THE UNIVERSITY OF QUEENSLAND
AUSTRALIA
CREATE CHANGE

Student-Staff Partnership Projects: 2022 Snapshots

CONTENTS

Purpose **3**
About the program **3**
SSP Projects in 2022 ..... **3**
Project partners **4**
Supporting the SSP program **5**
Project details **5**
Faculty of Business, Economics and Law (BEL) 6
Faculty of Engineering, Architecture & Information Technology (EAIT) 10
Faculty of Health & Behavioural Sciences (HaBS) 12
Faculty of Humanities & Social Sciences (HASS) 17
Faculty of Medicine (FoM) 24
Faculty of Science (FoS) 27
Institute for Teaching and Learning Innovation (ITaLI) 31
Library 32
Office of the Pro-Vice-Chancellor (Advancement and Community Engagement) 33
Student Affairs 34

Purpose

This report provides an overview of the Student-Staff Partnership (SSP) Projects that occurred in 2022 by faculty or central unit/division. We encourage senior leaders to recognise the commitment and dedication of the student and staff partners involved for their contributions to the UQ community.

About the program

The SSP program seeks to empower students and staff to collaborate as equal partners and mutual learners. This program facilitates opportunities to connect the diverse voices, skills and talents within the UQ community, and to enhance the University experience of both students and staff.

More information on the program can be found at https://employability.uq.edu.au/student-staff-partnerships

SSP Projects in 2022

In 2022, there were four rounds of SSP Projects. Students and staff were invited to submit project ideas, which were reviewed by a panel consisting of students and staff members of the SSP Projects team.

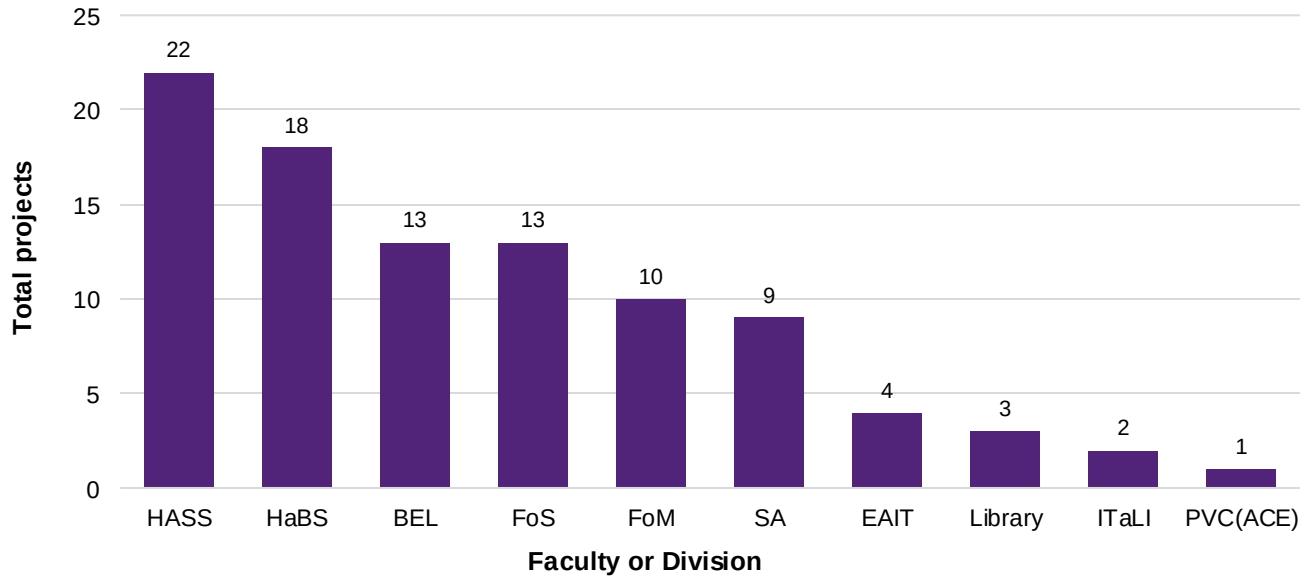
A total of 95 projects were approved and delivered across all faculties and many central unit/divisions (Refer to Table 1 and Figure 1). Of these projects, 54% were joint submissions with both student and staff instigators, and 15% were instigated by students.

Faculty of Humanities and Social Science (HASS); Faculty of Health and Behavioural Science (HaBS); Faculty of Business, Economics, and Law (BEL); Faculty of Medicine (FoM); Faculty of Science (FoS); Student Affairs (SA); Faculty of Engineering, Architecture, and Information Technology (EAIT); Library (Lib); Institute of Teaching and Learning Innovation (ITaLI); Office of the Pro-Vice-Chancellor – Advancement and Community Engagement (PVC(ACE)).

Table 1: SSP Projects Overview - 2022

Projects	**Project Units** (Faculty/Divisions)	**Student Partners** (Total engagements)	**Student Partners** (Unique participants)	**Staff Partners** (Total engagements)	**Staff Partners** (Unique participants)
95	10	309	275	216	164

Figure 1: Projects by Faculty/Division – 2022



Project partners

In 2022, students engaged in SSP projects across a total of 10 faculties and central divisions, with 309 student engagements and 275 individual student participants (70% Undergraduate; 24% Postgraduate Coursework; 6% Higher Degree by Research) (Refer to Figure 2).

In 2022, staff engaged in SSP projects across 10 faculties and central divisions, with 203 staff engagements and 155 unique staff participants (Refer Figure 3)

Figure 2: Student engagements by project Faculty/Division

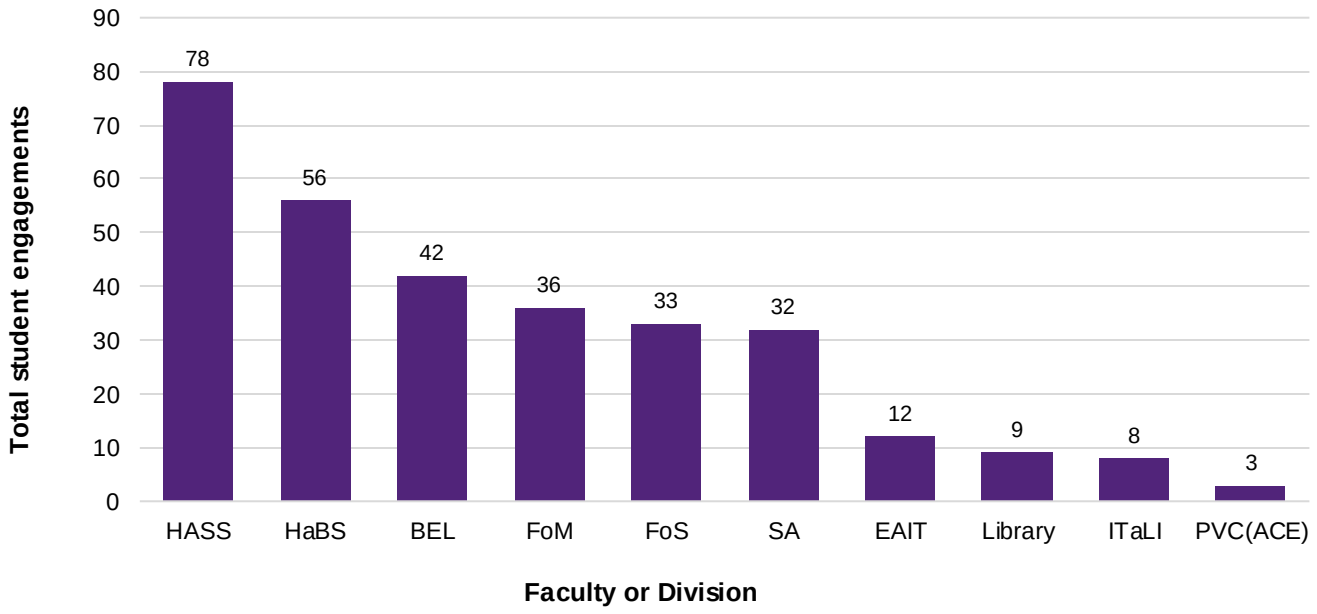
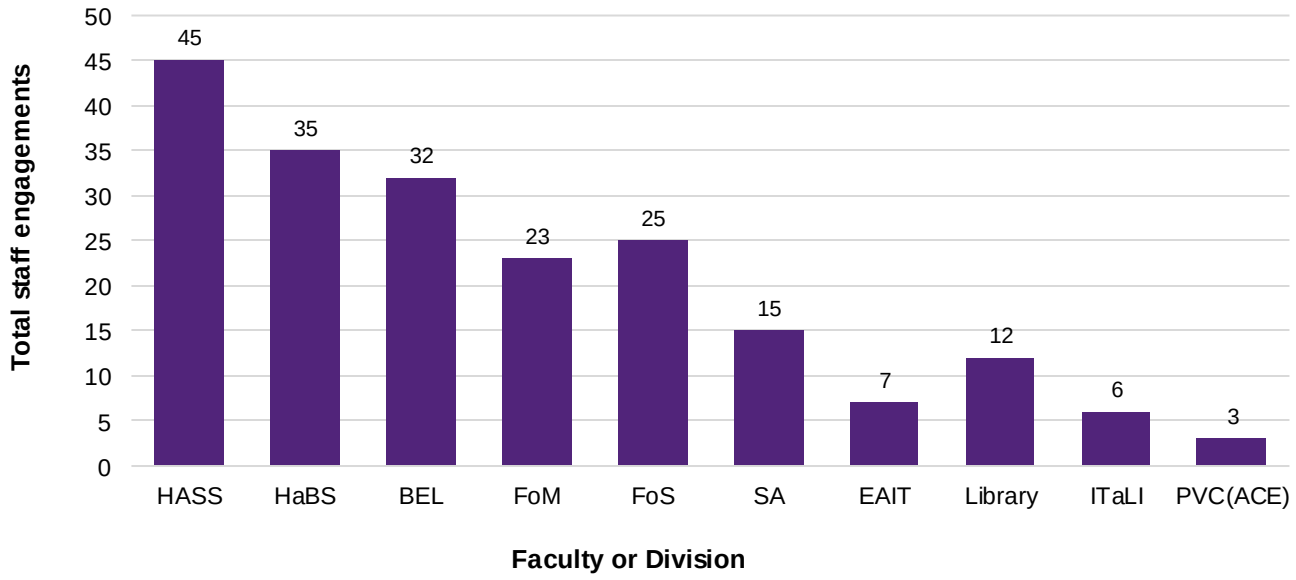


Figure 3: Staff engagements by project Faculty/Division



Supporting the SSP program

There are many ways you can support this program, such as:

- Congratulating staff and student partners within your faculty, division, or school for their contributions
- Inviting student or staff partners to present at faculty, division, or school meetings
- Continuing to infuse the values and ethos of partnership throughout all engagement with students
- Submitting SSP project ideas and encouraging staff members from your area to engage in partnership

Project details

We are pleased to share information on each of the SSP projects conducted in 2022. The following section outlines the project aims the team initially set out to achieve, as well as the methods and outcomes of the partnership. Please note the project outcomes are at the time of SSP project completion, as detailed in the Retrospective Report codeveloped by the project team (edited for length and clarity for this document). It is important to consider that the process of engaging in partnership itself may be the core outcome of an SSP project, rather than a conventional 'deliverable'.

