

SDG 4 Quality Education

Overview

UQ advances SDG 4 through excellence in teaching innovation, and leading teacher education and educational research. UQ develops graduates who are highly capable, motivated and prepared to succeed in their chosen fields. Equity and access are woven into UQ's approach through targeted outreach, scholarships and inclusive learning environments. Through the Queensland Commitment, UQ aims to ensure equitable access to education for all Queenslanders, 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 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 education efforts across teaching, research and outreach, UQ continues to empower individuals and strengthen communities locally, nationally and globally.

Progress made in 2025 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 2025 more than 18,313 students, representing 33.1 per cent of total enrolled, participated in some form of work-integrated learning. A further 5,000 students enhanced their employability by participating in summer and winter research projects, domestic, international and virtual internships, short-term experiences with global partners, and student–staff partnership projects. 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 prep to year 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 the specialist 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 or discipline, while qualifying them to teach in all areas of the curriculum. Students undertaking secondary school teaching qualifications also specialise in 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 Learning and Development for Educators (EDUC1750), Early Years Curriculum and Pedagogical Foundations (EDUC1760), Mathematics and Numeracy for Quality Teaching in the Primary Years (EDUC1720) and Building Inclusive Primary Classrooms (EDUC3760). These courses equip them with the knowledge and practical skills to support diverse

learners in primary school settings. Indigenous perspectives, digital literacy and evidence-based teaching strategies are embedded throughout the program, ensuring graduates are prepared for the evolving needs of 21st century classrooms.

Building on their coursework, students undertake professional experience placements in schools across Queensland, applying their learning in real-world educatinal settings. 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 2025, 84 per cent of applicants identified with challenges including income/housing insecurity, family responsibilities, disability, domestic or family violence, or disrupted learning. YAP offers financial scholarships, residential support, mentoring, welfare assistance, employment opportunities and leadership development.

Retention of both YAP and The QLD Commitment scholarship students remains a key focus for the University, with a retention target of 80 per cent. In 2025, the retention rate for these students from the 2024 commencing cohort into 2025 was 91 per cent, exceeding both the internal target and the retention rate of all UQ domestic undergraduate students, which is 87 per cent.

The program has grown from 83 students in 2009 to more than 1,800 participants, with 420 graduates at the end of 2025. 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 2025, 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 aligned with specific SDGs, including accounting, event management, communication, finance, marketing and tourism. 77 per cent of the UQ Business School's courses addressed at least one SDG, and 100 per cent of course profiles mapped SDGs to learning

outcomes. The SDG mapping underscores how sustainability is embedded within the school's offerings and supports a shared understanding of the school's contributions to each of the SDGs. Flagship offerings like 'Social Entrepreneurship' and 'Globalisation and the World Economy' allow students to engage directly with global challenges such as poverty and climate change, ensuring high-impact, values-driven learning.

- helping ensure that responsible management principles, including sustainability, are embedded into course activities and events. For example, the 2025 Digital Transformation Hackathon 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 to deliver leadership programs, such as the Metro South General Goods and Services (GGS) Emerging Executive Leadership program, which empowers medical experts to lead with confidence and influence in shaping the future of primary health care for Queensland, and the UQ-Oxford Executive Leadership Program
  - partnerships within UQ Faculty of Science 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, enabling benchmarking against global standards, supporting best practice, and driving improvements in quality, impact and innovation.

Research and innovation

UQ's research in education not only seeks to create new knowledge but share it in ways that enrich communities. Through a combination of academic research and applied programs, UQ is addressing educational challenges and workforce needs across equity, inclusion and diversity, curriculum and pedagogy, policy and access, and the educational impacts of global technological change.

