

Teaching and Learning Plan

2018–2021





THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Fast facts

53,600+
students

18,000+
international students

16,600+
postgraduate students

13,600+
PhD graduates

6,600
staff (full-time equivalent)

264,000+
alumni

\$1.9 billion+
operating revenue

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Message from the Deputy Vice-Chancellor (Academic)



UQ has served students well for over a century. We will continue to do so into the 21st century because we take seriously our responsibility to prepare students for an unknown future.

Preparing game-changing graduates defines teaching and learning at UQ. Graduates who thrive from UQ's rich disciplinary knowledge go on to translate their knowledge and skills across boundaries, contexts and careers; such graduates embody curiosity, passion and a hunger for learning throughout their lives.

A key to success for our students is our outstanding staff. Academic staff inspire students through their research-informed teaching approaches and sometimes directly in their research as co-investigators. Professional staff support both staff and students in providing a learning environment and facilities that maximise student success and wellbeing. Together, we imbue a culture that cares about students and embraces all opportunities to advance teaching excellence and enhance student learning.

We are breaking new ground by disrupting taken-for-granted assumptions about the role of students. At UQ, our students are partners in learning and teaching. Students, alongside staff, are bringing their creativity and innovation to shape both curricular and extra-curricular programs.

Our hard work is recognised by our students and alumni, as indicated on the following pages. However, we will continue to innovate and forge ahead to ensure our students are prepared for an unknown future. Our *Teaching and Learning Plan 2018–2021* signals the goals, strategies, and actions guiding our collective commitment to prepare game-changing graduates. This *Teaching and Learning Plan 2018–2021* goes hand-in-hand with our *Student Life Plan, 2018–2021*. Alongside other innovative support mechanisms, these two plans guide all areas of UQ to enhance the student experience.

There is a great deal happening to advance learning and teaching at UQ. The rate of change is unprecedented. Yet, UQ staff embrace the possibilities and uncertainties as we work together to maintain our international reputation for teaching excellence. This *Teaching and Learning Plan*, and the actions within, signal a commitment to support students on their academic journey and beyond.

Professor Joanne Wright
Deputy Vice-Chancellor (Academic)

Students recognise UQ's teaching excellence



UQ was top-ranked in the Group of Eight universities for:

- overall educational experience
- overall teaching quality satisfaction
- sense of belonging
- learning resources
- skills development.

Teaching and learning **excellence**



UQ2U – blended course project

The *Student Strategy 2016–2020* outlines the changing world in which universities and students find themselves. Our students need to be prepared for lifelong learning and expect more from their education. They also face a world that will change dramatically over the course of their working lives as artificial intelligence and other technologies impact on all corners of society.

Our response is to evolve our offerings to include a signature UQ student experience to help better integrate with and prepare our students for this new reality.

One of the initiatives in this journey is the UQ2U program, which aims to redevelop UQ's largest courses to deliver on-campus active learning experiences to our students, complemented with high-quality online resources and analytics.



Employability

UQ has taken an institutional approach to student employability, focusing on developing the capacity of our students to capitalise on lifelong and life-wide experiential learning. Through the application of the employability framework and our signature self-reflective process, all students develop the holistic personal skills and attributes that guide positive workplace performance.

This experiential learning process augments the key competencies and knowledge that our students develop through their studies, ensuring that our graduates are sought after, not only for their discipline knowledge and expertise, but also for their ability to continuously learn from their experiences.



Students as partners

The guiding aim of the *Student Strategy 2016–2020* is to “offer a signature student experience that will change the way higher education is imagined” and to inspire “a new generation to ask the questions that create change”.

Such ambition requires transformational approaches to engaging students in their university experiences. There is inherent and untapped value, creativity, and innovation that comes from actively engaging students across all aspects of teaching and learning – including design, delivery, evaluation and governance.

The Students as Partners initiative seeks to create a cultural transformation at UQ where students and staff connect as partners and co-collaborators, making equal yet different contributions, reflecting UQ’s rich history of cooperation.

UQ has adopted a coherent and university-wide approach to supporting and embedding a culture of partnership. UQ is embracing the diversity of ways that students and staff can enact a partnership approach to teaching and learning enhancement, design, delivery, evaluation, and governance and strategy, with activities within and outside of curricula.