Faculty of Business, Economics and Law (BEL)

In 2022, there were **13 SSP projects** based within BEL**,** with **42 student** and **32 staff** partner engagements.

School of Business

Title and Project ID	Partners	Aims	Outcomes
Finance can be fun! Co-developing real-life challenges for FINM1415 **Round 1 (ID: 3724084)**	Staff Partners: Jennifer Sun, Nicole Scarvelis Student Partners: Hoi Pan Kong, Natalia Begley, Navid Olyai	The project aims to co-develop engaging learning materials and activities to expose the student to real-life challenges in the finance industry, stimulating students' interest to actively connect disciplinary knowledge to industry applications, and boost students' employability. The activities should build a sense of connectivity and belonging to new year students and enhance student learning.	The SSP project produced two case studies that can be reusable materials for the future semester. Out of 36 participants in the first survey, 58.4% of students agree/strongly agree the SSP activity helps them to understand the growth rate in real-life applications better. And 25% of the students hold a neutral opinion. Out of 7 participants in the second survey, 71.5% confirm the materials help them to understand the portfolio construction in real-life settings better.
Upping the SMIF (Student Managed Investment Fund) experience **Round 1 (ID: 3726340)**	Staff Partners: Saphira Agina Catharina Rekker, Khoa Hoang, Hasibul Chowdhury Student Partners: Wisley Lau, Yiru Wang, Runxi Liu	This project aims to vastly enhance the SMIF experience for students and broaden the scope by making SMIF accessible to more students, expanding skills for the consideration of global sustainability challenges such as climate change; and developing engaging learning materials	Course activities: A library of self-study materials and workshops for two modules; (a) investment strategy and (b) climate risk. Incentives: An incentive scheme to engage a broader student base and improve employability (e.g. badges, stock notes pitched for Portfolio Managers (PMs) consideration. Publicity: Engaging students to promote the SMIF within their program, engaging previous PMs to give talks on their experiences.
Analytics for the Real World: designing contemporary online education **Round 1 (ID: 3727894)**	Staff Partners: Rachel Martina Fitzgerald, Christine Foulkes Student Partners: Louella Mae Abando, Michelle dos Santos Ocriciano, Leon Wiesner	The courses on the interdisciplinary online Master of Business Analytics have been co-created with student partners and the initial courses are now underway. In this iteration, we aimed to review what has been done to inform the curriculum design for the next set of courses to be delivered across 2022-2023.	The team were able to co-create courses, assessments and learning outcomes. Student partners contributed perspectives on the course profile, learning resources and assessment, including relevance, ideas for optimizing delivery, viability of assessment timeframes, information on comprehensiveness and organisation.

ECON MOOCs Study buddies project **Round 1 (ID: 3730433)**	Staff Partners: Ben Cossalter Student Partners: Michaela Geluk, Tadiwanashe Mhiti, Anantha Padmanabhan Anu	To improve learners' sense of belonging within a MOOC, and thus improve their willingness to engage with and complete the course.	With the help of the ITaLI Media Team, the team produced 22 videos that are in the process of being incorporated into the course build. The videos were designed by the students and were game-focused, with a wide variety of methods being used to review the course content in a fun and engaging way. We have successfully incorporated study buddies into a course, which is a world-first for MOOCs at this scale.
Improving Online Student Engagement and Attendance through Student Learning Ambassadors **Round 1 (ID: 3730441)**	Staff Partners: Richard Joseph Buning, Ryan Waters, Faith Ong Student Partners: Claire Yang, Xin Wang, Yu-Lun Chang, Le Mei	As a team, we worked together to focus on the low-engaging bottom 20% of students in online courses. The aims are to identify why there is a lack of student engagement and attendance in online classes. Especially with more than 90% of students from China, the challenge was to understand their reasons for being quiet, not turning on the camera, being afraid to ask questions, etc. Then, we implement action items to shift teaching pedagogy to capture unengaged students.	The Student Learning Ambassador functioned as an intermediary between teaching staff and students. Key reasons for not engaging in classes included: worried about appearance; norms; eating; privacy issues; doing something else; worried that they did not know the answer; language competency; hardware issues. 83% of respondents from both courses indicated that SLAs improved student engagement. The main ways in which this was effective was through small group discussions and social media messaging, reminders to attend class etc.
Understanding and enhancing the transition of undergraduate International Business majors into paid employment **Round 2 (ID: 3890623)**	Staff Partners: Miriam Moeller Student Partners: Tin Nguyen, Kaiwen Jin	This SSP project sought to gain a better understanding on the outbound experiences of undergraduate international business students, and to provide potential recommendations that serves to improve the outbound experience.	Regarding lecture content, focus on added value to textbook materials. Have embedded case studies on how Australian or multinational corporations would expand overseas. Have work-integrated learning, internships, and business practicums with industry clients. Career-mentor within the BEL faculty. Workshops on employability for IB majors.
Trading Game! – Who is the winner of market trading? **Round 2 (ID: 3890739)**	Staff Partners: Jennifer Sun, Ashil Ranpara Student Partners: Chun Hei So, Masrur Alam, Anh Hoang	Students who graduate with a Finance major are not formally trained in trading using technical analysis. This project aims to fill in that void by introducing a trading game as an extracurricular activity to get students to learn technical analysis in a fun way.	Pilot run including hypothetical trading activities that would later be translated into an assessment item. A guide on how to use How the Market Works. Short report on suggestions on assessing the use of the platform. A table on suggestions for an extra-curricular award for the winner of the competition.

Artificial Intelligence in Business Higher Education **Round 3 (ID: 3709723)**	Staff Partners: Cassandra France, Micheal Axelson, Rachel Fitzgerald, Niki Macionis, Vivian Pontes, Lee Slaughter Student Partners: Kiara Prameswari, Kayla McKenzie, Y Nam Phan Ngoc, Brinda Veerappan	The overall research aim was to explore perceptions of the use of Artificial Intelligence (AI) in business higher education. This project aimed explore the perceptions of one of these key stakeholders – students.	The findings were analysed in relation to the perceptions of other key stakeholders to provide recommendations to the broader education community about how AI can most effectively be utilized to enhance the student experience. Part of the process, the group collected and analysed 21 student interviews. Additionally, in leading the Think Tank, new AI Education solutions were discussed and presented to the staff team.
Working in partnership to enhance the first-year experience for CALD students **Round 4 (ID: 4050602)**	Staff Partners: Zhen (Jennifer) Sun, Bec Wood Student Partners: Max Cao, Shashank Shivakumar, Lucia Lu	The project focuses on enhancing the experience for CALD students in their first year at UQ. The project aims to improve effective communication between students and staff. This SSP aims to enhance the first-year student experience by working with student partners to create a peer-based communication intervention.	The team created 2 videos on assisting students to (1) transit in learning to use BB (2) Time management. A "student-pal" program to help CALD students by providing information about the course and staff consultation. A WeChat rollout program in the first few weeks of the S1 2023 to assist students in understanding the course structure and communication tools in UQ.

TC Beirne School of Law

Title and Project ID	Partners	Aims	Outcomes
Enhancing Feedback Practices for Law School Students and Staff **Round 1 (ID: 3723341)**	Staff Partners: Kate Falconer, Ross Grantham, Maria Dolhare Student Partners: Gabriela Roworth, Matisse Reed, Rhiannon Kocho	The purpose of this Project is to enhance the Law School's assessment feedback practices by: designing a set of guidelines to assist staff on how to produce feedback in a way that best benefits student learning; and producing exemplar feedback documents that complement and provide a practical example of the above-mentioned guidelines.	We produced a detailed set of guidelines, a glossary, and two exemplar documents. These resources will be distributed internally to staff within the Law School for use in feedback writing. Based on our research, we have identified that feedback documents should use: a coherent structure with headings, a mix of general feedback and specific notes on the exam question, positive language, and links to criteria.
New Course on Law & Religion **Round 1 (ID: 3726308)**	Staff Partners: Nicholas Aroney, Ann Black Student Partners: Renato Saeger Magalhaes Costa, Sophie James,	The substantive challenge before our team was the development of a course to provide a relevant and cross-cultural perspective on the interaction between law and religion. The procedural challenge was the development of a	The outcomes of the project included a well-developed course structure for a stand-alone Law and Religion course to complement current electives. This course structure included a week-by-week content plan, a reading list, an assessment outline, and a teaching pedagogy.