Examples of how UQ research is informing policy, practice and workforce development in 2025 include:

- UQ Skills. UQ Skills is a continuous, applied skills training program that bridges the gap between research and practice by translating emerging knowledge and technologies from flagship initiatives like SURF and FaBA into accredited training qualifications, accelerating workforce adoption and the real-world impact of UQ research innovations.
- co-designing Indigenous education policy in Queensland. Funded from 2021-2025, this project provides an evidence base and framework for the new co-design approach being implemented across State and Commonwealth Indigenous policy domains. It investigates on how co-design is conceptualised and enacted within Indigenous education policy in Queensland, generating new knowledge to inform policy development and implementation. By identifying best practices in policy development

and enactment, the project aims to address Indigenous education inequalities and deliver benefits for Indigenous communities, schools, policymakers and governments.

- Partner Schools Program (PSP), which is a core initiative of the UQ Learning Lab that brings educators and researchers together to apply Science of Learning research in school settings. Participating educators and school leaders engage in professional learning and collaborative inquiry projects focused on school-identified challenges. In 2025, 15 schools and 75 educators participated directly, with thousands more educators and students benefiting indirectly through school-based initiatives. Outcomes include school-wide learning strategy toolkits, school-wide teaching and learning frameworks, wellbeing initiatives, and evidence-informed practices in areas such as feedback, self-regulated learning, curiosity, student agency, transition programs, and social and emotional interventions. In 2025, the program was further scaled through a partnership with Brisbane Catholic Education on the project 'Building a Living Learning Model: Collaboratively Mobilising and Scaling the Science of Learning in Practice (2024-2026)'. The project extends the PSP model across all 147 Brisbane Catholic Education schools in South East Queensland, helping educators apply research-informed practices to achieve lasting improvements beyond the life of the program.
- 'Footprints in Time: The Longitudinal Study of Indigenous Children (LSIC) Transition to Secondary School Research Report' project. From 2024-2025, researchers at UQ collaborated 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 LSIC data, including teacher surveys, student and parent responses, and NAPLAN results, the study identified factors that support successful transitions. The findings will be shared with schools, community groups, and education leaders through easy-to-read summaries and fact sheets. This research supports national efforts to close the education gap and help Indigenous students reach their full learning potential. 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.
- FamilyLinQ Evaluation Framework and Plan. In collaboration with 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 created an evaluation framework and plan to assess the effectiveness of FamilyLinQ, which is an integrated school-based hubs initiative funded by the Queensland Department of Education and run from 2022 to 2025. It brought 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 to 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.
- the Australian Framework for Artificial Intelligence in Higher Education report, published by the Australian Centre for Student Equity and Success (ACSES) in 2025. Professor Jason Lodge and Associate Professor Christine Slade from UQ contributed their research insights to the development of the framework, working alongside

colleagues from institutions across the country and sector partners as part of the Australian National AI in Schools Taskforce. Their involvement helped ensure the framework reflects evidence-based principles for responsible and effective AI adoption. The framework outlines core principles for AI implementation and highlights priority areas for further development across the sector, supporting universities as they navigate rapid technological changes.

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 and the Queensland Commitment

UQ's approach is anchored by The Queensland Commitment (TQC), which positions UQ as a leader in lifelong learning and equitable education access. TQC is a targeted initiative aimed at removing educational barriers for students from 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. It also extends well beyond traditional school leavers to include mature learners, career changers and regional professionals.

UQ's 2025 Social Impact Report highlights how UQ's TQC Roadmap is broadening access to education through its 5 goals, 23 commitments and 58 strategic actions to remove barriers to opportunity by 2032. Key milestones in 2025 that supported pathways to higher education and student success included:

- hosted the inaugural Queensland Commitment Summit, bringing together more than 400 staff, students and partners to reflect on progress and shape the next phase
- launched TQC Staff Ambassadors Program, mobilising staff across the university to champion inclusion, opportunity and equity
- made strong progress towards the A$250 million philanthropic goal, raising A$45.2 million to date, with almost half endowed to provide long-term support for students and communities across Queensland
- engaged 2,300 donors through Giving Day and Annual Appeal campaigns, raising more than A$466,000 for TQC
- aligned donor contributions through TQC Scholarship framework, enabling more needs-based scholarships across the state
- continued to strengthen relationships with individual and corporate partners, expanding the network of supporters advancing opportunity through education.

