities by investigating best practices in education policy development and enactment.
- [Binung Ma Na Du Cultural Stories and Living Histories on Wakka Wakka Country](#). Partnering with Cherbourg Shire Council, Cherbourg State School and Murgon State High School, this project ran from 2022-2024 and explored the concept of co-design in creating local curriculum resources to support Aboriginal language revitalisation. The project researched the process and experiences of Indigenous peoples and school staff in developing local curriculum, using a co-design approach to develop stories to embed Indigenous knowledges and perspectives into the school curriculum. It also developed a series of digital and written stories from Wakka Wakka Country to enhance a Wakka Wakka language teaching program being implemented at Murgon State High School. Outcomes of the project are expected to lead to informed improved policy development and enactment strategies in Indigenous education.

- **Footprints in Time – The Longitudinal Study of Indigenous Children Transition to Secondary School Research Report.** From 2024-2025, researchers at UQ are collaborating with the Australian Department of Social Services to better understand how Aboriginal and Torres Strait Islander children can be supported during their transition from primary to secondary school. Using data from the Longitudinal Study of Indigenous Children (LSIC), including teacher surveys, student and parent responses, and NAPLAN results, the team will identify what helps make this transition successful. The findings will be shared with schools, community groups, and education leaders through easy-to-read summaries and fact sheets. This research will support national efforts to close the education gap and help Indigenous students reach their full learning potential, using data collection and sharing to advance SDG 4. It will also offer practical recommendations for schools and institutions to improve support for young people during this critical stage of their education, informing best practice approaches and policy. The work is expected to build understanding of, and provide institutional-level recommendations on, how Aboriginal and Torres Strait Islander young people can be supported to achieve their full learning potential.
- **FamilyLinQ Evaluation Framework and Plan.** In collaboration with NGO The Bryan Foundation and the Queensland Government, researchers from the Institute for Social Science Research (ISSR) and UQ's School of Education and Business School have created an evaluation framework and plan to evaluate the effectiveness of FamilyLinQ. FamilyLinQ is an integrated school-based hubs initiative funded by the Queensland Department of Education and running from 2022-2025. It brings together education, health and community services to support children and their families, with the goal of improving life outcomes by making it easier for families to access the help they need in one place. The evaluation project, which runs from 2022-2026, will culminate in a full review and the results will guide future best practice and policy informing improvements and initiatives for the Queensland Government.
- **Student Perspectives on AI in Higher Education.** This project was a collaborative effort of 4 major Australian universities: UQ, Monash, Deakin, and the University of Technology Sydney. Co-funded by these institutions, the project aimed to understand higher education students' relationships with Generative Artificial Intelligence (GenAI). The problem at the heart of this research was the rapid integration of GenAI technologies in educational settings, which outpaced any understanding of how students were navigating these changes. As such, the project investigated higher education students' views, beliefs, and uses of GenAI guided by an appreciation of the complexity and diversity of student experiences and engagement with GenAI. The project began in January 2024 and was designed as a mixed method study, using focus groups and thematic analysis to gain insights into student experiences, and a cross-sectional survey with descriptive and inferential analysis to provide insights into patterns across and within student groups.

Enriching our communities

UQ champions lifelong learning as a core part of its mission to create change through education, believing that learning should be accessible, flexible, and continuous — empowering individuals at all stages of life to grow personally and professionally. UQ approaches this through formal education, professional development, community outreach

and open access resources for the broader community, including those not studying at the University. UQ's commitment is reflected in its diverse and accessible pathways – from executive education to free online courses – and outreach to learners of all ages and backgrounds.

Equitable access to education

UQ's approach is anchored by [The Queensland Commitment](#), a targeted initiative aimed at removing educational barriers for students from underrepresented groups, with an immediate focus on students from low socio-economic (SES) backgrounds, regional or remote areas, and those identifying as Aboriginal and Torres Strait Islander.

This comprehensive commitment, embedded in research and community engagement, will deliver evidence-based strategies to build aspiration, grow pathways to higher education and support student success. Key initiatives include:

- **student participation and success.** UQ provides funding and access to co-curricular activities to support student success and lifelong learning including summer/winter research, internships, and placement grants.
- **educational outreach beyond campus.** Statewide delivery includes critical thinking projects, early university courses for high school students, targeted support for low-SES schools, Indigenous community engagement, and specialised programs for students from underrepresented groups.
- **schemes providing access to learning resources.** These include UQx free online courses, subsidised library memberships, online programs and community access programs.
- **UQ's institutional repository, UQeSpace.** Which seeks to enhance global visibility and accessibility of UQ's scholarly research.
- **educational events.** UQ hosts public lectures, seminars, and community engagement events such as research showcases, guest speaker series, and community forums that allow public participation in University life.