	Martin Irenaeus Churchill, Terefe Gebreyesus, Daniel Plumbe	symbiotic teaching-learning framework to facilitate a viewpoint-diverse student-staff dialogue ensuring content remains relevant and tailored student interests.	Students provided feedback on workload and assessment, and staff suggested teaching methods and course delivery. Another outcome of the project was a better understanding of the unique experiences of each person in the Law School. This will assist staff and students going forward in undertaking and teaching courses.
Redeveloping a Course on Indigenous Peoples and the Law **Round 1 (ID: 3727394)**	Staff Partners: Dylan Lino, Tracey Bunda Student Partners: Georgia Whybird, Trudie Broderick, Jacob Currie, Marcus Traucnieks	This project involved the redevelopment of an undergraduate elective course on Indigenous peoples and the law. The course will help students to understand: historical and contemporary significance of law for Indigenous peoples in Australia and elsewhere; law's historical and contemporary role in injustice; and the contributions of Aboriginal and Torres Strait Islander peoples to Australian law.	The main outcome of the partnership has been the redevelopment of an undergraduate elective course on Indigenous peoples and the law. The partnership has focused on developing learning aims, pedagogical approach, overarching themes, assessment scheme, course topics and reading materials.
Enhancing WIL outcomes in student mooting **Round 4 (ID: 4054348)**	Staff Partners: Francesca Bartlett, Dony Rodriguez, Anthony Cassimatis Student Partners: Paivi Adeniyi, Johnson Choi	This SSP aims to enhance work-integrated-learning skills around working in a team, legal skills competitions and professional behaviours. Throughout this process we seek to identify any gaps in processes and approach around selecting teams and providing more information about procedural fairness.	Development of disciplinary policy and procedure for mooting programs under the Law School banner. Development of code of conduct or key principles for mooting. Manual for student coaches and participants. This will include induction protocols/direction and approach to selection. Outline of induction training- needs (IT, and other resourcing, knowledge handovers), training on working in teams).

Faculty of Engineering, Architecture & Information Technology (EAIT)

In 2022, there were **4 SSP projects** based within EAIT**,** with **12 student** and **7 staff** partner engagements.

School of Architecture

Title and Project ID	Partners	Aims	Outcomes
Orientation, onboarding and engagement of EAIT International Students **Round 1 (ID: 3730671)**	Staff Partners: Rachel Crooks Student Partners: Akshay Varma, Jisoo Choi, Sera Jeong	International student engagement was concerningly low within the Faculty, and we were wanting to better understand how to best address our international students' needs. COVID and remote learning had increased this engagement issue. The onboarding and orientation phase for international students is particularly critical as well as challenging. We also had the new challenge of onboarding our returning continuing students to campus/Brisbane/Australia.	The general survey had the best engagement out of any activity. A total of 46 EAIT international students responded to the survey, of which 35 completed enough questions for analysis. For students who partially completed the survey, their responses were still included for those questions they did respond to. This sample is a good starting point for understanding the attitudes of international students towards the support program but is too small a sample size that it doesn't lend itself to a detailed statistical analysis for the cohort.
Augmented Reality Rainbow Trail in the Great Court **Round 4 (ID: 4050650)**	Staff Partners: Brydon Timothy Wang, Dan Luo Student Partners: Jatin Pawar, Naomi MacKenzie	Our project aimed to create an AR experience capturing important local LGBTQI+ stories in an easily accessible and immersive format, such as a Snapchat filter. The design of the filter captures the story of Herston House, built by Queensland's first premier, Robert Herbert, and his long-time companion, John Bramston. Herston was named by combining their two surnames, which today denotes the inner-city suburb that grew up around the house. This artwork aimed to explore this historical queer place-making in Brisbane.	This AR experience communicates the queer history of Herston in an artistic and interactive way. A filter has been created that people can share and take photos in front of, accessed through Snapchat. Additionally, a process has been generated for future AR experiences. We have also perfected the pipeline of getting the point cloud data of the University buildings, converting the point cloud into 3d model, optimizing it for Augmented Reality usage and overlaying virtual content in a manner that it looks like a part of the building. This pipeline can be used in the future to add more AR experiences around the university. This can be helpful while running event campaigns, information sharing as well as for creating AR experiences across UQ.

Buoyant Urbanism and Flood Resilience – the Floating Cities book **Round 4 (ID: 4050701)**	Staff Partners: Brydon Timothy Wang Student Partners: Isabella Mathiou, Jack Young, Sophie Barrett	This project aims to contribute to the growing body of research regarding floating architecture and buoyant urbanism, an underdeveloped research area. It hoped to achieve this purpose by integrating pieces from the UQ Art Museum, architects and students participating in the ARCH7007 Masterclass in the Master of Architecture course. In doing so, the Floating Cities book hopes to provide a compelling portfolio of work, which aims to increase awareness of innovative architectural solutions for environmental hazards.	The outcomes of this project are varied. The articles provided by UQ's architecture students have been edited and referenced. Research has been undertaken into further contributions to the Floating Cities book from the student partners, with draft articles underway or completed.

School of Civil Engineering

Title and Project ID	Partners	Aims	Outcomes
Involving students as change agents in feedback strategies **Round 1 (ID: 3723536)**	Staff Partners: Remo Cossu, Rachel Fitzgerald, Melanie Fleming Student Partners: Keiko Mishiro, Natalie Lewis, Aaliyah Moiz Kuvawala, Marcus Birthisel	The project goal was to develop adaptive feedback techniques that help to improve (online) learning interventions by simultaneously integrating students in "shaping the future of teaching and learning" at UQ.	This project has laid the foundation for better feedback strategies to be implemented at UQ. Through the project, we were able to research current methods used in the community as well as speak to the stakeholders at UQ to cater the strategies to their needs. With this information, a solid foundation has been formed on what strategies can and should be implemented at UQ to better facilitate learning and communication between students and staff.

Faculty of Health & Behavioural Sciences (HaBS)

In 2022, there were **18 SSP projects** based within HaBS**,** with **56 student** and **35 staff** partner engagements.

School of Dentistry

Title and Project ID	Partners	Aims	Outcomes
Understanding the Building Blocks of Undergraduate Dental Curriculum **Round 1 (ID: 3726390)**	Staff Partners: Sobia Zafar, Ove Peters Student Partners: Jun Onn Mervin Liang, Wei Sia Mah	This project will focus on improving all aspects of the undergraduate dental school curriculum. This includes clinical, preclinical, theoretical and student auditing logbook components.	By identifying key areas of inefficiencies and redundancies, we were able to pinpoint sectors within the undergraduate curriculum that are lacking from a student perspective. With the feedback statistics, recommendations can be made for redesign of dental courses for future batches to improve the learning experience.
Digitalising Dentistry: Dental Environment Essentials OER **Round 1 (ID: 3727396)**	Staff Partners: Nicole Lauren Stormon, Sowmya Shetty Student Partners: Tachae Douglas-Miller	The aim of this project is to create an Open Educational Resource (OER). An online textbook that covers essential materials mastered throughout the DENT1050 course and other various areas of dental practice.	By following up the project aims of co-developing the foundation of OER for dental environment essentials that can be used as part of first year course (DENT1050) including various practical aspects, will be delivered via digitalised contents such as photos and videos.
Co-designing an introductory interactive patient module around medical needs to prepare early clinical students **Round 1 (ID: 3727435)**	Staff Partners: Sowmya Shetty, Jessica Zachar, Matthew Nangle Student Partners: Radin Manafi-Khosroshahi, Raewyn Huang, Wei Chen, Wei Qi Zhang	Third year dental students examine and treat their first patients in a public health setting, usually with complex medical needs (e.g. osteoporosis, cardiac conditions, and asthma etc). However, there are currently no interactive resources available to help students virtually experience clinical scenarios. This project aimed to co-creating digital content involving simulated patients.	We completed a scenario script of an extraction appointment with a patient with hypertension and use of novel anticoagulants and Prolia. We also have an 'in-development' script of a debridement appointment with a patient with periodontitis, previous infective endocarditis, penicillin allergy, diabetes, and a smoker.
Creating online resources for student-led events to transition Dentistry students from online to in-person **Round 3 (ID: 3996716)**	Staff Partners: Sowmya Shetty Student Partners: Gabrielle Starr, Tachae Douglas-Miller, Veronica Kindaro, Rose Nguyen	Develop a space for students to feel safe when voicing opinions regarding their transition back to campus life and senior year experience; create both clinic and on-site sense of belonging; ameliorate student experience throughout the dental school program, indicate the areas that require improvement.	We have outlined the areas that require improvement in hopes to ameliorate the student experience throughout the dental program. We have created a friendly student competition to help engage the student body in creating relatable content that may help new students. We

			discussed various options that can be implemented next year.
Developing a blueprint to transform dental simulation training for pre-clinical years **Round 4 (ID: 4054146)**	Staff Partners: Sowmya Shetty, Nicole Stormon, Bobbie Jennings, Leah Beaupeurt Student Partners: Phillip Pham-Ho, Rosella Goh, Tiffany Jin, Shirley Lim Jie Yi	The primary aim of this project is to bring together key stakeholders such as students, educators, and simulation laboratory professional staff in a safe space for discussion. The secondary aim is to blueprint a suite of opportunities in contemporary formats that will enhance current student learning and assessment experience in the pre-clinical years.	Co-created a blueprint for improving delivery of preclinical content particularly around year 2 clinical note taking, opportunities for clinical observation with senior years, removable prosthodontic content, and specific clinical use of dental materials. Some of these have been included into year 2 planning for 2023.
Co-designing an introductory interactive patient module around medical needs to prepare early clinical students **Round 4 (ID: 4054350)**	Staff Partners: Sowmya Shetty, Jessica Zachar Student Partners: Wei Qi Zhang, Raewyn Huang, Wei Chen	The project will help prepare third year dental students examine and treat their first patients in a public health setting, usually with complex medical needs (such as osteoporosis, cardiac conditions, and asthma etc). This project aimed to achieve this by co-creating digital content involving simulated patient interactions, embedded into DENT2040 and DENT2050 for 2023.	Completed video vignettes with central media team from DLU, e.g. tooth extraction appointment with a patient with hypertension and use of novel anticoagulants and Prolia; periodontal debridement appointment with a patient with periodontitis. Filmed interviews with experts (general practitioner, special interest in oral surgery, special needs specialists) regarding importance of medical history taking in dentistry.