- developed the Student Transition Framework, a principle-based and systemic approach to transition aiming to improve student success for under-represented students.
- developed the School Engagement Framework, with increased focus on schools with high under-represented student populations
- renamed the UQ Link Scholarship to TQC Scholarship, increasing support from A$3,000 to A$7,000 per annum and simplifying application and assessment processes
- enhanced access through the Schools Opportunity Scheme and Aboriginal and Torres Strait Islander Admission Scheme, recognising student potential beyond traditional metrics
- strengthened pathway programs such as the Young Achievers Program, which grew from 53 to 83 partner schools in 2025, exceeding its year-on-year target and expanding the pipeline of students from regional, remote and under-represented communities
- advanced academic preparation through UQ's Critical Thinking Project. partnering with more than 400 schools and 10,000 teachers
- welcomed the first cohort of Doctor of Medicine students trained exclusively in the Central Queensland and Wide Bay regions
- partnered with the Regional University Study Hubs network to provide alternatives to relocation and help support equitable access to higher education across regional Queensland
- launched the First Nations Growth Strategy targeting with the goal of ensuring that First Nations students make up 15 per cent of Central Queensland enrolments in UQ's Doctor of Medicine by 2032.

Beyond TQC, UQ continues to broaden access to education through a range of targeted initiatives supporting Aboriginal and Torres Strait Islander students, students from refugee and asylum-seeker backgrounds and other underrepresented groups. Examples include:

- support for Indigenous students. UQ empowers Aboriginal and Torres Strait Islander students by dedicating more than 50 of these annual partnership-supported scholarships exclusively to Indigenous recipients to increase higher education access and representation.
- refugee and humanitarian aid. UQ independently established the UQ Refugee and Humanitarian Scholarship in 2021, offering students from refugee or asylum-seeker backgrounds supported pathways to pursue any chosen discipline.
- Indigenous economics education. Supported by the School of Economics, an animation, Indiginomics: the value of the economics through an indigenous lens, designed by and for Aboriginal and Torres Strait Islander students introduces economics through an Indigenous lens, highlighting its relevance to community life, breaking down misconceptions, and encouraging young people to see economics as a valuable subject and career.

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 4,500 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 2025, 49 per cent of the records, representing over 213,000 publciations, 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, including:

- alumni and community events run throughout the year, such as public lectures and seminars, often featuring leading academics and industry experts. 2025 examples are:
  - BrisScience: Bringing Quantum to Life on 7 April 2025 at State Library of Queensland, featuring UQ's Professor Warwick Bowen, explored quantum biotechnology and what it may hold for our future
  - 2025 Ancient History Day on 22 March 2025, where UQ's Friends of Antiquity and the UQ School of Historical and Philosophical Inquiry explored the theme of science, technology and the classical world
  - Ultramarine Conversations: Recent water research in the Humanities, Arts and Social Sciences on 13 March 2025, which celebrated the launch of two books, *Groundwater Politics: An Ethnography of Advanced Extractivism and Slow Resistance* (2025) and *Critical Approaches to the Australian Blue Humanities*

(2024), as well as highlighting the special issue of Oceania: *Water Futures in Australia* (2023).