Through these efforts, UQ ensures that education is not confined to the classroom or a single life stage. Instead, UQ fosters a culture of curiosity, adaptability, and civic responsibility – empowering learners to contribute meaningfully to their communities and the world.

The Queensland Commitment - Advancing SDG 4

[The Queensland Commitment](#) (TQC) positions UQ as a leader in lifelong learning and equitable education access, directly supporting SDG 4. With a mission to transform lives through education, TQC extends well beyond traditional school leavers to include mature learners, career changers, and regional professionals.

[The Queensland Commitment Roadmap](#), endorsed in 2024, sets out 58 tangible actions that UQ will enact to help deliver on its mission, with many actions specifically focused on promoting inclusive, equitable, and lifelong learning opportunities. These include the development of short courses and award programs tailored to Queensland's workforce demands that will aid in career development; the expansion of flexible learning and

teaching models to meet the diverse schedules and needs of adult learners, and enhanced access to placements and career services for all students, including those from non-traditional backgrounds or entering university in later years.

The Roadmap also provides targets for UQ to partner with Regional University Study Hubs and community partners to deliver education closer to home, particularly for regional and remote learners, helping to remove geographic and financial barriers to participation. Additionally, the Roadmap commits to embedding inclusive teaching practices across curricula and building staff capability to support a broader learner demographic. These systemic changes ensure that education at UQ is a continuous, adaptable journey.

By embedding lifelong learning into university strategy and practice, TQC contributes meaningfully to SDG 4 by ensuring quality education is accessible to all, at every life stage.

Open Education at UQ Library

UQ Library supports open education through a comprehensive platform that provides free, high-quality learning resources to the public. Central to this initiative is the promotion of [Open Educational Resources \(OER\)](#), including [open textbook collections](#), multimedia ([digital image content](#), [music resources](#), and [video content](#)), and [Massive online open courses \(MOOCs\)](#). These materials are freely accessible and licensed for reuse and adaptation, enabling educators and learners to customise content for diverse needs.

UQ's [Open Textbooks @ UQ](#) program encourages academic staff to create and publish open textbooks, supported by grants and guidance from the library. There are currently 45 UQ courses with more than 4500 students using open textbooks. The [Digital Learning Hub](#) offers openly licensed modules and videos designed for flexible, self-paced learning.

The library also provides tools to help users discover OERs and understand copyright and Creative Commons licensing.

In addition to teaching resources, UQ Library integrates open research practices through its institutional repository, [UQ eSpace](#), which offers public access to theses, articles, and research data. As of early 2024, 37% of the records in this repository are open access and this percentage continues to grow every year. This commitment to open access enhances transparency, collaboration, and lifelong learning opportunities.

By fostering open education UQ Library ensures that knowledge is accessible to all, regardless of formal university affiliation, supporting inclusive and equitable learning across Queensland and beyond.

Lifelong learning for the community

In addition to the resources available through UQ Library, UQ offers a wide array of other learning opportunities for the community, including public events, vocational training, and educational outreach.

Public events

UQ hosts a range of educational events that are open to the public.

- [Alumni and Community events](#) run throughout the year, including public lectures and seminars, often featuring leading academics and industry experts.

- **UQ's Art Museum** regularly hosts exhibitions, events and learning opportunities that are freely open to the public. Examples from 2024 include:
 - How We Remember Tomorrow, an exhibition from 13 February to 14 June, which celebrated storytelling across generations, through oceans and waterways and transcending eras and perspectives.
 - Opening night of the Hoda Afshar: A Curve is a Broken Line exhibition on 19 July, featuring artworks by Hoda Afshar and performances by the Nunukul Yuggera Aboriginal Dance Company and DJs.
 - Drawing the UQ Art Collection, a free casual still-life drawing session on 25 July.
- **The UQ School of Music** holds regular free, public concerts via their ongoing Live at UQ series. Examples of 2024 performances include:
 - Dean-Grinberg-Dean concert featuring Trish Dean (cello), Anna Grinberg (piano) and Paul Dean (clarinet); works by de Falla, Berg, Paul Dean, and Faure. Performed in the Noel Nickson room at St Lucia campus on February 22.
 - Finding Beauty, a concert by Muses Trio performing works by Amy Beach and Margaret Sutherland. Performed in the Noel Nickson room at St Lucia campus on March 7.
 - Performance by Nonsemble of "Go Seigen vs. Fujisawa Kuranosuke," composed by Chris Perren. Performed in the Noel Nickson room at St Lucia campus on March 21.
- **Global Partnerships events** including free talks and seminars. 2024 examples include:
 - Digital Transformation Policy and Practice: Achieving the SDGs through Global Development on 20 August. This was an online presentation on the Australia Awards Indonesia short course "Digital Transformation Policy and Practice" and how this supports UQ's contributions towards the SDGs.
 - Journey to Space Presentation with H.E. Dr Sultan Al Neyadi on 31 July. This was an in-person event by former astronaut and first Arab to serve on the International Space Station (ISS) His Excellency Dr Sultan Al Neyadi. He addressed his time in space, his journey to becoming an astronaut, and the technicalities of space flight.