Higher Education Academy (HEA)

HEA@UQ is a professional recognition program that supports those with teaching and learning experience and expertise gain professional accreditation via the Higher Education Academy (HEA) Fellowship Scheme. UQ became an accredited partner of Advanced HE in May 2018 and is now able to assess and recognise university educators applying for Associate Fellow, Fellow and Senior Fellow status.

This initiative is aligned to the *Student Strategy 2016–2020* and our commitment to developing contemporary and comprehensive ongoing professional development provisions that support and reward teaching and learning performance and facilitate career progression. As part of this commitment, the University has to date supported over 200 academics, professional staff and higher degree by research students apply for HEA Fellowship recognition.

Overview

Preparing graduates to thrive in an unknown future

Our students and staff face a rapidly changing world. To be game-changing, our graduates will need to possess rich disciplinary knowledge and a diverse set of skills. Their career path will not be linear or singular. As a result, they will need to translate their capabilities across a wide range of contexts in an increasingly connected world.

It is vital that our approaches to teaching and learning evolve to ensure that we prepare our students for this future. They will need to be agile enough to navigate the constantly changing demands of work. They will need to be knowledgeable and skilled enough to critically understand and tackle the complex issues facing humanity.

With an eye to the future, we now focus on learning and teaching across UQ. In doing so, we should regularly reflect on the following questions:

- 1 Who are our students? How can we make sense of their diverse needs and expectations to support success for all UQ students?
- 2 What should students be learning and why? When, where, and how should learning happen? How do we

differentiate curricula to engage our diverse learners?

- 3 In what ways can students authentically demonstrate their learning? How will we ensure quality, consistency, and high standards across the University?
- 4 Who should be involved in curriculum conceptualisation, design, implementation, and evaluation? How do we continue to support staff to teach effectively in times of rapid change?

We continue to strive for learning and teaching that is situated at the intersection of knowledge, skills, attitudes, and values where learners translate specialised disciplinary knowledge into action; action that creates change for a better world.

A better world embraces difference

The UQ community is enriched by diversity among our students and staff. When students learn in an environment that is cross-cultural and interdisciplinary they are exposed to a wider range of perspectives. They can then build the capacity to understand and evaluate different opinions and ways of approaching problems. This is an enabler for social good.

Engaging with students for life

UQ is questioning its assumptions about what it means to be a student. We are rethinking our curriculum structures and moving toward flexible modes of instruction and assessment. In doing so, we will open up new opportunities so that our graduates can continue to learn at UQ as their careers and lives evolve. These opportunities will be supported by digital technologies, including micro-credentialing, so that they can be globally accessible.

Teaching and learning are central to achieving our UQ mission

The *Teaching and Learning Plan 2018–2021* provides a pathway to realising the *UQ Strategic Plan 2018–2021* through the goals articulated in the *Student Strategy 2016–2020* and working alongside the *Student Life Plan 2018–2021*.

Specifically, the *Teaching and Learning Plan 2018–2021* is a document that guides teaching and learning development across the four goals of the *Student Strategy 2016–2020*.

GOAL (STUDENT STRATEGY 2016–2020)	PURPOSE (TEACHING AND LEARNING PLAN 2018–2021)
1 Game-changing graduates	Redesigning our curriculum to foster skills for the future including the introduction of a high-impact UQ Signature Learning Experience
2 Student-centred flexibility	Implementing teaching practices that enable collaborative, on-campus experiential learning experiences and authentic assessment supported by quality digital resources and platforms
3 Dynamic people and partnerships	Supporting partnerships between students, staff, alumni, communities and members of industry to enable co-creation of curriculum
4 An integrated learning environment	Ensuring our physical and virtual spaces support our educational goals and values through the provision of high-quality interactions that meet the diverse expectations of our students and staff

The *Teaching and Learning Plan 2018–2021* is organised around an education framework linking curriculum (what we teach and how we structure learning), pedagogy (how we teach for student learning), assessment (how students demonstrate learning), and people and

resources (how learning and teaching effectiveness is enabled). Specific strategies and actions are included for these dimensions.