- global partnerships events including free talks and seminars for both the local and global communities. 2025 examples include:
  - Energy Transition Seminar with Professor Rangan Banergee on 6 February 2025. This seminar focused on the energy transition in India and Australia, highlighting the current situation and opportunities for collaborative research innovations between UQ and the Indian Institute of Technology Delhi (IITD).
  - UQ-Exeter Institute Global Seminar Series: Celebrating Women in Higher Education, Research and Innovation on 23 September 2025. This online seminar featured a keynote by Professor Rachel Freathy and an interactive panel discussion with leading researchers and early career scholars. The event launched the joint institute's new branding and focused on empowering women across all academic career stages.
  - UQ-UZH Public Lecture: A Toolbox for Human-AI Collaboration in Lifespan Health Analysis on 7 October 2025. This public lecture, held at UQ Brisbane City and co-hosted by UQ and the University of Zurich, introduced a visual analytics system developed to facilitate transparent and reproducible preprocessing of sensor data for exploration and model training.
- UQ's Art Museum regularly hosts exhibitions, events and learning opportunities that are freely open to the public. Examples from 2025 include:
  - the exhibition titled 'These Entanglements: Ecology after Nature' from18 February to 14 June, exploring the molecular, geological and biological and their entanglements with social relations
  - 'Music Meets Art: Entangled Worlds' on 3 May 2025, presenting bold new compositions by UQ's emerging composers and performed by talented UQ musicians in direct response to the thought-provoking exhibition These Entanglements: Ecology After Nature
  - the Art Walking Tour: First Nations Art on Campus on 9 July 2025, hosted by UQ Art Museum student, this tour explored NAIDOC Week 2025 theme The Next Generation: Strength, Generation and Legacy, which celebrated Indigenous voices, culture and resilience.
- the UQ School of Music holds regular free, public concerts via their ongoing Concert Series. Examples of 2025 performances include:
  - the Religion of Love on 16 April 2025, a concert performed by Fractio Modi as part of the Nickson Room Concert Series, included works from Christian, Jewish and Muslim musical and literary traditions, especially that originating in the Iberian Peninsula
  - Lakeside Melodies in the Amphitheatre on 3 May 2025, featuring performances by UQ School of Music, including the ensembles St. Lucia Brass, Patterns in Blue, and UQ Saxophone Ensemble at the Dr Mary Mahoney AO Amphitheatre as part of the annual music festival, 'Spectrum'

  - Cathedral Resonance on 16 September 2025, featuring 'SignWaves', a collective of flautists from UQ, performing a diverse range of flute repertoire at St John's Cathedral, Brisbane.

- UQ ChangeMakers Platform and UQ ChangeMakers Mentorship Program, connecting the UQ community through global thought leadership events and structured mentoring programs that s support professional growth, lifelong learning and meaningful engagement between alumni, students and peers.

Vocational training

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

How we achieved this

- Non-award study 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 education and accredited vocational education and training (VET) that supports workforce development, lifelong learning and educational pathways. Through government-funded training initiatives and community-based delivery, UQ Skills helps improve access to low-cost and fee-free education opportunities, particularly in regional and remote communities. Programs are delivered across priority workforce areas, including agriculture, health, business and community services, and are developed and delivered in partnership with local employers, community organisations and leaders to strengthen workforce capability and respond to local needs.
- Institute of Modern Languages (IML) offers one of Australia's most comprehensive language learning programs, supporting personal, academic and professional development. It provides opportunities for learners of all ages and proficiency levels to develop practical language skills while fostering intercultural understanding. Open to the wider community, the Institute delivered courses in more than 35 languages in 2025. These were taught by a team of more than 300 qualified language teachers who are native speakers or have native-level proficiency. Languages offered ranged from widely studied languages such as Japanese, Spanish, French, Chinese, German and Italian to less commonly taught languages including Tetum, Latin, Croatian, Turkish and Swahili.

Education outreach activities

UQ undertakes educational outreach activities, including lectures and demonstrations, for local, regional, and remote schools and communities. Highlights in 2025 include continuing our partnership with the Regional University Study Hubs (RUSH) network to provide alternatives to relocation and help support equitable access to higher education across regional Queensland. Additionally, UQ engaged with more than 1,500 year 7 to 12 potential future students through collaborations 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. 2025 activities include:

