Review of activities

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

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

Key performance indicators
Student experience

An increase in student engagement with external partners

Work Integrated Learning (WIL) rates			
	2017	2018	2019
Percentage of coursework students enrolled in a Work Integrated Learning (WIL) course	30.8	31.9	31.9

An increase in global engagement among our students

International exchange and short-term mobility rates				
	2016	2017	2018	2019[5]
Percentage of completing undergraduates who had an international exchange or short-term mobility experience during their degree	10.0	10.7	11.2	n/a

An improvement in our global reputation

Times Higher Education Academic Reputation Survey results[1]				
	2016	2017	2018	2019
Teaching reputation votes: UQ rank within Go8	5	5	6	4

A student satisfaction rating that is within the top five nationally

Student satisfaction survey results[2]					
	2014	2015	2016	2017	2018
National effective rank of undergraduates (both first and last year) satisfied with the overall quality of the entire educational experience	11	11	8	6	7

An improvement in graduate employment outcomes

Normalised graduate full-time employment rates four months after graduation[3]				
	2016	2017	2018	2018
Graduate full-time employment rate for domestic undergraduates four months after graduation	0.85[4]	0.86[4]	0.90	0.85
Graduate full-time employment rate for domestic postgraduates (coursework only) four months after graduation	0.92[4]	0.92[4]	0.97	0.96

1 Source: *Times Higher Education* Datapoints.
2 National effective rank after accounting for statistical significance; Source: Student Experience Survey. .
3 Normalised against the state full-time employment rate; Source: *Graduate Outcomes Survey* and 6202.0 Labour Force Tables (Australian Bureau of Statistics).
4 Change from previously reported figures due to rounding.
5 Figures available in April 2020.

1.1 Expand opportunities for students to develop their employability.

Employability framework
Between 2018 and 2020, UQ is investing almost $12 million in employability initiatives to empower students to create change by learning from their experiences. In 2019, the University delivered discipline-specific Career Development Learning (CDL) and Work Integrated Learning (WIL) services through context-relevant experiential learning opportunities, connections with industry, and learning supports to enhance employability.

More than 10,700 students attended at least one career preparation appointment or employability event. A wide range of opportunities, including volunteering and mentoring programs, short-term global activities—including internships and the largest Students as Partners program in the world—were delivered, with grants and government funding totalling almost $7.5 million to support them. Specially developed online resources were also made available.

Through Student Strategy funding, the number of students participating in short-term global employability experiences tripled.

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

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

In 2019, there were more than 4000 student engagements with extracurricular events and activities such as the Social Enterprise Program and the Global Startup Adventures—which added two new destinations and have two more planned. More than 80 staff were part of the Entrepreneurship Community of Practice that provides a space to share and collaborate for best practice in entrepreneurial education.

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

▶ Related initiatives for 1.1	
1.4 Students as partners	pg 18
4.6 Ventures	pg 29

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

Student Strategy
Implementation of the Student Strategy continued in 2019 with an allocation of $15.08 million for several major projects including UQ2U, Student employability, Students as Partners, Digital learning strategy and Learning analytics.

Learning spaces
High-quality learning spaces are critical to the University's mission and the Learning Space Roadmap continued to address this issue in 2019. A refurbishment program of teaching space continued to be rolled out across the campuses. Notable developments included new contemporary formal and informal learning spaces in two buildings (67 and 69) at St Lucia, and a major

refurbishment of the new Central Library (formerly Social Sciences and Humanities Library), which opened in September to provide 24/7 access to more than 600 study spaces (group and individual), meeting and presentation rooms, and a tiered lecture-style indoor amphitheatre.

