

## 1.6 Academic excellence

### 1.6.1 Academic excellence (PA2)

PA2 delivers outcomes that enhance the sustainability and relevance of the portfolio of offerings to provide maximum value for students, staff, employers and the broader community. A significant undertaking across a faculty, PA2 will enable a streamlined framework that facilitates the continuous evolution of offerings to deliver quality programs that maximise graduate outcomes and employability.

Furthermore, the simplification of program structure and associated processes, policies and procedures aims to improve the student experience, knowing that some students can find current policies and processes complex and difficult to navigate. This process was implemented in accordance with the ongoing Australian Qualifications Framework review and will extend to postgraduate programs in 2021.

PA2 has developed and implemented a management dash panel too for reviewing and analysing offerings; and new program and course design policies enabling a consistent university-wide review of offerings. Resultant curriculum changes are designed to deliver the best possible graduate outcomes in response to the changing needs of the future workforce and to make it easier for students to identify learning opportunities and efficiently plan their study.

The successful implementation of a new curriculum management system, Jac, provides a single information source about programs, plans and courses. By sharing data with other systems, Jac will prevent duplicate entry of information, enable automation of several downstream processes, and improve governance and management efficiency.

PA2 will continue to enhance the student experience in 2021, with further work planned to provide opportunities for updating the electronic course profile system, automating program planning, checking progression, and processing credit.

**National Academic Excellence**  
In 2020, introduced several new programs in response to local and international demand, including:

- Bachelor of Biotechnology
- Bachelor of Biotechnology (Honours)
- Bachelor of Computer Science (Honours)
- Bachelor of Computer Science/Bachelor of Business Management
- Bachelor of Computer Science/Bachelor of Commerce
- Bachelor of Computer Science/Bachelor of Laws (Honours)
- Bachelor of Computer Science/Master of Cyber Security
- Bachelor of Computer Science/Master of Data Science
- Bachelor of Design
- Bachelor of Engineering (Honours)/Bachelor of Design
- Bachelor of Environmental Science
- Bachelor of Environmental Science (Honours)
- Graduate Certificate in Mental Health Nursing
- Graduate Diploma in Mental Health Nursing
- Master of Environmental Design.

Twenty-two programs ranging from associate degree to higher doctorate degree were also discontinued.

The university's portfolio of Massive Open Online Courses (MOOCs), including several new programs, including the one-year Professional Certificate in Foundations of Modern Mining, which was developed in collaboration with industry and continues to be designed for mining workers. MOOCs attracted a record 17,422 verified enrolments in 2020.

The first shorter form credential policy was endorsed in 2020 with a number of system changes ready for early 2021 enrolment.

**Mental Health Strategy**  
Delivering on the objectives of the *UQ Mental Health Strategy (2018-2020)* saw the promotion of the wellbeing of students and staff in a 'whole of university' approach to supporting the community. The well-established framework, with practical measures to assist, ensure it was a key to respond to 2020's unprecedented challenges, helping guide resources and early intervention measures to maximise capacity to respond to psychological distress and crises as the year progressed. Evaluation of the strategy also commenced.

**Employability**  
Delivering on the Reconciliation Action Plan saw the university's Teaching and Learning Committee establish a working party to progress more widespread embedding of Indigenous knowledges and perspectives into the curriculum.

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## 1.7 Student experience

UQ supports the development of high-quality online and high-augmented-reality active learning experiences that meet the needs of students offering greater flexibility, improved outcomes and personalised learning, while simultaneously lifting the capability and capacity of the academic community. In 2020, due to the COVID-19 pandemic's impact, the program team extended its support and expertise in digital course design and learning technologies to the broader academic community while maintaining existing project engagements. Courses currently reach more than 500 student enrolments through the redesign of more than 70 courses, and focus on developing genuine partnerships between academics, tutors, students, eLearning designers, project managers, eLearning officers, learning advisers and librarians.

**Student Experience**  
Following preliminary investigations in 2019, the development of 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 offerings.

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## Review of activities

# 2. Enhancing our high-quality research by improving our capacity to collaborate to achieve greater impact

While rightly proud of our research excellence, over the coming years we need to ensure that our research remains collaborative and continues to achieve great impact. To succeed in our focus areas of leading healthy lives, building better economies, achieving resilient environments and livelihoods, designing technology for tomorrow, and transforming societies, we will be awarding focus areas, while at the same time working across disciplines internally.

Times Higher Education Academic Reputation				
	2018	2019	2020	
Research reputation votes: UQ rank within Go8	5	6	6	

  

China National Academic (CNCI) score						
	2014	2015	2016	2017	2018	2019 <sup>2</sup>
UQ's rank within Go8 for CNCI score	2	2	4	6	6	7
UQ's Go8 rank on the proportion of publications						

## 2.1B Operational Excellence

Following the establishment of the Central Research Platforms in 2018; and a Project Governance and Management Framework in 2019; governance, assurance, monitoring and oversight of the infrastructure portfolio was further effected in 2020. The main achievement was the presentation of a Plant Growth CRP proposal, and the continued work on drafting industry engagement plans.

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