- the UQ Science DemoTroupe, which delivers science demonstration shows and hands-on workshops to schools and communities, engaged more than 200 students through visits to schools including Moreton Bay College and the Queensland Academy for Science, Mathematics and Technology, as well as Redcliffe Museum, in 2025. The team also delivered sessions at the Aboriginal and Torres Strait Islander InspireU Camp, Solid Pathways STEM Program, Spark Engineering Camp and QUBIC Community days, reaching over 600 students and community members.
- the Archaeology Education Program is run by the UQ School of Social Science and offers archaeology and archaeological science learning opportunities to all year levels, delivering practical hands-on lessons or lectures to schools in Queensland, including those in rural and regional areas. In 2025, the program:
  - engaged with more than 50 school communities through on-campus activities, both individually within the archaeology department, and through inter-university collaborations.
  - reached over 700 students from Year 4 to 12, including approximately 250-300 Aboriginal and Torres Strait Islander students.
  - extended geographically across Queensland and northern New South Wales via National Science Week activities, including remote and regional schools such as Windorah, Jundah and Stonehenge State Primary Schools.
  - conducted 2 targeted school visits to raise awareness of archaeology and cultural heritage career pathways, delivered both online with Queensland Academy for Science, Mathematics and Technology and in person with Redbank Plains High School.
- a suite of educational outreach activities, events, information sessions and competitions run by UQ's Faculty of Science for high school students in conjunction with the wider scientific community including:
  - 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 2025, the Summer School was hosted at UQ's St Lucia campus from 20 to 30 January, with 130 students taking 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. In 2025, the event ran from 8 to 11 July, with participation from 80 students across 36 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 2025, the program ran from 29 June to 2 July, with 80 students in attendance.
- the Sunflower Competition. The competition was relaunched in 2025. It is a 12-week program for high school students in Years 7 to 12, where participants across the country grow their own sunflower plants and compete to produce the heaviest bloom to win a prize. Students are provided with seeds and access to experiments and video resources, and learn about agriculture while tracking their plants' progress, supported by weekly newsletters with tips and updates. They can also compare their growth with sunflowers grown at the University, helping them understand what stage their plants should be at.
- Experience Genetics. This program invites Year 12 biology students to a series of sessions to deepen their understanding of Unit 4 biology concepts and develop practical laboratory skills relevant to genetics, including bacterial transformation, polymerase chain reaction (PCR) and gel electrophoresis in an authentic laboratory environment. In 2025, 1,775 Year 12 biology students from 46 schools, including in Warwick and Dalby, attended Experience Genetics in late July.
- Experience Ecology. This program is designed for Year 11 biology students to gain field experience relevant to Unit 3 of 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. In 2025, the program was delivered to 4,083 Year 11 biology students from 98 schools.
- 2025 Queensland Biology Winter Schools. The Year 11 and Year 12 Queensland Biology Winter Schools were attended by 113 and 90 students, respectively. Year 11 students learned about topics that align closely with the Year 11 syllabus, such as biophysics, exercise physiology, vertebrate diversity, practised compound and dissection microscopy. Similarly, the Year 12 genetics syllabus was addressed through introductory genetics practicals, interrogated GenBank and revised evolutionary selection patterns.

- UQ's Wonder of Science program, which provides school outreach initiatives to foster a STEM culture that empowers students and increases societal outcomes via access to high-quality, evidence-based STEM education. Specifically, a culture where all students, their teachers, parents and other community members understand and value the importance and potential of Science and STEM pathways and careers. It includes school visits, events, activities, workshops, teacher professional development sessions, mentoring programs, and 'flying scientists' visits for rural and regional schools. In 2025, the Wonder of Science program reached 127 Young Science Ambassadors, 50 schools and 149 classrooms, and engaged with more than 19,300 Queenslanders.
- the School Outreach Program, which supports the aspirations of high school students by providing opportunities to build their capabilities and confidence to succeed in secondary school and beyond. In 2025, the program engaged more than 15,000

students through over 500 activities, delivering positive outcomes in student awareness of higher education opportunities, confidence in their ability to succeed, and motivation to pursue further study

- the Regional Communities Outreach Program, which delivers activities tailored to the unique priorities and aspirations of each community under the guidance of a community-first approach. In 2025, the program delivered 109 activities, engaging more than 2,500 students across South West Queensland. These initiatives included in-school workshops, bespoke presentations at partner-led events, mentoring programs and representation on key regional education committees.