School of Health and Rehabilitation Sciences

Title and Project ID	Partners	Aims	Outcomes
Social Change in Occupational Therapy – co-creation of case studies for learning and assessment **Round 2 (ID: 3890742)**	Staff Partners: Emma Jean Crawford Student Partners: Emily McDormand, Madura Shruti Katta Harinath, Imogen Watson	This project was aiming to increase awareness of occupational social injustices. The goal of this project was to build case studies of real world social change examples that relate to the theory in the Social Change in Occupational Therapy (OCTY4207/7830) course.	A document of resources on the occupational injustice and a video summary of the case study of a social change organization addressing the occupational justice.
Dissecting student satisfaction with the Masters of Physiotherapy Studies (MPhtySt) Program – understanding student and alumni perspectives	Staff Partners: Michelle Smith, Viana Vuvan Student Partners: Nazzareno Russo, David Xie, Melea Furness	The challenge this SSP project aimed to address was that of student satisfaction with the teaching in the Masters of Physiotherapy Studies (MPhtySt) Program. We sought to understand	A survey of 71 students was conducted to identify key areas of dissatisfaction. These results were used to guide focus group discussions on the topics of clinical placements, assessment, workload, and equipment/facilities, which were

Round 3 (ID: 3996712)		reasons why MPhtySt students are not satisfied with activities in MPhtySty.	then thematically analysed to identify actionable recommendations for improving the program.

School of Human Movement and Nutrition Sciences

Title and Project ID	Partners	Aims	Outcomes
Evaluating Career Pathways and Employability in BENS Program **Round 1 (ID: 3730707)**	Staff Partners: Michael Wright, Emma Beckman Student Partners: Lorena George, Maria Dutra Pascon, Tayla Dundas	The project was centralised around understanding the problems surrounding career pathways and employability that current students and alumni faced while undertaking the BENS degree.	The outcome of this project included responses from 2 surveys (current students and UQ alumni). The responses from these surveys provide insight around the problems with the BENS degree around the career pathways and employability aspects of the degree.
NUTR1023 enhancing student workshop experience **Round 3 (ID: 3995629)**	Staff Partners: Zara Nance, Norman Ng Student Partners: Yvette Wu, Yixiao Liu, Lorena George, Aimee Jirapak	We strive to provide authentic on-campus learning experiences complemented with high-quality online resources for future NUTR1023 student cohorts. This project will apply the design thinking framework to capture crucial student voice in informing the decisions around teaching and learning modes and course design.	The project provided feedback about how NUTR1023 course can be better delivered, particularly in terms of the workshop. From both the online survey and focus groups sessions a list of recommendations has been created to ensure students have authentic on-campus learning experiences with quality online resources.

School of Nursing, Midwifery and Social Work

Title and Project ID	Partners	Aims	Outcomes
Partnering to co-create a Student Experience Action Plan (SAP) in NMSW **Round 1 (ID: 3730695)**	Staff Partners: Deborah Lynch, Janine Rix Student Partners: Grace Mansfield, Tingting Yang, Casey Kershaw, Lucie Turner-Woodall	Over the past five years, surveys of students in the Faculty of Health and Behavioural Sciences have demonstrated a progressive decline in 'sense of belonging' to UQ, and the results for 'belonging' have been consistently lower than the measure across UQ generally. This project seeks to address this challenge by partnering with NMSW students to co-create a plan going forward to build connection, belonging and an enriched student experience.	A co-created a Student Experience Action Plan (SAP) for the School of Nursing, Midwifery, and Social Work.

School of Pharmacy

Title and Project ID	Partners	Aims	Outcomes
Building connections and community for external students of the Bachelor of Pharmacy (Hons) **Round 1 (ID: 3728288)**	Staff Partners: Stacey Trimble, Kathryn Steadman Student Partners: Nhung Nguyen, Opal Chiu, Jessica Heald	Our project was formulated in response to a Student Experience Survey conducted at the end of 2021 that indicated students from the Bachelor of Pharmacy who studied externally struggled with loneliness. In response, our project aimed to discover how loneliness can be addressed in university students, and then address these barriers to improve the student experience for external students.	Our project offered an opportunity to reflect on our sessions and implement improvements. Our initial Online Pharmily session only achieved a small participation, although feedback was very positive. Students commented that they enjoyed the session but would have preferred a larger group. Throughout our project, we worked to improve this via changing our advertising and catering our events to feedback received. Overall, our final two sessions were very successful with our biggest attendance and most engagement.
Developing and Launching a Peer-Mentoring Program for the Master of Pharmaceutical Industry Practice (MPIP) **Round 2 (ID: 3890744)**	Staff Partners: Stacey Trimble Student Partners: Shirley Wang, Cora Ding, Phoebe Fung	The purpose of this project was to develop and launch a peer-mentoring program for the Master of Pharmaceutical Industry Practice (MPIP) and Graduate Certificate programs. This mentoring program will connect 1st-year MPIP students as mentees with 2nd-year MPIP students and alumni as mentors.	We collaboratively designed the structure of the peer mentoring program. We then created content for this peer mentoring program in the form of mentor and mentee support resources, i.e., mentor handbook and mentee handbook. The intention is that now the program has been developed, it will be repeated every semester for the new student intake. We have developed post-program surveys for mentors and mentees.
Building community and connection for first year Bachelor of Pharmacy students **Round 3 (ID: 3995625)**	Staff Partners: Stacey Trimble, Katie Rablin Student Partners: Jessica Heald, Nick Skinner, Peter Lee	This project aimed to address the lack of connection and community that Bachelor of Pharmacy (Hon) students have been experiencing since the onset of online learning brought about from the COVID-19 pandemic. We aimed to achieve this through encouraging a change in thinking, behaviours, and perspective of the UQ Pharmacy School and the pharmacy profession.	We began with a number of planned strategies and events, but a number of our events had to be cancelled due to low numbers. In response, we collected data to apply to future projects and events. Furthermore, our project was platform to connect with industry organisations not only for students but for our team too. this allowed us to establish a relationship between Chemist Warehouse and the UQ School of Pharmacy. Following our collaboration, they offered support of the school and other events being held by the student experience team.
Developing and launching the 'Pharmacy Coffee Chats	Staff Partners: Stacey Trimble, Kathryn Steadman	Our later year students in the Bachelor of Pharmacy (Hons) program have expressed that they would like more	For the students that came, they provided verbal feedback that they gained a lot in terms of professional knowledge and inspiration. Many

Series' for our student community **Round 3 (ID: 3996717)**	Student Partners: Adrian Oliver, Rachel Prescott, Rango Feng	opportunities to connect with industry. Through this project we are aiming to improve student awareness regarding the industry by introducing professionals in an informal setting to provide students with the opportunity for open conversations.	students left the coffee chats feeling excited about the options available to them. They gained awareness of the many things that they can do with their pharmacy degree and had the options to have their questions answered.

School of Psychology

Title and Project ID	Partners	Aims	Outcomes
Developing a Psychology student support plan – improving engagement with information and services **Round 3 (ID: 3995486)**	Staff Partners: Dorinda Harvey-Bravo, Annabella McHugh Student Partners: Natalie Lewis, Vy Nguyen, Aiyahna Browning	Students studying in the School of Psychology indicate lower levels of support from peers and from UQ generally and HaBS disciplines in HaBS. This project aimed to identify strategies to improve Psychology students' access to and engagement with relevant information and support.	Psychology Essentials webpage: currently, the School has a webpage called "First-Year Study Plan". We plan to repurpose this page to have information for students across all year levels (e.g. links to most used requests, forms, and tools). eNewsletters for Psychology Students: three editions per semester with information and reminders about events, services, and tools.
Improving connectedness among Psychology students from diverse backgrounds **Round 4 (ID: 4054199)**	Staff Partners: Philip Grove, Hema Preya Selvanathan Student Partners: Jhalak Arora, Aurelia Jasmine Suarly, Sumi Sumiko	We aimed to identify challenges and any barriers that psychology students may face when attempting to be more involved in the community and hence, improve social cohesion and make it more normative for students to be engaged face-to-face with their peers and the school.	We administered our survey to psychology students and gained 10 responses via. Most felt disconnected regarding a sense of community even though they were part of the Psychology Students' Association. Despite being involved, respondents did not feel connected. Thus there's little to moderate correlation between involvement and a sense of community which is in direct juxtaposition previous assumptions.
Non-Traditional Student Networking - unlocking the value of prior experience **Round 4 (ID: 4066779)**	Staff Partners: Nancy Pachana Student Partners: Sophie Griffiths, Reese Marinic, KP Pearson	The goal is to connect people so that the diverse backgrounds and skills that these students have can be utilised for the benefit of the UQ community. Our challenge is to create something that can stand alone, that requires few ongoing resources as we know this is a key stumbling block in niche groups.	A report summarising actions and including resources and feedback from research. A suggested format including potential groups to connect, for an 'event in a box'. A trial run with our group.

Faculty of Humanities & Social Sciences (HASS)

In 2022, there were **22 SSP projects** based within HASS**,** with **78 student** and **45 staff** partner engagements.