Importantly, as a high-level organising document, the *Teaching and Learning*

Plan 2018–2021 outlines our aspirations for teaching and learning as well as drawing on, being informed by, and bringing together several existing roadmaps, blueprints, policy documents, and business plans detailing specific work related to teaching and learning at UQ.



Through excellent teaching, support, and exposure to world-leading research, we will ensure our graduates are capable of making a positive impact on society and collectively building a beneficial global legacy.

UQ Strategic Plan 2018–2021

Associate Professor Cynthia Riginos tutoring students at rock pools at Point Cartwright

Principles and Goals

The scope of the *Teaching and Learning Plan 2018–2021* is broad and its goals significant. Our commitment to delivering on these goals, and to producing game-changing graduates, is resolute. We look forward to the next four years with excitement.

Principles

These principles signal what matters about teaching and learning at UQ. Taken together, our nine principles define educational excellence at UQ.

These nine principles focused and shaped this document and informed

the goals, strategies, and actions on the following pages.

Into 2021, these principles will continue to be an important touchstone to guide implementation of the *Teaching and Learning Plan*.

Goals

The *Teaching and Learning Plan* is part of an ongoing conversation about enhancing learning processes and outcomes. The following pages outline the four goals with strategies and actions.

PRINCIPLE	APPLICATION
1 Be distinctive	UQ education features a world-class 'Signature Learning Experience' that engages students in knowledge leadership that draws on UQ's research excellence
2 Enable transfer	UQ learning experiences enable the transfer of knowledge, skills, attitudes and values across disciplinary boundaries within and beyond the University
3 Be evidence-informed	UQ curricula, pedagogy and assessment design processes are guided by our Higher Education Learning Framework (HELF) outlining principles for student learning
4 Foster academic agency	UQ teachers are supported, resourced and trusted to draw upon their disciplinary knowledge, skills and expertise in curriculum, pedagogy and assessment
5 Foster student agency	UQ students are supported through flexible learning opportunities that value and expand on their prior knowledge, skills and life experiences
6 Be accessible, inclusive and scaffolded	UQ learning experiences are logically sequenced pathways informed by universal design
7 Co-create in partnership	Academics, students, professional staff, alumni, and members of industry and the community are involved to ensure relevance and shared ownership of learning
8 Be engaged with digital society	UQ environments utilise effective digital tools and practices to enable flexible and customised student participation in learning
9 Foster continuous enhancement	An ongoing process of enhancement reflects the evolution within disciplines, societal requirements and needs of students



Goal 1: Flexible, inclusive, globally-relevant and co-created curriculum

STRATEGY	ACTION
1.1 Ensure the shape of our programs and courses are flexible to support broad educational opportunities and diverse pathways for students	1.1.1 Conceptualise the components of the 'UQ Signature Learning Experience' (e.g. work-integrated learning; digital literacy; research-based; enterprise and entrepreneurship; global mobility) and embed these across programs and courses
	1.1.2 Implement a suite of institution-wide flagship 'create change' courses/resources that focus on 21st century knowledge, skills and experiences
	1.1.3 Explore business cases for a suite of fully online undergraduate and postgraduate coursework programs
	1.1.4 Review undergraduate and postgraduate courses and programs to streamline structure and rules to provide transparency, consistency and coherence for students
	1.1.5 Make our academic calendar and our curriculum structure more flexible to enable modularisation, micro-credentialing and dynamic scheduling across the calendar year
1.2 Strengthen partnerships with our students, researchers, industry and alumni to create more collaborative, relevant and authentic curricula	1.2.1 Monitor consultation and engagement processes across all programs to ensure regular industry, community and alumni involvement in curriculum development and review
	1.2.2 Explore opportunities for academics to engage in industry to strengthen industry-UQ partnerships, ensure curriculum relevance, and enhance teaching practices grounded in authentic work contexts
	1.2.3 Develop an institutional framework that supports a broader culture of students working in partnership with staff, in knowledge co-creation (research) and co-creation of curricula and pedagogies
1.3 Prioritise inclusive curricular approaches to improve access, participation, equity and success in ways that value and celebrate diversity at UQ	1.3.1 Review retention for all students and create an evidence-informed plan for inclusive curriculum with attention to students who are traditionally under-represented at UQ
	1.3.2 Review current practices and develop an evidence-informed plan for success of UQ students with English as another language
	1.3.3 Develop guiding policy on Inherent Requirements and Fitness to Practise guidelines to provide transparency for all prospective and current students on essential course requirements and skills while ensuring reasonable and equitable adjustments for eligible students
	1.3.4 Draw on the Reconciliation Action Plan (RAP) to support curricula that build respectful relationships and opportunities between Aboriginal and Torres Strait Islander peoples and the broader Australian community



