

# LEARNING

UQ aims to achieve the highest levels of excellence in all aspects of learning and teaching, and to secure its position as a genuinely world-class higher education institution that is the destination of choice for the very best domestic and international students. In 2016,\* UQ had the highest undergraduate student satisfaction in the Go8 across most scales within the Student Experience Survey—including satisfaction with the entire educational experience and quality of teaching.

UQ is committed to providing a world-class learning and teaching experience for all students. This includes a focus on the quality of teaching and learning, and the support of students throughout their educational journey. UQ is committed to providing a world-class learning and teaching experience for all students. This includes a focus on the quality of teaching and learning, and the support of students throughout their educational journey.

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As part of UQ's commitment to enhancing transparency in the student admissions process, relevant information products (including print publications and websites) were updated with common admission-related terms and definitions, to be adopted across the higher education sector during 2018. This will be of benefit to prospective students interested in tertiary study in 2019 and beyond. A key recommendation of the Higher Education Standards Panel in its October 2016 report *Improving the Quality of Higher Education* was improved consistency in describing admission-related concepts.

- establishing a 'hub-and-spoke' team of learning designers, based in the Institute for Teaching and Learning Innovation (ITaLI), to support schools and faculties with a focus on curriculum design, and application of online and active face-to-face pedagogies in design and development of courses and associated resources.

## Student evaluation of course and teaching (SECaT) trend analysis

As a way to evaluate individual courses and teachers, UQ surveys students on their perceptions of course and teaching quality. Questions—scored from 1 to 5 per response—are aggregated to report averages for each course and teacher. Analysis of SECaT results collected since moving to a fully online, confidential survey system three years ago has found incremental improvements in student satisfaction, with data showing an increase in the number of SECaT datasets (Course and Teaching surveys) that have averages for all questions above 4.25. This demonstrates a positive shift has occurred.

Year	Per cent of datasets with average score of 4.25 or above	6	4
2015	100	100	100
2016	100	100	100
2017	100	100	100

Gender balance – students										
Enrolments by program level	2013		2014		2015		2016		2017 <sup>1</sup>	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
D. ...	52.5	47.5	52.4	47.6	51.8	48.2	51		8	

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the five-year Student Strategy in 2016, a suite of new initiatives in graduate employability, more flexible study options, and broader support for students and graduates was introduced. A student survey conducted during the year revealed that about 60

Sciences): Inge Matt, Professor Julie Duck, Professor Fred D'Agostino, Associate Professor Deborah Brown, Shirley Moran, Chris Frost, Noela Yates, Dr David Rowland, Farshad Seifouri, Ben Graham

**Education**

- **Pharmacy** (School of Pharmacy): Judith Burrows, Dr Treasure McGuire, Dr Karen Luetsch, Associate Professor Alexandra Clavarino, Carla Scuderi, Dr Adam La Caze, Vanessa King
- **Engineering** (Faculty of Engineering, Architecture and Information Technology): Associate Professor Lydia Kavanagh, Dr Liza O'Moore, Professor Caroline Crosthwaite, Associate Professor Carl Reidsema, Associate Professor Peter Sutton, Dr Tracey Papinczak, Mark Reedman
- **Employability** (UQ Student Employability Centre): Dr Dino Willox, Andrea Reid, Anna Richards

**Health and Rehabilitation Sciences**

- **Business School**
- **School of Health and Rehabilitation Sciences**
- **Office of Medical Education**
- **School of Communication and Arts**

**Human Movement and Nutrition Sciences**

- **School of Human Movement and Nutrition Sciences**
- **School of Nursing, Midwifery and Social Work**
- **School of Earth and Environmental Sciences** (Lead: School of Earth and Environmental Sciences): Dr Kevin Welsh, Dr Gilbert Price, Dr Charles Verdel, Dr Vera Weisbecker.

**Quality assurance**

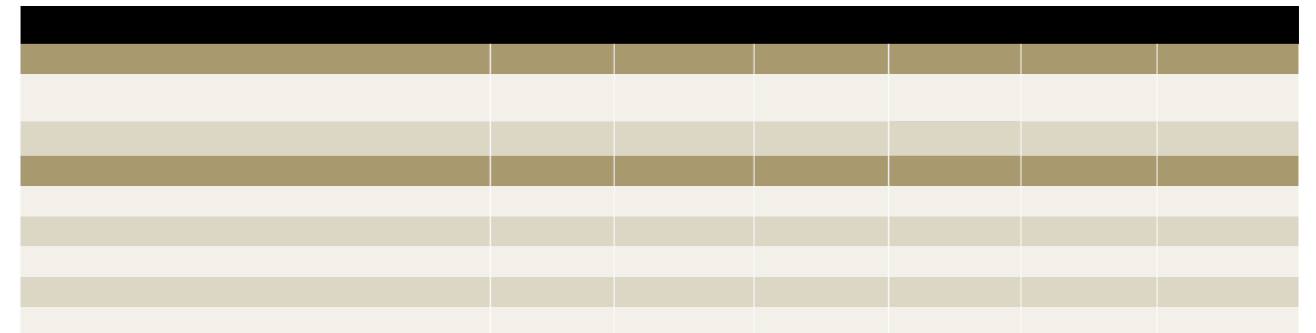
Developed collaboratively by the Division of Student Affairs, UQ International and UQ Legal, the University introduced an *Life as a student* policy to support international students and to define the conditions under which UQ will accept responsibility for approving the accommodation, support and general welfare of those international students under the age of 18.

Academic Services Division began the task of incorporating the University Rules (general award, enrolment and progression, fees and admissions) into the University's Policy and Procedures Library (PPL), making it easier for students and staff to find information. UQ websites, systems and communication resources across the University are being

REVIEW OF ACTIVITIES

# DISCOVER

The University of Queensland is one of Australia's top research-intensive universities, addressing many of the cultural, economic and social challenges facing the world today. UQ continually builds on its global reputation in key areas such as energy, sustainability, water, health, food security and social equity through an emphasis on high-quality, interdisciplinary global collaboration with public and private organisations.



## Research performance

### International recognition

International university rankings highlight the excellence of the University's research performance. In 2017, UQ maintained its 55th rank globally in the prestigious Academic Rankings of World Universities (ARWU). UQ is one of only two Australian universities to be included in the global top 60 of more than 10,000 universities worldwide.

UQ was also ranked as one of the top 50 universities in the world in the QS World University Ranking (47), the CWTS Leiden Ranking\* (38), the Performance Ranking of Scientific Papers for World Universities (=41) and the *U.S. News* Best Global Universities Rankings (45).

UQ placed well within the top 100 in the *Times Higher Education* World University Rankings (65).

### Research funding

Research income remained strong, with UQ receiving \$368 million in research funding income in 2016, the second-highest total research income for the year to be received

by an Australian institution. This total includes Australian competitive grants, industry funding, Cooperative Research Centres and other public sector research funding—a strong indication of the commitment and quality of UQ researchers. Governments, industry and private benefactors are acknowledged for sharing in the University's vision for research excellence and its success in attracting research funding.

### Australian Competitive Research Centres (A-CRCs)

The University continued to perform well in attracting ARC funding commencing in 2017, despite the declining amount of ARC funds being awarded through the major Discovery Projects and Linkage Projects programs.

### Discovery Projects

The University received \$21.8 million in new funding for Discovery Projects, ranking fourth nationally. The total number of new projects awarded was 55, with UQ maintaining its cumulative number one ranking in total dollars awarded over the last five rounds. In addition, the University secured \$975,000 for two Discovery Indigenous Projects.