UQ Executive Education

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 demonstrate UQ's commitment to excellence, innovation and global impact, driving transformation across key sectors:

- 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 UN SDG 13 Climate Action, SDG 9 Industry, Innovation and Infrastructure, and SDG 17 Partnerships for the Goals.
- 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 UN SDG 16 Peace, Justice and Strong Institutions and SDG 11 Sustainable Cities and Communities.

Through flexible learning experiences that combine academic expertise with practical application, these programs strengthen individual capability and support organisations to respond to complex social, environmental and economic challenges.

Our global profile

UQ's vision of knowledge leadership for a better world is reflected in its global partnerships, research and engagement activities. Working with international partners, UQ

contributes to addressing global challenges while expanding access to education for learners from diverse backgrounds. Examples from 2025 include:

- Funded by the Global Environment Facility (GEF), the 'The Coral Reef Rescue: Resilient Coral Reefs, Resilient Communities' project aims to build capacity and solutions in 6 countries to support the long-term survival of coral reef ecosystems and the communities dependent on them. In 2025, the project maintained 2 free online courses on UQ's Edge online learning platform, CRRI101x Coral Reefs: Introduction to Challenges and Solutions and CRRI103x Coral Reefs: Sustainable Blue Economy, available in English and Bahasa Indonesia. Participants 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.
- UQ deepened its partnership with Papua New Guinea's Somare Institute of Leadership and Governance (SILAG) as it progresses toward becoming the nation's newest university by 2027. Supported by the Vice-Chancellor's Strategic Funds, UQ experts, led by Professor Rhonda Faragher AO, travelled to Port Moresby to deliver targeted capacity-building across priority areas including quality assurance, curriculum design, education leadership, public policy, financial management and inclusive education. Workshops explored active learning, universal design for learning, and strategies for supporting students with visible and invisible disabilities. UQ's team also provided guidance on university governance and ethical practice, helping SILAG strengthen its institutional foundations. These 2025 activities have laid critical groundwork for SILAG's transition to a fully-fledged public service university and reinforced a long-standing partnership between Australia and PNG focused on building a more inclusive, equitable higher education system.
- UQ partners with Australian Centre for International Agricultural Research (ACIAR) to design, develop and deliver ACIAR Learn, an online learning platform that strengthens the skills of ACIAR-supported researchers and alumni across the Indo-Pacific region. Since its launch in 2022 and continued into 2025, the platform has delivered more than 50 courses, supporting hundreds of researchers from partner countries. Through self-paced and collaborative learning with Australian academics and international colleagues, participants develop skills in research practice, academic writing, project management, monitoring and evaluation, and gender equity and social inclusion. The platform continues to achieve high levels of participant satisfaction, with a 99 per cent average satisfaction rate and 96 per cent of participants reporting course content was relevant to their work.
- Through its International Development unit (UQID), UQ advances SDG 4 on a global scale by designing and delivering targeted capacity-building programs under the prestigious Australia Awards, which is funded by the Australian Government's Department of Foreign Affairs and Trade (DFAT). By leveraging UQ's academic expertise to provide high-quality fellowships, professional short courses and technical training, the University expands access to impactful higher education for international policymakers and emerging leaders. These initiatives explicitly embed Gender Equality, Disability and Social Inclusion (GEDSI) principles to ensure equitable learning opportunities, foster cross-border knowledge exchange and equip global

professionals with the critical skills needed to drive systemic change in their home nations.