Goal 2: Collaborative, connected and active pedagogies

STRATEGY	ACTION
2.1 Prioritise and support the development of innovative, inclusive and pedagogically sound on-campus and online educational practices	2.1.1 Promote HELF principles and support their use across all courses to ensure pedagogies are evidence-informed and engage students as active agents in their own learning
	2.1.2 Develop a suite of resources and exemplars of practice in active and collaborative learning experiences supported by digital technologies in undergraduate and postgraduate coursework programs
	2.1.3 Enrich the on-campus and online learning experiences through effective analytic processes that leverage institutional data
	2.1.4 Develop approaches to support academic success of students who speak English as another language
2.2 Enable effective digitisation of courses and programs to foster connected on/off-campus learning	2.2.1 Implement a three-year blended learning project across UQ's large enrolment courses while creating a sustainable process for ongoing digitisation of courses
	2.2.2 Review the "contact hour" requirements of courses to make clear the expected volume of learning and time commitment for on-campus and online course work
	2.2.3 Implement a student laptop scheme that ensures equitable access to laptop computers across UQ student cohorts
	2.2.4 Promote UQ's digital learning thresholds while providing clear guidelines for course administration regarding digitisation
	2.2.5 Capture and report more fine-grained information about teaching modes and assessment types within all courses and across all programs
2.3 Create more experiential learning opportunities focused on employability, enterprise and entrepreneurship in the assessed curriculum	2.3.1 Encourage and promote work-integrated learning, enterprise and entrepreneurship for-credit opportunities in all disciplines across UQ and monitor these
	2.3.2 Create more for-credit global, work-based enterprise and entrepreneurship opportunities



Goal 3: Authentic, progressive and fair assessment

STRATEGY	ACTION
3.1 Ensure assessment is fair, reasonable and authentic with the provision of timely and regular feedback	3.1.1 Develop optimal assessment profiles for courses and programs including guidelines for consistency of assessment load
	3.1.2 Review and implement processes that address differential grading outcomes across courses and programs
	3.1.3 Develop modules in course offerings to allow students to catch up, review and self-assess
	3.1.4 Design assessment that is authentic to work and practice in the discipline while ensuring fair and appropriate group assessment practices
	3.1.5 Support assessment design that integrates feedback mechanisms that build student capacity to effectively judge the quality of their learning
3.2 Expand the effective use of digital technologies to enable provision of formative feedback and flexible assessment tasks	3.2.1 Facilitate the shift to online submission and marking of written assessment
	3.2.2 Build our electronic assessment capability with the associated systems and services to provide timely, personalised feedback and analysis on students' learning
3.3 Strengthen assessment design and learning opportunities for students to maintain academic integrity	3.3.1 Promote good practices to ensure academic integrity in online and on-campus environments
	3.3.2 Implement a comprehensive academic integrity approach embedded at the course and program levels including quality online modules for students