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

▶ Related initiatives for 1.2	
1.1 Employability framework	pg 16
1.3 Digital learning strategy, Learning analytics	pg 17
1.4 Science precinct, Students as Partners	pg 18
1.5 Vibrant campuses	pg 18
1.6 Program Architecture 2	pg 19
1.7 UQ2U blended learning	pg 19
5.4 Location analytics	pg 31

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

Digital learning strategy
The Digital Learning sub-committee was formed in early 2019 to oversee significant improvements to the digital learner experience for UQ students. A number of new centrally supported capabilities were introduced, including ePortfolio, a real-time

virtual classroom, interactive functions for all lecture and desktop recordings, as well as a move towards eAssessment. In addition, several initiatives to improve the digital learning experience commenced, including optimisation of the Learning Management System, a new platform to support micro-credentials, better customisation options for setting up blended learning approaches and improved data integration. In 2020, these improvements will provide the foundation for digital learning innovations across all disciplines, as well as extended use of the technologies used in the workplace.

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

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

Providing opportunities for different learning styles is the aim of UQ2U blended learning, which often combines on-site and online tuition simultaneously.

Enhancements to support teaching

Work was also undertaken to extend and enable a more personalised digital experience for students, staff and alumni. Notable enhancements included a pilot of an end-to-end curriculum management system to improve management and governance of the curriculum and improve transparency for students, as well as a new Timetable Allocation platform.

▶ Related initiatives for 1.3	
1.4 Students as Partners	pg 18
1.7 UQ2U blended learning	pg 19
5.1 Class timetabling	pg 30

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

Students as Partners

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

The newly refurbished Central Library featuring meeting/study pods.

Science Precinct

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

▶ Related initiatives for 1.4	
1.2 Student Strategy	pg 17
1.3 Digital Essentials	pg 17
1.5 Student Life Plan	pg 19
2.2 Research networks	pg 21
3.4 CX program	pg 25

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

Student Hub

Investigations continued on the development and construction of a new Student Hub complex to house the student union, clubs and societies, formal and informal learning spaces (with around 3000 new seats), student services areas, retail outlets, a performance space, an entrepreneurship studio, as well as student commons. However, progress was

substantially delayed by an application to heritage-list UQ's existing complex under a process set out in the *Queensland Heritage Act 1992*. The Queensland Heritage Council rejected the application in late 2019. Interim arrangements are now to be considered in order to not halt the transformation of our teaching and learning approach.

St Lucia campus facilities

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

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

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

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

Student Residences project

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

Public art initiatives

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

Student Life Plan

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

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

▶ Related initiatives for 1.5	
1.1 Employability framework	pg 16
1.2 Student Strategy	pg 17
4.1 UQ NAIDOC Music Culture Art Festival	pg 27
4.2 Child care	pg 27

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

Program Architecture 2 (PA2)

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

UQ students interact on-campus and online.

New and enhanced programs

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

- Bachelors of Agribusiness/ Agricultural Science
- Bachelor of Agricultural Science
- Bachelor of Humanities
- Bachelors of Humanities/Laws (Honours)
- Graduate Certificate in Quantitative Biology
- Master of Leadership in Service Innovation (UQ's first fully online master's program, delivered via UQx)
- Master of Quantitative Biology.

Several programs introduced new study majors, 15 programs were discontinued, and the Master of Leadership in Global Development was suspended temporarily.

Mental health strategy

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

▶ Related initiative for 1.6	
6.5 Student admissions	pg 33

1.7 Explore opportunities to make our academic calendar more flexible.

UQ2U blended learning

UQ2U supports the development of high-quality online and high-value on-campus active blended learning experiences that meet the needs of students, offering greater flexibility and personalised learning. In

2019, UQ2U courses had more than 33,300 student enrolments and work progressed on the redesign of 78 courses, focused on developing genuine partnerships between academics, tutors, students, eLearning designers, project managers, eLearning officers, learning advisers and librarians. Learning analytics, staff professional development, learning spaces and student activities are also being developed to support this initiative.

Short courses

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

Alternative (shorter form) credentials

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

▶ Related initiative for 1.7	
1.6 New and enhanced programs	pg 19