HASS Student Futures

Title and Project ID	Partners	Aims	Outcomes
HASS Capability Builders **Round 1 (ID: 3730428)**	Staff Partners: Kaleja Dawson Student Partners: Samara Paradine, Eloise Thomson	This project aimed to address the lack of confidence HASS students had expressed in their own leadership skills. Through the facilitation of 7 workshops each focussing on a different aspect of employability, and an end-of-semester in-person seminar addressing confidence-building through first-hand experiences, this project should reach some 200 students.	Delivered 7 Zoom workshops attended by some 75 individuals. Positive feedback on workshop content with students feeling more confident building their employability through personal branding, networking, interviews, and resumes. Established strong relationship between HASS Student Futures and SEED for collaborations. Facilitation of a well-attended flagship event involving 4 HASS alumni panellists.
Building Professional Communities **Round 1 (ID: 3749998)**	Staff Partners: Cammie Westerman Student Partners: Claire Ashman, Courtney Fisher	To connect students with their mentors on both a professional and personal level to create a greater sense of community. Propose opportunities to all participants of the program to facilitate networking experiences. Encourage mentees to reach out to other mentors and step out of their comfort zones when networking. Encourage long term connection between mentors and mentees. To assist mentors in having confidence in their abilities.	Student partners, Claire and Courtney, created workshops for the mentees of the program this semester. This highlighted the skills of both Claire and Courtney, who then shared their valuable experience with the mentees. These workshops were organised for the start of the semester and were presented on separate evenings which the mentees could attend. We received positive feedback on this additional work, which further personalised the program.
Online Mentor Experience **Round 3 (ID: 3995556)**	Staff Partners: Cammie Westerman Student Partners: Callum Crombie, Melanie Harper	The challenge that our project was aiming to address was the flexibility of the HASS Connect Mentoring Program. Our team aimed to improve the delivery of the program to more effectively cater to participants engaging in the program in in-person or online spaces, or a combination of these spaces. We aimed to overcome the barriers within the program,	New resources: A G-drive was established where communication strategies and timelines were developed. New Events: a new networking event was created as well as an industry panel. New recruitment processes: the new recruitment processes exist with new networks developed within the broader UQ community such as UQ HASS Life and clubs and societies where the project can find talent and offer opportunities directly to those individuals.

		particularly those associated with the online delivery of events and experiences.	
Exploring new and ongoing faculty support to HASS Clubs & Societies **Round 4 (ID: 4050739)**	Staff Partners: Daphne Kwong Student Partners: Natasha Brettell, Chris Wood	A review of the Cohort Connections program to see how it could be improved and remain sustainable. To determine what support could be offered outside of monetary aid towards to expand offerings to club members and the greater student cohort. Creating a network between clubs and societies and the faculty.	Established outcomes to enhance a sense of belonging within the HASS Cohort Connections program. Expanded in-kind support for clubs, including loaning of equipment, additional training and resources for club executives. Updating the current resources available. Established regular networking opportunities should be available for club execs, particularly for those within HASS.
HASS Orientation - Creating a dual mode experience **Round 4 (ID: 4054138)**	Staff Partners: Kal Dawson Student Partners: Angelique McLaren-McClymont, Cheryl Annisa Paramesti, Louise Wang	The main issue we wanted to address was improving the online orientation experience for HASS students studying at UQ off campus/externally. Our aim is to maximise the quality of the orientation experience for dual-modal and/or externally enrolled students as much as possible, and to provide this experience in an equal manner wherever possible to avoid the possibility of tightened resources in 2023.	HASS Building Video Tour (3-part series): three-part video series of UQ's HASS buildings to give external students a visual idea of the campus and the 'vibe' of UQ. These videos will be uploaded to YouTube on the HASS Orientation playlist and on the UQ HASS website. Collaborative Article: a collaborative article about studying online as an international student. The article was written from our personal experiences to give an authentic testimonial as well as provide tips and tricks.
My awesome course: laying the foundations for student success **Round 4 (ID: 4054267)**	Staff Partners: Chris Frost, Karen Sheppard Student Partners: Aaron Fan, Lena Hall, Chrisma Shaji, Jaidah Fergus-Mackie	Our project aimed to discover course organisation, assessment design and flexible delivery techniques that students found useful in subsequent semesters, with some consideration of what may have been lacking in former coursework. We hoped to use this information to improve the guidance in ITaLI T&L resources and provide the means for a better student experience.	Presentation of initial findings at the 2022 Teaching and Learning Week event: Partnered learning showcase. Course staff and learning designer guidance document: Course design factors that lead to student success at UQ. Presentation of the design of the Awesome Course project and what outcomes we wanted to achieve at the 2022 Learning Design Forum.
Surfacing employability in the Bachelor of Arts **Round 4 (ID: 4054269)**	Staff Partners: Alison Catherine Scott Student Partners: Meet Kishor Kumar Jobanputra, Paulette Ibrahim, Hannah Treisman, Myf Halton	The project aims to articulate the current employability skills gained in the BA through the KASE (knowledge, attributes, skills, and experience) framework. This project will provide stakeholders with a clear outline of the employability skills gained in the BA and will highlight key areas for future improvement. It will	The project has produced a page for each major that articulates the KASE of the major and advice from partners for future staff who engage with creating a KASE framework for their major. The output will have use for future students. The development of a more cohesive understanding

		provide students details as to the skills that they will gain through each major.	between staff and students regarding employability has also been fostered.

School of Communication and Arts

Title and Project ID	Partners	Aims	Outcomes
COMU3140: Improving student learning through scenario based teaching **Round 2 (ID: 3730440)**	Staff Partners: Caroline Wilson-Barnao Student Partners: Lisa Enright, Himanshu Raheja, Jose Ernesto Escobar Lema, Cheryl Annisa Paramesti	Students often find the concept of community consultation and listening problematic. This project created a number of workshop scenarios based on real-life public/community stakeholder issues to engage COMU3140 Issue and Stakeholder Management students in a simulated community consultation.	This project saw the development of 11 scenario outlines that will be used in COMU3140 Issue and Stakeholder Management to facilitate student learning objectives.
Filter: a concept design for a digital public humanities across audio, short video and social media **Round 4 (ID: 4066732)**	Staff Partners: Nicholas Carah, Richard Murray, Meg Thomas Student Partners: Bimini Plesser, Alex McFarland, Mackenzie Brown, Luna Hunter, Andrea Fisher	The aim of the project is to co-design a concept brief for a season of multimedia digital storytelling in audio, short video and social media. The idea is that we'll then go on to produce a season of content as part of our effort in Digital Cultures and Societies to foster a public conversation and understanding about digital culture.	We are still developing the overall concept design and pitch for a season of multimedia storytelling – but we have started the production component for a trailer. We created a lot of draft material which we found was more appropriately collated into a trailer for a whole season rather than a pilot episode exclusively. The student partners have been developing their own scripts as well as collaboratively the production of the trailer.

School of Education

Title and Project ID	Partners	Aims	Outcomes
Resources and tools for the pre-service teacher **Round 2 (ID: 3890748)**	Staff Partners: Cameron Brooks, Garth Stahl, Ian Hardy, Glenys Oberg Student Partners: Melanie Harper, Michelle Lehmann, Lachlan Miller, Kirsten Fairbairn	The challenge that this project was aiming to address was the lack of resources that are available to UQ pre-service teachers who are studying initial teacher education courses. Our team's project was also aiming to address the challenge associated with the accessibility of the current resources available to education students.	The primary outcome of our project was the collation of resources and tools that will support education students into a shared Google Drive folder These resources and tools included the resources and tools that the student partners located, as well as the ones that they constructed during the later stages of the project. Another outcome of our project that will be continued during Round 4 through our project extension will

			be the creation of a Blackboard site that will be made accessible to all UQ pre-service teachers.
Resources and tools for the pre-service teacher **Round 4 (ID: 4054351)**	Staff Partners: Glenys Oberg, Garth Stahl, Ian Hardy Student Partners: Melanie Harper, Kirsten Fairbairn, Michelle Lehmann, Lachlan Miller	The challenge that our project was aiming to address was the gap in the resources and tools available to support UQ education students and pre-service teachers undertaking professional experience placements. Our project aimed to construct a resource repository or 'toolkit' that all students studying initial teacher can access.	The key outcome of our project is the 'Pre-Service Teacher Toolkit' that our team constructed and included on Blackboard. This toolkit contains a myriad of resources and tools within a number of content areas which students studying ITE courses at UQ can access to gain support for their professional experience placements. To ensure this is sustainable, our team is also in communication with the School of Education to discuss the integrating our toolkit with the existing Blackboard community page.

School of Historical and Philosophical Inquiry

Title and Project ID	Partners	Aims	Outcomes
Cultivating Advanced Humanities Employability Skills **Round 4 (ID: 4054144)**	Staff Partners: Karin Sellberg, Jennifer Clement, Anjaline Lata Student Partners: Annabel Demack, Alex Chadwick, Jack Sneddon, Oscar O'Brien	The Advanced Humanities cohort suffered from a lack of connectivity. Our two primary goals are information-gathering (to discern the status, interests, and desires of the student cohort) and event planning (to produce networking and social events which foster connectivity). The overarching aim of this project has been to generate an environment which enables Advanced Humanities students to develop their networks and employability.	This project allowed us to achieve our goals of conducting a course-wide survey, analysing the resulting data, and creating a networking event for 2023 that reflects the needs of students in the Advanced Humanities program. Our survey data yielded a number of surprising and important results that will be necessary in future decision-making by course coordinators and event organisers.

School of Languages and Cultures

Title and Project ID	Partners	Aims	Outcomes
Working and learning JUNTXS **Round 1 (ID: 3730773)**	Staff Partners: Adriana Diaz, Jessica Cockerill Student Partners: Kirsty Jurgensen,	Our project was about improving the JUNTXS resource for Spanish students. We wanted to get a deeper insight into how students felt about the current JUNTXS book, Spanish courses, as well	Focus groups with 2nd and 3rd year Spanish students (with collated notes). Several content pages and interactive online materials for the JUNTXS Pressbooks.