Goal 4: Recognise, reward and enable teaching and learning excellence

STRATEGY	ACTION
4.1 Expand the recognition and reward of teaching excellence	4.1.1 Implement the UQ Professional Learning Roadmap to further UQ's teaching and learning achievements through quality national and international teaching award applications and growth of HEA fellowships
	4.1.2 Review the impact of UQ strategic teaching and learning grants, fellowship programs and teaching awards on teaching quality, student outcomes and academic learning
	4.1.3 Expand peer observation of teaching for institution-wide implementation for teaching development and recognition
	4.1.4 Expand the expectation for research-focused staff to become more involved in the teaching endeavour while reviewing the workforce and role profile for a 21st century teaching workforce
4.2 Ensure that quality enhancement and assurance processes for teaching and learning are systematic and effective	4.2.1 Extend the indicators of teaching contributions for use in appraisal, continuing appointment and promotion processes
	4.2.2 Embed quality assurance and risk assessment processes in course and program design, re-design and formal review requirements
	4.2.3 Enhance the usefulness of online student evaluation data collected through SECaTs to support quality teaching and learning
4.3 Prioritise the continued development of formal and informal learning spaces (both physical and virtual) to foster collaborative, connected learning at UQ	4.3.1 Review current digital learning systems arrangements (e.g. LMS) and develop an aligned, system-wide approach for review and implementation
	4.3.2 Review and refine UQ platforms and processes that support curriculum design and monitoring
	4.3.3 Implement the UQ Learning Space Roadmap through the Learning Space sub-committee in the context of major building projects
	4.3.4 Extend the use of the ePortfolio and utilise a work placement management system
4.4 Implement professional development aligned to teaching and learning priorities	4.4.1 Strengthen academic integrity professional development for all teaching and relevant professional staff
	4.4.2 Create responsive professional learning activities aligned with program and course transformation
	4.4.3 Strengthen professional development in active and flexible learning

Glossary of terms

Active learning

Activities where students engage in explaining and testing ideas (most often with peers) to improve their understanding of concepts. Students draw on their previous experiences and knowledge to identify their strengths and weaknesses and build new ideas and abilities upon what they already know. Active learning encourages students to not only reflect on what they have learnt but how they learn. These processes engage students in higher-order thinking. Active learning is achieved via interactive tutorials, seminars and laboratories in order to support longer term learning and enable more authentic learning experiences.

Assessment

Assessment is how students demonstrate both what they are learning and what they have learned. It requires the teacher to make judgements about the ongoing and cumulative learning of each student against criteria and standards.

• Authentic assessment

Assessment can be considered authentic when the outcomes measured represent appropriate, meaningful, significant and worthwhile forms of accomplishment and the kinds of mastery demonstrated by successful practitioners. In short, when the task challenges a learner to demonstrate knowledge or skill that is needed to negotiate the requirements of a real-life setting, it may be considered authentic.

• Formative assessment

Formative assessment guides ongoing learning and provides feedback that can be used by students to support and develop their learning techniques, and by teachers to understand student progress and improve teaching. Formative assessments usually contribute little or nothing towards the final grade.

• Summative assessment

Summative assessment evaluates the student's performance against specified criteria. Summative assessments contribute towards the final grade.

Blended learning

Combinations of face-to-face interactions with online activities. The balance between face-to-face elements and digitally enabled activities varies depending on the purpose and outcomes to be achieved. There are clear links between in-class and out-of-class activities and a clear purpose for the use of digital content. Digital tools used in or out of class can enhance students' ability to create, share and discuss content, and provide increased opportunities to learn from multiple perspectives.

Course

A discrete portion of a program with a distinct name, code and unit value.

Curriculum

Curriculum is the intersection of knowledge, skills, and attitudes focused on what is taught, learned and created through the purposeful selection and structuring of content in courses and programs.

Digital literacy and capacity frameworks

Digital literacy focuses on skills and knowledge needed to use electronic (digital) technologies. Digital capability frameworks move beyond functional skills to encompass the critical, creative and social skills required to be successful in a digital world. At UQ, we seek to cultivate graduates who are not just adept users of digital technology, but can also create and critique it, contribute to building better versions of it, investigate its impact on the human experience, and imagine the world we might build with it.

Discipline

Discipline – also known as subject, field of study, field of inquiry, research field or branch of knowledge.

Electronic assessment (eAssessment) capability

Utilisation of digital technologies to help ease the administrative burden of assessment or to provide pedagogical benefits or both. Formative eAssessment can range from using student response systems, online self-quizzes or presentation applications whereas summative assessment can range from use of tablets to mark clinical scenarios in situ, timed online quizzes, e-exams or assessment submission software.