Vocational training

UQ regularly hosts a wide range of public programs designed to support professional growth, practical skills, and lifelong learning.

- The **Community Access Program** allows individuals to study UQ courses that support their personal or professional development goals, without enrolling in a full degree. Students attend classes and complete assessment alongside students enrolled in degree programs. Most courses are available to non-award students.
- **UQ Skills** provides practical, industry-aligned training and offers accredited vocational education and training (VET) in areas such as agriculture, business, and health. These programs are open to the public including high schools, school leavers, industry and government, and often include flexible delivery options.

- The [Institute of Modern Languages \(IML\)](#) offers a diverse array of language courses for personal and professional development, open to anyone. Seventeen courses were offered in 2024, including the [Arabic Beginner Short Course](#), the [Chinese Mandarin Beginner Short Course](#), and the [French Beginner Short Course](#).

Education outreach activities

UQ undertakes educational outreach activities, including lectures and demonstrations, for local, regional, and remote schools and communities. Highlights in 2024 include a partnership with Regional University Study Hubs (RUSH), which focused on strengthening both their capacity to support students and to deliver activities that support student aspirations through career exploration and career choice. Additionally, UQ collaborated with Inspiring Australia, Queensland Department of Education, Queensland Firebirds, Aboriginal and Torres Strait Islander Aspirations Program, Solid Pathways, Queensland Aboriginal and Torres Strait Islander Foundation, Education Pathways Indigenous Corporation and others to deliver local and regional events that supported community links and engaged with more than 2,000 high school students. Other programs and initiatives include:

- **the [UQ Science DemoTroupe](#)** which conducts school visits that include either science demonstration shows or science workshops (interactive sessions where the students take part in hands-on science activities). Realising the need for science outreach in regional and remote locations, the Science DemoTroupe spends a day or two at schools across Queensland and Australia several times a year. During 2024, the Science DemoTroupe delivered workshops and demos to more than 3,000 students at schools – including Ironside State School, Raceview State School, St Andrew's Anglican College, Moreton Bay College and the Queensland Academy for Science Mathematics and Technology, as well as at Margaret Cribb Early Learning, the Queensland Museum, Redcliffe Museum, Mt Gravatt Scout Group, and the Redcliffe Homeschool Co-op. Travelling to far North Queensland, the DemoTroupe conducted a trip jointly funded by PowerLink and Iberdrola, reaching 800 students at 5 different school campuses across 4 of the Torres Strait Islands. They also ran sessions at the Aboriginal and Torres Strait Islander InspireU Camp, at the Regional World Science Festival community days in Toowoomba and Chinchilla, and via the Channel 7 Sunrise Morning Show.
- **[The year 9 and 10 Science and Engineering Challenge](#)** which took place over 3 days in February, in partnership with The University of Newcastle. The challenge helped students foster their interest in STEM and involved a day of practical activities where they learned to design efficient codes and build a strong model bridge.
- **UQ's Faculty of Science** running [a suite of educational outreach activities, events, information sessions and competitions](#) for high school students in conjunction with the wider scientific community. These include:
 - [Queensland Mathematics Summer School](#). Hosted by UQ's School of Mathematics and Physics, this multi-day non-residential program is aimed at current Year 10 students who have chosen to study QCE Mathematical Methods, Specialist Mathematics, or International Baccalaureate (IB) Mathematics. The program is led by mathematicians from a wide range of backgrounds and welcomes a diverse

range of students. Aboriginal and Torres Strait Islander students as well as female, nonbinary and LGBTQIA+ students are particularly encouraged to apply. In 2024 the Summer School was hosted at UQ's St Lucia campus from 15-18 January and 97 students took part.

