

Review of activities

1. Transforming our student experience through a

integrity of their studies, particularly where required by accrediting bodies and particularly as many students were not in the country at the time. Moves to strengthen academic integrity accelerated and a revised academic integrity module will be mandatory for incoming students from 2021.

Learning analytics

In 2020, ITaLI continued to support the development and use of 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 2020, the University continued to enhance and promote 2 platforms: 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 generated and evaluated by educators and students. In addition, the RIPPLE platform is designed to match students together to form study groups based on learning needs and preferences.

Enhancements to support teaching

To further extend and enable a more personalised experience for students, staff and alumni, several new service models for learning resources were developed and trialled in 2020. More than 1,300 staff and students were involved in the development and trialling of these models. The models were designed to support teaching and learning in a variety of ways, including:

• providing a more personalised experience for students, staff and alumni

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

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

PA2 has developed and implemented a management dashboard tool 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 double 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.

New and enhanced programs

In 2020, UQ 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 Urban Development and Design.

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

UQx, the University's provider of Massive Open Online Courses (MOOCs), launched several new programs, including the one-year Professional Certificate in Foundations of Modern Mining, which was developed in collaboration with industry and Curtin University and designed for mining workers. UQx's MOOCs attracted a record 17,420 verified enrolments in 2020.

UQ's first shorter form credentials 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 UQ community. The well-established framework, with practical measures to assist, ensured UQ was able 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.

Embedding Aboriginal and Torres Strait Islander culture into the curriculum

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.

Related initiatives for 1.6

1.7 Shorter form credentials pg 22

4.1 Aboriginal and Torres Strait Islander Research and Innovation Strategy pg 22

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