Employability

Employability is a set of achievements – skills, understandings and personal attributes that make graduates more likely to attain lifelong employment success, have impact in organisations, create enterprising opportunities for themselves and others, and effect positive change throughout all stages of their careers to the benefit of themselves, the workforce, the community, and the economy.

Enterprise

An enterprising student/graduate is capable of generating original ideas and making them happen in response to identified needs and opportunities. Behaviours and competencies include: creative problem solving, critical thinking, design thinking, innovating, negotiating, communicating, influencing, and leadership.

Entrepreneurship

Applying enterprising behaviours and competencies in an organisational context such as non-profit, corporate, or government, in the community, or through starting a new business or social enterprise.

Fitness to Practise

Fitness to Practise requirements are identified pre-placement requirements that students must meet, in order to be eligible to undertake practical placements. These pre-placement requirements are intended to assist both students and staff to identify circumstances where a student may be unable to comply with the requirements for a program or course; for example, legislative obligations or health-related requirements. Pre-placement requirements may be detailed in the relevant program rules and/or program information including student placement agreements and deeds entered into by students with placement providers (placement organisations).

Higher Education Learning Framework (HELF)

The HELF is an evidence-informed model for university learning. It comprises seven principles:

- a university education provides a learning experience that broadens students' knowing and being for life beyond the classroom
- learning occurs in context, and context can be used to enhance the learning experience
- emotions play a role in how and why students learn
- leverage the social dynamics of learning to enhance the learning experience
- challenge and difficulty can be beneficial for students' learning process
- when students employ effective methods of thinking, and understand how they learn, they can improve the way they learn
- learning is built on prior knowledge and engages students in deep and meaningful thinking and feeling.

Inherent requirement

The fundamental components of a course or unit, that are essential to demonstrate the capabilities, knowledge and skills to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the University's learning, assessment and accreditation processes. Note: making a requirement compulsory does not necessarily make it an inherent requirement.

Learning analytics

The measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs. Learning analytics can assist students and staff by providing actionable insights that may enhance learning and teaching by supporting adaptation in the practices, processes and systems of the University such as improvements in assessment. It enables a more personalised management of the relationship between the University and its students by managing online learning, feedback and support systems.

Module

A block of learning – often but not exclusively delivered online – that involves a flexible study duration and knowledge volume approximate to, or less than, that of an academic unit of study. The targeted knowledge volume and flexible duration required to complete a module can provide greater course design flexibility and offer a learner a more personalised or purpose-fit learning offering that meets their individual professional and personal priorities.

Pedagogy

Pedagogy is the methods and practices teachers use to influence how students learn in a specific context.

Program

A sequence of study leading to the award of a qualification such as a bachelor's degree, graduate diploma, or certificate.

Students as partners

Also referred to as student-staff partnerships, is a process of student engagement whereby students and staff share responsibility for teaching and learning. Based on the principles of mutual respect, reciprocity and shared responsibility, students as partners is a mindset that permeates the UQ community, building a culture of engaged students and staff collaborating to shape meaningful learning opportunities. Eliciting and valuing the student voice through committees or focus groups provides a valuable foundation for authentic partnerships. Engaging students as partners to enhance teaching and learning quality includes co-creation of curricular resources or students as consultants on course design teams (students as change agents).

Universal design

The principles of universal design (or inclusive design) seek to make environments accessible to all people, regardless of age, disability or other factors. When curriculum is thought of as an environment, then curriculum development should draw on inclusive design to promote accessibility to all students and staff.

Volume of learning

A volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years. The volume of learning allocated to a qualification should include all teaching, learning and assessment activities required by the student to achieve the learning outcomes.

Work-integrated learning (WIL)

Learning experiences that explicitly integrate theory with practice within a purposefully designed curriculum to foreground employability. At UQ many professional preparation programs have extensive WIL components, which may come in the form of: clinical placements for medical and health science-related studies; consultancy projects such as business or environmental science to provide solutions for industry, and projects that engage students in their local communities by making a social or educational contribution; internships with the placement of students in a work environment to undertake authentic study-related work tasks; exposure to work practices through fieldwork, study tours and work shadowing; and activities in simulated workplace settings such as mock clinical wards or courts of law.



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