Key international education and training programs under this framework delivered by UQ in 2025 include:

– the ‘Australia Awards Fellowship: Elevating Women's Leadership and Innovation in Food, Agriculture and Nutrition Systems (Indonesia) 2025-2026’, which strengthened the role of women in inclusive, resilient and sustainable food, agriculture and nutrition systems. Delivered in partnership with Indonesian government, research and policy organisations, the program brings together emerging female leaders, professionals, policymakers and researchers to build leadership capability and support innovation. Combining online, in-country and post-course activities, a cohort of 15 fellows undertook field visits, leadership training, mentorship and cultural learning experiences, including engagement with Australian Indigenous knowledge. Guided by GEDSI principles, the program explores climate resilience, smart farming and policy development. Fellows will develop Return to Work Plans supported by expert mentors. Intended outcomes include increased visibility of female leadership in policymaking, strengthened Indonesia-Australia partnerships, expanded professional networks, and improved contributions to food and nutrition security.
– ‘Philippines Improving Competencies in Gender Equality, Disability, and Social Inclusion and Climate Resilience Planning and Change Management’ short course. Funded by the Australian Government and managed by the Australia Awards, the course was delivered to 29 scholars between January and June 2025 through combined in-country and online engagement. The course was led by Dr Prudence Brown from UQ’s School of Political Science and International Studies and Dr Eva Abal from the International River Foundation and Australian Centre for Water and Environmental Biotechnology. Through its focus on GEDSI, climate resilience planning and change management, the program aligns with multiple Sustainable Development Goals by supporting education, capability-building, inclusive planning, gender equality, disability inclusion and climate resilience.
– the ‘Australia Awards Africa’ short course in Mining Governance. Delivered by experts from UQ’s Sustainable Minerals Institute and UQID in 2025, the course engaged African government, geological and regulatory participants whose work supports policy development, safety and environmental standards. The program enhanced participants’ capacity to contribute to effective, inclusive governance, while broadening professional networks across Africa and Australia. Activities combined technical learning and cross-sector exchange, including site visits across Queensland’s key resource regions to engage with government stakeholders, infrastructure, mines and Indigenous communities. Country presentations allowed participants to share local challenges, while GEDSI considerations were embedded throughout. Participants also engaged with Indigenous leaders and industry speakers on cultural heritage and mine management, supporting reflection on responsible, inclusive and context-aware mining 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 innovation, investing in professional development to support their career aspirations, and creating 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.

How we achieved this

- In 2025, UQ embedded the Study for Staff Program into business-as-usual operations following a pilot and comprehensive review. The program, which offers staff up to 75 per cent off graduate certificate course fees, received 136 applications during the year.
- UQ continued to foster a collaborative, respectful, and inclusive culture of leadership through a comprehensive suite of Leadership 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 delivered in 2025 include:
  - Learning to Lead, which provides foundational leadership training for aspiring leaders
  - Leadership in Practice, which is designed for emerging leaders with people management responsibilities
  - Leading UQ, which supports experienced leaders in refining their leadership approach and expanding self-awareness
  - Executive Development, which offers personalised growth plans for senior executives
  - Summer Series Workshops, which deliver practical tools across topics like resilience, inclusion, and change leadership
  - additional resources, including 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.
- In 2025, UQ's Institute for Teaching and Learning Innovation (ITaLI) continued to deliver workshops to support the responsible use of artificial intelligence (AI) in teaching and learning. Workshops included 'What's Working? AI Assessment Transformation in Practice', 'Bringing Student Voices into AI' and 'Using AI Effectively in Teaching and Learning'. ITaLI has also developed resources for teaching staff, such as guidelines for using AI in assessment, and teaching students to use AI responsibly. In addition, UQ funds Teaching Innovation Grants focused on AI, which led to the 2025 'AI-Powered Teaching: A Teaching Innovation Grant Showcase'. These initiatives are designed to ensure AI enhances learning experiences while maintaining academic standards and supporting student success.

- Students as Partners (SaP) 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. The Student-Staff Partnership Project program provides opportunities for students and staff to work together on projects that enhance the student experience. In 2025, 309 student partners and 238 staff partners engaged in 96 collaborative projects.