	Samantha Haran, Meggan Meuleman	as specific feedback on what they would love to see in the Spanish program. The project also aimed to produce new elements for the JUNTXS book.	
Enhancing students' engagement and interactivity in class activities **Round 2 (ID: 3895633)**	Staff Partners: Noriko Iwashita, Seb Dianati, Franciele Spinelli Student Partners: Chilmeg Elden, Wanxi Chen, Ran Xie, Zhi Chen	This project was part of a digital uplift project where the student and staff partners worked closely with the Institute for Teaching and Learning Innovation. The team revised the current in-class activities and incorporated a range of digital tools to enhance student engagement in SLAT7826 (Teaching Languages in a Global Context).	Revised class activities for all 12 weeks, created in-class activities for week 10, revised weekly learning outcomes, and created additional resources to be added to LearnX, wrote reading summaries to support students to gain understanding of key concepts. Tools from H5P and LearnX were used to redesign these activities to feature of real-world tasks.
Spanish Theatre Exchange Project "SomoS" **Round 2 (ID: 3895652)**	Staff Partners: Ruth Sara Sanchez, Jessica Cockerill, Franciele Spinelli, Carles Gutierrez Sanfeliu Student Partners: Sarah Stockton, Lara Cross, Thomas Shann, Ray Shindo	This project aimed to facilitate and encourage the Spanish language learning community at UQ. We wanted to support the organization, publicity, and creation of supporting materials for the SomoS theatre project and performance by Spanish students.	We had posters put around the university and had the School of Languages and Cultures, UQ Life, and Dale (a Spanish conversation group), posted announcements to promote the performance. On the day, we saw the outcome of all our efforts. Our promotional material brought a great number of attendees, documents that detailed the plan for the day were given out, and we recorded footage of both plays.
Enhancing students' engagement and interactivity in class activities for SLAT7826 **Round 3 (ID: 3995639)**	Staff Partners: Noriko Iwashita, Seb Dianati, Fran Spinelli Student Partners: Eeaden Cheng, Leslie Cheng, Takeshi Onodera, Dongchen Yao	This student-staff partnership project aimed to revitalize the video lectures of the course SLAT7826 (Teaching Languages in a Global Context) by revising the slides and video lecture recordings.	Partners reviewed the video lecture scripts and slides, modified these videos by splitting them into shorter and more engaging ones. Adjusted the length and content of lecture videos to be added on LearnX. Partners redeveloped video transcriptions for new lecture videos that are more engaging, as well as be suitable to be embedded on a LearnX platform-based learning.

School of Social Science

Title and Project ID	Partners	Aims	Outcomes
Keeping Country (2) **Round 1 (ID: 3727399)**	Staff Partners: Andrew Stephen Fairbairn, Deanne Ganaway, Chris Frost, John Graham	This project aimed to progress further in updating the Keeping Country course on cultural heritage and its management in preparation for its offering to students	The outcomes of this project were a draft outline of the course, and plan for the assessments. In a less concrete way, this project enabled us all to better understand how to collaborate on projects

	Student Partners: Olympia Ramirez, Kiora Rybarczyk, Abby Cavanagh, Grant Buxton	from diverse backgrounds. As part of the rewriting and reworking of this course it was necessary to include student input for the layout of the course, assessments, and what content should be addressed.	and work more effectively in a group, particularly with the use of short check-in meetings which encouraged people to share what they'd done and ask any questions they may have.
The Social Change-Maker's Journey **Round 3 (ID: 3995553)**	Staff Partners: Rebecca Olson, Adam Hannah Student Partners: Emma Barrie, Emily Rexa, Tana Allard	Our aim with this project was to host a networking event to promote, inspire and inform students of the variety of career pathways available. This was achieved by hearing the real-life experiences of UQ alumni and industry partners. The purpose of this event was to invite students to explore and expand their thinking on potential career pathways.	The outcomes of this networking event project included spreading awareness of social science career pathways and allowed for opportunities for students to connect with not only with industry partners and staff but also with each other. The event was structured in a manner where students, staff, alumni and industry partners had an opportunity to listen to alumni and then later had an opportunity to mingle.
Key concepts in the social sciences **Round 3 (ID: 3995555)**	Staff Partners: Gerhard Hoffstaedter, Zoe Staines Student Partners: Ned Binnie, Lillian Dullat, Sarah Donaldson, Nejmere Cody	The aim of this project was to address the challenge of understanding the key concepts of social science. Our aims were to deliver the content in a way that was engaging, and accessible to people across demography. We decided our main focus would be on conflict theory and critical theory, drawing on real-world examples of precarious work, #MeToo and Black Lives Matter.	This project has developed explanatory videos relating to key theories, perspectives, and methods in the social sciences. Further, this project has formed the foundations for a 'mapping exercise' to be used in SOSC1000, and abroad. This exercise encourages students to think about their positionality and relationality.

Student Administration Team

Title and Project ID	Partners	Aims	Outcomes
HASS Helps: Designing and piloting a peer-based student support system **Round 1 (ID: 3730751)**	Staff Partners: Jimi Bursaw Student Partners: Emma Schmidley, Reni Reni, Yan Yin Lee, Electra Carpenter	Our project aims include: addressing student concerns and questions regarding their journey as a HASS student; building pipelines to make resources and services more available; creating stronger connections between staff and students; creating a personalised space for students to voice the questions or concerns, they encounter; engaging in dialogues to build a help-seeking culture.	At this stage of the project, we developed the infrastructure for the HASS Helps peer-service pilot next semester. Built relationships and pipelines with major student service providers including HASS contacts and referral processes: UQ HASS Helps Facebook group with pre-planned content and templates for design; marketing and campaign strategies; working with HASS Orientation team to launch the service.

HASS Helps: Designing and piloting a peer-based student support system **Round 3 (ID: 3996726)**	Staff Partners: Jimi Bursaw Student Partners: Emma Schmidley, Yan Yin Lee, Reni Reni, Electra Carpenter	One of the biggest challenges university students face is knowing how to find the resources to help them navigate their university journey. HASS Helps addresses this by providing a space for students to ask questions in a safe and informal manner.	HASS Helps has created a Facebook group with 169 members which consist of students. HASS Helps has also gained a better understanding of the current student environment surrounding help seeking and engagement. The group functions as a safety net for students to ask questions.
The Fail Project: Interrogating the intersection of policy, practice, and the lived barriers to student success **Round 4 (ID: 4054252)**	Staff Partners: Jimi Bursaw Student Partners: Grainne Farrant, Tim Young, Jake Murray, Shaun Bickley	This project aimed to explore the lived experiences of students who have encountered barriers to academic success. This project had the ambition of using this understanding to examine HASS progression policies, co-design a set of recommendations, influence new policies, improve student support mechanisms, and encourage a rethink of learning/assessment activities.	The focus groups proved to be powerful and rich. Observable recommendations for the faculty include: the need for communities of support to allow students struggling with failure to come together, be heard, and share strategies for success and support; the need to raise awareness among staff about the lived student experience with failure and the mindsets and practices that create barriers. One suggestion is a Staff Forum with Failing Students. Findings are being collated for presentation to the HASS faculty senior leadership, the Teaching and Learning Committee, and Board of Studies.

Faculty of Medicine (FoM)

In 2022, there were **10 SSP projects** based within FoM**,** with **36 student** and **23 staff** partner engagements.

School of Biomedical Sciences

Title and Project ID	Partners	Aims	Outcomes
Co-designing learning workshops for a first-year anatomy and physiology course. **Round 1 (ID: 3730678)**	Staff Partners: Sarah Louise Ainscough, James Cuffe, Danijel Tosovic Student Partners: Madison Jones, Emma Cai, Sarah Brown	The project aimed to address the challenge BIOM1060 students face when learning anatomy and physiology. The project focused on making learning more effective by providing students with self-driven skills to implement in their studies.	Delivered two workshops that promote effective learning of BIOM1060 for students. Developed workbooks that facilitated students' learning: e.g. strategies for study, time management and work/uni/life balance; recognise personal challenges towards learning anatomy and physiology and potential solutions; skills to respond to short answer questions; feedback about the mid-semester exam and advice on the final.
Enhancing student learning by improving the Ethics module of the Biomedical Science Capstone course **Round 2 (ID: 3895740)**	Staff Partners: Josephine Bowles, Lisa Akison, Andrew Crowden Student Partners: Jon Edwards, Benjamin Retschlag, Jaidah Fergus-Mackie, Luke Waldie	Enhancing student learning and course satisfaction by improving the ethics module of the Biomedical Science Capstone course. Change lecture, workshop, and assessment design to enhance student engagement and learning. Improving student appreciation of the relevance of ethical theories and practice.	Redesigned the assessment for the BIOM3200 ethics module. Restructured and rewrote the BIOM3200 meta-learning assessments. Developed a course glossary of biomedical ethics terms to assist students to develop content mastery. Redesigned the ethics module workshop structure and content.
Visual Thinking strategies in pathology education **Round 4 (ID: 4050703)**	Staff Partners: Suja Pillai, Anna Efstathiadou Student Partners: Tamyka Bell, Luke Waldie, Soo Oh, Sahil Gupta	Observational skill is an essential proficiency required by health care professionals, however it is rarely taught in medical schools. By introducing and exploring the use of visual thinking strategies in medical education, the project aims to improve observational and interprofessional skills.	Phase 1 MD students participated in four VTS sessions and completed surveys on the efficacy of each. Surveys were analysed feedback incorporated for subsequent sessions. Feedback was positive, with students identifying value in improving their observation and communication skills. Insights were used to submit a book proposal to the Internal Association of Medical Science Educators manual series.

School of Clinical Medicine

Title and Project ID	Partners	Aims	Outcomes
Developing a clinical workshop, 'Skin of Colour', to support culturally competent clinical practice **Round 1 (ID: 3723463)**	Staff Partners: Joan Li Student Partners: Sam Kahler, Amirah Etchegaray, Brinda Gunashanhar, Prabasha Thilakaratne	Our SSP project aimed to develop a 'Skin of Colour Symposia' to enhance clinical awareness and cultural competence of UQ Medicine graduates assessing skin disease in Patients of Colour. We developed a Symposia to be included as an adjunct to the current Dermatology module for to second-year MD students.	The "More than Skin Deep: Culturally Safe Dermatology Care for First Nations People" was designed in line with the MEDI7211 Dermatology Curriculum and Learning Goals. This Symposium will be recorded and available to any MD student. A survey was distributed to gauge student perspectives and learnings to guide integration of cultural safety into the MD curriculum.
UQ MD Phase 1/ United States Medical Licensing Examination (USMLE) Step 1 curriculum map **Round 2 (ID: 3727474)**	Staff Partners: Christian Gray Student Partners: Ranko Savic, Rana Mehdizadeh, Sava Turcan, Connor Soles	This project aims to develop a practical tool that will help phase 1 students correlate the UQ MD curriculum with the USMLE step 1 examinable material. This will help students actively self-assess their understanding of concepts necessary for the USMLE step exam while progressing through the UQ MD phase 1 curriculum.	Created a tool to help students actively self-assess their understanding of concepts necessary for the USMLE step exam while simultaneously progressing through the UQ MD phase 1 curriculum, as well as a summary of reflections of past students that completed USMLE STEP1/STEP2 so they can optimise their own learning strategies for the USMLE exams.