- [The Junior Physics Odyssey](#). This 4-day non-residential program is held at UQ's St Lucia campus for Year 10 students with an interest in physics, science and mathematics. The program aims to develop students' problem-solving skills as well as their appreciation and understanding of physics. The event ran from 2-5 July, with 83 students participating from 33 schools.
- [Future Experiences in Agriculture, Science and Technology \(FEAST\)](#). This 4-day residential program is designed to inspire high school students to pursue rewarding careers in the agriculture, animal, plant and food industries. Open to all students in Years 10, 11 and 12, the program takes place annually at UQ's Gatton campus. In 2024 the program ran from 23-26 June at UQ's Gatton Campus, with 55 students in attendance.
- [Experience Genetics](#). This program invites Year 12 biology students to a series of sessions to improve their understanding of Unit 4 subject matter and practice laboratory skills relevant to genetics. Topics include recombinant DNA, gene regulation, amplification, and analysis (gel electrophoresis). In 2024, the program was delivered at UQ's St Lucia campus for 1304 students from more than 30 schools from across the state.
- [Experience Ecology](#). This program is designed for Year 11 biology students to gain field experience relevant to Unit 3 of senior biology, with the opportunity to practice data analysis and scientific report writing in preparation for internal assessments. Students gain hands-on experience calculating species diversity, classifying an ecosystem, learning ecological surveying techniques, writing effective research questions, and learning basic data processing and analysis. The 2024 program was delivered at UQ's St Lucia campus for 4301 students from more than 60 schools.
- [Archaeology Education Program](#). Catering to all year levels, this program is run by the School of Social Science and offers archaeology and archaeological science learning opportunities, delivering practical hands-on lessons or lectures to schools in South East Queensland, including those in rural and regional areas. In 2024 the program was delivered to about 275 students at schools including the Queensland Academy for Science, Mathematics and Technology and Redbank Plains High School.
- [UQ's Future Students team conducts in-person visits for presentations and school expos](#) at high schools in Queensland and northern New South Wales and offers virtual presentations further afield. The presentations for years 9-12, can cover senior subject selection planning, the future of work, and the transition to university. In 2024, the Future Students team conducted more than 500 school visits to more than 100,000 students across Queensland ranging as far as Thursday Island, Mackay, Cloncurry, and Injune. These events included campus and school visits, career markets and school expos, university showcases and bespoke presentations.
- [UQ Life's Outreach Program](#) supports the aspirations of high school students by providing opportunities to build their capabilities and confidence to succeed in secondary school and beyond. The Outreach Program delivers [12 different sessions](#),

specifically tailored to the needs of each year level from grades 7-12. UQ works in partnership with selected schools from across South East and South West Queensland which are part of the Queensland Government Widening Participation Consortium.

UQ Executive Education: Equipping leaders for sustainable and collaborative futures

For more than 20 years [UQ Executive Education](#) has delivered tailored leadership and capability development programs. UQ's expertise in leadership development, finance, ethical governance, strategic thinking, adaptive leadership, digital transformation and digital governance has underpinned numerous program and short course offerings that empower professionals with the skills and capabilities needed to lead in a rapidly evolving world.

Three flagship offerings – the UQ and Oxford Executive Leadership Program, the Climate Change Program and the UQ-QFI Executive Public Sector and Industry Program – demonstrate UQ's commitment to excellence, innovation, and global impact.

The [UQ and Oxford Executive Leadership Program](#) is a world-first offering that reframes how public and private sector executives navigate uncertainty and resolve conflicts for their teams and departments. It supports leaders to devise and implement strategies to tackle the challenges in delivering public and private value through contemporary and evidence-based thinking.

The [Climate Change Program](#) equips leaders with the knowledge to address climate risks, develop mitigation strategies, and drive sustainability across sectors. Participants engage with world leading researchers and practitioners to explore topics such as climate science, net zero pathways, climate reporting and corporate strategy for climate change. This contributes directly to SDG 13 (Climate Action), SDG 9 (Industry, Innovation and Infrastructure), and SDG 17 (Partnerships for the Goals).

Complementing this, the [UQ-QFI Executive Public Sector and Industry Program](#) fosters cross-sector stakeholder engagement and collaboration, strategic leadership, and policy innovation. Co-designed with the Queensland Futures Institute, this program brings together and supports senior professionals from government, industry, and the community sector to forge trusting, impactful collaborative partnerships to tackle complex societal challenges. This program supports SDG 16 (Peace, Justice and Strong Institutions) and SDG 11 (Sustainable Cities and Communities).

UQ's executive education model blends academic rigour with real-world relevance, offering flexible, inclusive learning experiences that reflect the University's global standing and commitment to lifelong learning. These programs not only build individual capability but also strengthen institutional resilience and drive collective progress toward a more sustainable and equitable future.

Our global profile

It is implicit in UQ's vision of knowledge leadership for a better world, that the University seeks to have a global impact. In collaboration with a range of international partners, UQ undertakes development programs, research and engagement that have international impact and deliver a UQ education to learners from broad and diverse backgrounds.

- UQ's [International Development Unit \(UQID\)](#) was honoured with the prestigious International Education and Training Award at the Premier of Queensland's Export Awards 2024. This recognition underscores UQID's significant global impact and commitment to empowering communities worldwide through outstanding success in the field of education and training.
- **Supporting mining governance in Africa:** representatives from ministries and government agencies across 20 African countries have completed the in-Australia component of the Australia Awards Africa Mining Governance short course. Discussions focused on global trends in the mining sector including the rising demand for strategic and critical minerals, changes to patterns of investments and the real increase in the global commitment for sustainable resource management. By equipping participants with essential knowledge and practical insights, the program strengthened their capabilities in regulation, policymaking, and sector oversight.
- **Women in Executive Leadership Development (WELD) Pakistan short course:** the Australia Awards Women in Executive Leadership (WELD) short course develops leadership capabilities for female leaders in Pakistan and supports them to create strategies to overcome barriers faced by women in political and executive leadership roles. Each participant had Gender Equity Disability and Social Inclusion (GEDSI) challenges, which they addressed through the program to establish new norms to apply in their workplaces.
- **Laos Australia Institute Research Capacity Building:** in 2024, the Laos Australia Institute Research Capacity Building Australia Awards short course significantly contributed to SDG 4 by enhancing the research and grant writing capabilities of Laotian public sector researchers. The UQ course focused on 2 key themes: improving research capability and applying for research grants. Participants gained skills in academic writing, journal selection, and responding to peer review, alongside practical knowledge in identifying funding sources and crafting competitive grant applications. The course was structured across 4 phases: pre-course in-Australia training and mentoring, and post-course sustained learning and contextual application. By equipping researchers with tools to produce internationally competitive research and secure funding, the program fostered lifelong learning and strengthened institutional capacity in Laos. Participant feedback highlighted the course's impact on policy development and strategic planning, demonstrating its alignment with SDG 4 goals of inclusive, quality education and skills development.
- **Saving Our Coral Reefs:** in 2024 the UQ team delivering the Coral Reef Rescue: Resilient Coral Reefs, Resilient Communities project, funded by the Global Environment Facility (GEF), and participated in the 10th GEF International Waters Conference (IWC10) held in Uruguay, from September 23-26. The project aims to build capacity and solutions in 6 countries – Fiji, Solomon Islands, Indonesia, Philippines, Madagascar, and Tanzania – for the long-term survival of climate-resilient coral reef ecosystems, thereby supporting the communities dependent on them. At the conference UQ facilitated a clinic session focusing on conserving resilient coral reefs through national and inclusive approaches. The session introduced the importance of National Hubs in countries such as Fiji and Indonesia, demonstrating how inclusive governance and multi-sectoral stakeholder engagement can enhance coral reef conservation efforts. The project also made available 2 free online courses to support

the international conservation of climate-resilient coral reefs and the aims of the [GEF 7 Coral Reef Rescue Project](#) and the broader [Coral Reef Rescue Initiative](#). These courses are now available in both English and Bahasa Indonesia on UQ's Edge online learning platform. The courses include [CRR101x Coral Reefs: Introduction to Challenges and Solutions](#) and [CRR103x Coral Reefs: Sustainable Blue Economy](#). Those taking the courses explore topics such as reef ecology, marine conservation strategies, and the role of the blue economy in sustainable development. The courses are open to anyone with an interest in sustainability, coral reef conservation and community resilience.