School of Public Health

Title and Project ID	Partners	Aims	Outcomes
Building a Network of Inclusion Equity, Diversity, and at UQ: EDI Unconference **Round 1 (ID: 3728286)**	Staff Partners: Amy Hickman, Seb Dianati Student Partners: Gunit Kaur, Jhalak Arora, Megan Porter, Elizabeth Ambrose	We aimed to address and develop a new space for EDI debates to surface between staff and students. This is the second time the unconference has been held and the success of this project will hopefully see future EDI unconferences to continue to grow organically and more systematically.	The outcomes for our partnership include developing a stable and continuing EDI network to support those active in this space and raise visibility of EDI at UQ. Through including all voices at UQ, the partnership also aims to support meaningful EDI action and positive change across all levels at UQ.
Health Communication Digital Uplift – Evaluation Project **Round 1 (ID: 3730654)**	Staff Partners: Rebecca Lauren Johnson, Amy Hickman Student Partners: Samuel Cheung, Lily Taht-Smith, Kealey Griffiths	Designing and implementing an evaluation plan for the 'Health Communication Essentials' online modules which included understanding and analysing the end user's experience and statistics of engagement with the health communication modules.	We constructed an evaluation survey for both student and staff users. We decided what aspects of the user demographic is important. We developed an excel spreadsheet that will define each parameter as within, or not within, expected bounds that will allow the success of each module to be identified on a month-month basis.

			We also drafted focus group questions that can be used in future.
Novel Group Assignment for Undergraduate Biostatistics Classes **Round 1 (ID: 3730729)**	Staff Partners: Darsy Darssan, Gail Williams Student Partners: Ngoc Thi Nhu Ha, Lucy Robertson, Jiani Yang	The aim was to develop a group assessment that improves student engagement and collaboration in an introductory biostatistics course. Furthermore, the project aimed to prepare learners for teamwork in their future workplaces.	Initial instructions for forming and setting-up student groups; weekly instructions to guide the group activities; 20 different datasets for each student group to use; a staff manual that documents the source of and background for each of the datasets; 20 student manuals, one for each dataset, which document the data source and details of the variables.
Creating a sense of belonging – enhancing the 1st year experience of our Bachelor of Health Sciences students **Round 3 (ID: 3995557)**	Staff Partners: Rebecca Johnson, Lisa Buckley, Darsy Darssan Student Partners: Oluwatoyosi Solape Adewale, Isaac Philips, Ambika Aul, Sophie Hutchins	The project was aiming to address the high attrition rates of first year Bachelor of Health Sciences students. The team aimed to research and implement strategies to increase the sense of belonging. We wanted to make orientation more engaging and provide more support for students in their first year of university.	After discovering a lack of "ongoing value" post-Orientation, we created various resources: Informative video for 1st years; From Surviving to Thriving - Navigating your first year of the Bachelor of Health Sciences document; and the UQ-HS server which for Health Science students to find ongoing support regarding core courses.
Connect & Belong – Successfully orientating our postgraduate students in the School of Public Health **Round 3 (ID: 3995634)**	Staff Partners: Karen Shelley, Sheleigh Lawler, Darsy Darssan, Rebecca Johnson Student Partners: Donna Prez, Francine Fu, Noor Yousef	To gain a better understanding of the needs of our new postgraduate students in the School of Public Health; design a more tailored orientation experience for the diverse cohort of students; and bring together orientation and support into one concise, cohesive point.	A co-designed plan of activities/events/resources aimed at successfully welcoming and orienting new postgraduate students in SPH. Together, we hope to create a sense of belonging for our postgraduate students as they commence their studies with us.

Faculty of Science (FoS)

In 2022, there were **13 SSP projects** based within FoS**,** with **33 student** and **25 staff** partner engagements.

School of Agriculture and Food Sciences

Title and Project ID	Partners	Aims	Outcomes
Improving the Animal Science Experience **Round 1 (ID: 3723436)**	Staff Partners: Suresh Krishnasamy, Anne Beasley Student Partners: Hugh Reiser, Emily Burns, Harriet Watson, Benjamin Roberts	This project aimed to address students' limited connection with industry and classmates within the SAFS animal science student cohort.	Through this project and follow-up initiatives, the project team has proposed sustainable strategies that would allow students in the programme to expand their horizons, get more involved in school-based social groups and make connections with industry.

School of Biological Sciences

Title and Project ID	Partners	Aims	Outcomes
Enhancing student field ecology experiences with emerging technology and analyses (BIOL2015) **Round 1 (ID: 3723515)**	Staff Partners: Matthew Luskin, Susanne Schmidt Student Partners: Zachary Amir, Jessa Thurman, Jack Hill	This project enhanced Ecology Field Studies (BIOL2015) by incorporating modern technologies like camera trapping and artificial intelligence (AI) species recognition in the coursework and facilitated collaborations with Queensland Parks and Wildlife Service (QPWS).	We completely redesigned and updated our course curriculum, and produced a workbook relevant for each module. All pre-existing camera trap data from past years of BIOL2015 can be publicly viewed and downloaded from Wildlife, and the new data will become publicly available. We have created a R shiny app to analyse the camera trap.
Online resources for WIL in Science **Round 3 (ID: 3995617)**	Staff Partners: Amanda Cooke Student Partners: Glory Lim, Muskaan Khanna	Our challenge aimed to review and address the user friendliness of enrolment in industry placement courses offered by five Schools in the Faculty of Science.	Completed survey, analysed results, drafted webpage to act as an overview, drafted Blackboard community site with detailed information about enrolment processes. Career Development online modules developed by SEED with instructions for navigating systems, completing paperwork, links to information about pre-placement requirements. Discipline-specific guidance about host organisations. Fact sheets for industry about placement requirements.

School of Chemistry and Molecular Biosciences

Title and Project ID	Partners	Aims	Outcomes
Co-creating a Chemistry Professional Practice Training Activity **Round 1 (ID: 3730444)**	Staff Partners: Elizabeth Helene Krenske Student Partners: Minh Phuong Nguyen, Ariel Jones	The project was designed to create more training resources to help Chemistry-major students to further their understanding of chemistry/science-related academic integrity. We wanted to design extra materials to help students navigate their science learning journey with content specifically about writing laboratory reports and doing group experiments.	A major finding of this project is that there is not one consensus about academic integrity between chemistry teaching staff. It was concluded that the best way to address this would be to use the insights generated by our discussions as a basis for initiating a discussion amongst the Chemistry teaching staff, to identify a more consistent approach. Therefore, in the extension of this project we will create video content to enhance the student experience of our chemistry-majors, helping students understand the experience of doing higher-level chemistry at UQ.
Co-creating a Chemistry Professional Practice Training Activity **Round 3 (ID: 3996732)**	Staff Partners: Elizabeth Helene Krenske Student Partners: Ariel Jones, Phuong Nguyen	Provide students who are considering taking chemistry as their major different perspectives on the study experience from previous students. Enhance the student sense of belonging by co-presenting a talk during Ready to Teach Week. This talk drew on lived experience to share insight about how teaching staff can enhance belonging for students.	9-minute video where 4 third-year students majoring in chemistry were interviewed about their learning experience. This gives students who are considering taking chemistry as their major an insight into the degree and some great study tips. The video will be available for students on blackboard from next year. A co-presented talk during Ready to Teach Week, and a 3000 Word document was drafted which includes a reflection on 'belonging journey'. An audience of 40 people attended with excellent feedback.
Codesigning New Approaches to Disability Inclusiveness for Science Students **Round 4 (ID: 4054272)**	Staff Partners: Elizabeth Helene Krenske, Matheus Carpinelli de Jesus Student Partners: Jing Wang, Mohita Singh	The overall aim was to identify obstacles that science students with disabilities encounter at university and identify new ways to overcome those: help UQ staff to identify situations that may have been overlooked before; make the learning environment more inclusive for students with disabilities; and develop guidelines to help current and future students.	A lab tour video of the labs at level 5 of the chemistry building. A flyer containing the accessibility features present in SCMB to support students. The next step will be for the resources to be shared with the SCMB Equity, Diversity and Inclusion Committee. It is hoped that the video and flyer can be widely distributed to SCMB students in 2023.

School of Earth and Environmental Sciences

Title and Project ID	Partners	Aims	Outcomes
New site linked to the 2032 Brisbane Olympics as a case study for the Advanced Planning Studio **Round 3 (ID: 3995623)**	Staff Partners: Sebastien Darchen Student Partners: Vimal Soni, Isabella Foreman	The aim was to get ideas from students about ways to make practicals more interactive for a planning studio as well as get suggestions about a new site for the planning studio related to the Brisbane 2032 Olympics and Paralympic games.	The team were able to work together to find a new site within Brisbane that relates directly to the Brisbane 2032 Olympics. It was a fantastic opportunity to collaborate and generate a broad range of ideas from different perspectives (i.e., staff and student) to create a course that will be highly beneficial to students in the future.