- **Digital Transformation Policy and Practice:** in August 2024 UQID delivered the Australia Awards Indonesia short course "[Digital Transformation Policy and Practice](#)." This program enhanced the capacity of Indonesian government officials to leverage digital technologies to achieve SDGs. The course covered topics such as the role of government in the digital economy, cybersecurity, gender equality, disability, and social inclusion (GEDSI) objectives, ICT infrastructure, and cross-government coordination. By fostering valuable linkages between Indonesian government ministries and Australian agencies, this initiative exemplifies UQ's commitment to collaborating with NGOs and governmental bodies to develop and implement policies supporting SDG achievement.
- **Executive mission to Papua New Guinea:** in August 2024 UQ's President and Vice-Chancellor, Professor Deborah Terry AC, led a Senior Executive Mission to Papua New Guinea (PNG), hosting a reception at the Australian High Commissioner's residence and meeting with leaders from 4 PNG institutions: The University of PNG (UPNG), PNG University of Technology (UniTech), Pacific Adventist University (PAU) and the National Research Institute (NRI). The mission established significant opportunities for future partnerships, including the development of future work with Somare Institute of Leadership and Governance.

Our people

UQ's success as a university is determined by its ability to attract and retain highly talented, committed people who are leaders in their field. A significant part of this involves developing the leadership capabilities of staff to empower decision-making and support innovation; investing in our staff through development opportunities to support their career aspirations; and developing and strengthening their career pathways. In addition, UQ coordinates learning opportunities for both students and staff, recognising the value of collaboration, especially in the teaching space.

- **The Study for Staff Program.** In July 2024 UQ launched the Study for Staff initiative, to support professional development by making postgraduate study more accessible for eligible staff. Through this initiative, staff can receive substantial financial assistance to enrol in selected UQ graduate certificate programs. The initial application period resulted in more than 100 applications with 83 staff accepted to their nominated program and approved to receive a discount.
- **Leadership development.** UQ fosters a collaborative, respectful, and inclusive culture of leadership through a comprehensive suite of development programs tailored to staff at all levels. These offerings aim to empower individuals to mobilise people and

resources toward shared goals while supporting career progression and organisational excellence. Programs include Learning to Lead, which provides foundational leadership training for aspiring leaders, and Leadership in Practice, designed for emerging leaders with people management responsibilities. The flagship Leading UQ program supports experienced leaders in refining their leadership approach and expanding self-awareness. Executive Development offers personalised growth plans for senior executives, while the Summer Series Workshops deliver practical tools across topics like resilience, inclusion, and change leadership. Additional resources include the 360-degree feedback tool aligned with UQ's Leadership Framework, and workplace coaching which provides confidential, goal-oriented support for senior leaders. Together, these initiatives reflect UQ's commitment to nurturing leadership excellence and retaining top talent through both theoretical and experiential learning.

- **Exploring and supporting Artificial Intelligence in Teaching and Learning.** In 2024 UQ's Institute for Teaching and Learning Innovation (ITaLI) launched a series of workshops to support the responsible use of artificial intelligence (AI) in teaching and learning. These workshops enabled staff to explore AI's role in education, especially around assessment and academic integrity. Topics included "[Hands on with Gen AI](#)", "[Assessment Transformation and UQ Student View on AI](#)", and the What's Working and Digital Learning Community of Practice. ITaLI has also developed resources for teaching staff such as rules for using AI in assessment, designing and securing assessment, and teaching students to use AI responsibly. In addition, UQ funds Teaching Innovation Grants and Student-Staff Partnership projects focused on AI. These initiatives are designed to ensure AI enhances learning experiences while maintaining academic standards and supporting student success.
- **[Students as Partners \(SaP\)](#).** This initiative fosters collaborative relationships between students and staff to achieve shared educational goals. Rather than viewing students as passive recipients or customers, SaP positions them as active contributors in shaping learning, teaching, assessment, and governance. The approach is grounded in a reciprocal process where all participants contribute equally, though not necessarily in the same ways. SaP promotes inclusive, power-sharing partnerships that value diverse perspectives and encourage ethical co-creation. The initiative is guided by 5 core principles that emphasise dialogue, reflection, and embracing uncertain outcomes. UQ supports this work through the Australian Students as Partners Network, which connects more than 950 members across institutions and hosts an annual SaP Roundtable to share practices, research, and innovations. These efforts aim to transform higher education by empowering students and staff to work together meaningfully, enhancing both individual development and institutional culture.
- **SaP Roundtable 2024.** The 10th global Students as Partners Roundtable, held online, brought together stakeholders from across the sector, such as international educators and students, to share dialogue, ideas, practices, and research on partnership in higher education. ITaLI played a leading role, contributing presentations, research insights, and student-led projects, reinforcing UQ's commitment to inclusive, partnership-based learning and its leadership in shaping global conversations around student engagement.