School of Mathematics and Physics

Title and Project ID	Partners	Aims	Outcomes
Co-creating multidisciplinary scenarios to engage therapies students in quantitative research methods **Round 1 (ID: 3723512)**	Staff Partners: Michael Bulmer, Piers Dawes, Martin Sale Student Partners: Darcy Robson, Jordyn Buttsworth, Tsz Wun Amy Ma	The goal of our project was to improve the relevance of the quantitative methods component of HRSS3101 Health Sciences Research Discovery - a core course for around 330 students Allied Health students.	We developed new teaching models for The Islands: Stroke, Swallow Assessments (based on IDDSI), Perceptual Voice Evaluation (based on CAPE-V), and Time Up and Go variants (Cognitive and Manual). Occupation and lifestyle factors were incorporated, such as voice characteristics of teachers, blacksmiths and chimney sweeps, as well as age progression.
Why are women leaving Undergraduate Majors in School of Mathematics and Physics (SMP)? **Round 1 (ID: 3726316)**	Staff Partners: Jacquiline Romero, Till Weinhold Student Partners: Emerald Gaydon, Natalie Scott	Interview female and gender diverse students who had left SMP to uncover the reasons behind this choice; document experiences of women and gender diverse students in SMP and cultural issues they encountered; identify trends in data as to why students consider leaving; write a report of findings and suggestions to the Equity, Diversity and Inclusion committee to help make SMP a more welcoming place for all.	The investigation found that the cultural problems in maths and physics are different and will require different solutions. The outcome of the project is a summary of the information and the policy recommendations outlined in a report directed to the Equity, Diversity and Inclusivity Committee. An unexpected outlet of the project was an invitation to speak about our findings at the Women@AEHRC (Australian eHealth Research Centre) at CSIRO.
Now you see me: improving visibility of underrepresented groups in	Staff Partners: Ava Greenwood, Matthew Davis	The project aim was to increase awareness of and educate others about the contributions historically underrepresented groups have made to	Survey of SMP students leading to identification of key diversity groups requiring greater representation in SMP spaces. Identifying high impact spaces for poster placement, and

mathematics and physics spaces. **Round 1 (ID: 3730672)**	Student Partners: Benjamin Carew, Sana Saleem, Lachlan Passenger	the mathematical and physical sciences, leading to a more safe and comfortable experience for all students and staff in SMP.	annotated map for future reference. Ordering posters featuring women in science and developing descriptive text. Creating original posters for a broader spectrum of diversity groups. Distribution of posters around SMP.
Co-designing MATH1040 workshop resources to increase student engagement **Round 3 (ID: 3995620)**	Staff Partners: Wenbo Li, Poh Hillock, Michael Jennings, Joel Scott, Cherish Lo Student Partners: Declan Fletcher, Amy Zhao, Christina Tang-Fujiwara	The aim of the SSP was to design and develop MATH1040 workshop learning resources which consisted of video solutions and LaTeX solutions. We also aimed to collate and create relevant resources for the workshop modules.	We produced workshop solutions in LaTeX. We also created video solutions that accompany the problem sheets. The SSP project allowed us to add additional resources to the collection of existing resources for future MATH1040 students.
Developing a framework for SCIE1000 online workshops to enhance student engagement **Round 3 (ID: 3996734)**	Staff Partners: Liam Timms, Ava Greenwood Student Partners: Olivia Jessop, Sarah Hampson	SCIE1000 students had reported they were unclear of online workshop learning objectives, and engagement is consistently lower and more challenging than in-person. This project aimed to investigate workshop frameworks that can be implemented to best enhance student motivation to engage.	12 Kahoots, one for use in each online workshop. 12 Jupyter Rise notebooks to be used by tutors, with emojis to signpost different. 12 “Runsheets” written in LaTeX, that tutors can refer to as they work through these workshops. Guidelines document to detail the role of a tutor in these online environments. We also successfully submitted an ethics application to gather data about student participation for future evaluation.
Resource Development for PHYS4040 **Round 4 (ID: 4050705)**	Staff Partners: Gabriele Tartaglino Mazzucchelli Student Partners: Jesse Woods, Christian Kennedy, Zejun Huang	The goal of our project was to improve the course notes for PHYS4040. In particular, we wanted to write a new introductory chapter to help students at the beginning of the course, restructure the following chapters 2-7 to match these changes, improve chapter 9, and add a final chapter on the standard model of particle physics.	The main outcome is that future students of PHYS4040 will now have improved lecture notes, which is their main source of reading material; our new introductory chapter has a list of other optional reading materials, which will help give students multiple perspectives if needed. Another benefit is that the order of content of the lectures will now more strongly follow that of the notes.

Institute for Teaching and Learning Innovation (ITaLI)

In 2022, there were **2 SSP projects** based within ITaLI**,** with **8 student** and **6 staff** partner engagements.

Title and Project ID	Partners	Aims	Outcomes
HEA Fellowship scheme impact on the student experience **Round 2 (ID: 3895775)**	Staff Partners: Anna Kull, Deanne Gannaway Student Partners: Jaafar Jabur, Alexandra Knight, Dianne Mai, Gloria Woods	The challenge we aimed to address in this partnership project was to capture any evidence regarding whether Higher Education Academy (HEA) fellows implement the values and teaching capabilities expressed in the Professional Standard Framework (PSF) - a sector benchmark. Specifically, we were exploring whether the dimensions outlined in the PSF are visible to students.	The main outcome of the project was a comprehensive summary of a pilot study that aimed to capture the visibility of the implementation of the PSF within classrooms. This was achieved through observing and reflecting upon the values espoused in the PSF, from the perspectives of both students and fellows. From the observations, an analysis was compiled with the framework to assess the teaching practice of the HEA Fellows.
The Future World of Work - MOOC Development **Round 3 (ID: 3995483)**	Staff Partners: Liam Stewart, Russell Manfield, Neville Smith, Gavin Keir Student Partners: Kevin SHi, Winnie Ma, Tin Nguyen, Nisa Cahyani	The MOOC course “The Future World of Work” that is being developed by the UQx team aims to educate students and a wider community about 21st century skills required in the workforce. The project needs student input and student perspectives to ensure its relevance and usefulness to our target market, which includes students and jobseekers. The goal is for the students to be in control as much as possible while collaborating with staff to prioritise work and align with existing production processes.	The partners contributed feedback, conceptual ideas, and design elements which led to identification of specific learning resources that the team will develop to integrate into the online course. These learning resource outputs include items such as video content (interview clips of the student partners giving evidence of the 21st century skills they have experienced), written content (literature review of the “numeracy” concept), and specification of interactive online activities.

Library

In 2022, there were **3 SSP projects** based within the Library**,** with **9 student** and **12 staff** partner engagements.

Title and Project ID	Partners	Aims	Outcomes
Building digital literacy through self-paced interactive modules – student choice **Round 3 (ID: 3995454)**	Staff Partners: Miranda Newell, Marianne Sato, Thomas Palmer, Jo Whitcombe Student Partners: Carmen Gabrielle, ZheZheng Xin, Nghia Chi Luong	The challenge our project was aiming to address was support for students in building their digital literacy. The focus of this project was redesigning and updating an existing module on social media. This project aims to simplify information and educate students about the benefits and dangers of social media.	Interactive content including videos was designed and added to the module. A blog post was written and posted about the project and the updated version by students. A communication plan with relevant stakeholders was developed, along with specific related ideas. A plan on decommissioning the old content was created.
Building digital literacy through an interactive module focused on online communication and collaboration **Round 3 (ID: 3995474)**	Staff Partners: Marianne Sato, Miranda Newell, Thomas Palmer, Archana Ghuge Student Partners: Kathleen Tan, Isha Dhuri, Jess Laven	The project aimed to create a module that would support students and the wider public to build their digital literacy for effectively communicating and collaborating online.	The redesigned and updated Communicate and Collaborate Online module incorporates the insights, ideas, knowledge and experiences of students. It's a module by students, for students. Our communication plan identifies the key stakeholders, our methods of communication and the key messages targeted at different audiences.
Using open textbooks at UQ **Round 3 (ID: 3995478)**	Staff Partners: Marianne Sato, Thomas Palmer, Miranda Newell, Kellie Ashley Student Partners: Danny Theodorou, Lara Drysdale, Prachi Rehan	Using surveys and interviews, the project team seeks to understand what UQ students and staff think about open textbooks and gauge the positive impact these resources could have at UQ. We aim to advocate for the use of open textbooks at UQ to improve the student experience by increasing their level of engagement with their course.	Created and promoted blog introducing project team. Reviewed and summarised research from literature and existing data (including collections/budget information). Survey wider UQ community – promoted online via social media and in Library spaces via digital posters. Summary of survey responses (published in a forthcoming blog). Interviewed selected students (as identified in survey). Communication plan for dissemination of findings.

Office of the Pro-Vice-Chancellor (Advancement and Community Engagement)

In 2022, there was **1 SSP project** based within Office of the Pro-Vice-Chancellor (Advancement and Community Engagement), with **3 student** and **3 staff** partner engagements.

Student Services

Title and Project ID	Partners	Aims	Outcomes
Change for good - A Greener campus one team at a time **Round 3 (ID: 3995458)**	Staff Partners: Bee Beaumont, Wendy Mansell, Anita Kathryne Milroy Student Partners: Kimberly Luk, Dennis Ng, Laura Wilson	This project aims to understand and outline opportunities for Advancement and Community Engagement (A&CE) to build their culture of sustainability and become leaders in sustainability at UQ. The project will help benchmark current sustainability awareness and practices to shape A&CE's Sustainability Action Plan.	The project's outcome is the development of A&CE's Sustainability Action Plan. The action plan outlines the key recommendations for the department to strengthen its leadership in sustainability at UQ. These recommendations are shaped by the insights gained from the surveys and stakeholder engagement. The plan forms a baseline for A&CE to continue monitoring their contribution to the achievement of UQ sustainability goals and connecting further with the UQ Sustainability Office.

Student Affairs

In 2022, there were **9 SSP projects** based within Student Affairs**,** with **32 student** and **15 staff** partner engagements.

Student Services

Title and Project ID	Partners	Aims	Outcomes
Overcoming barriers to student volunteering **Round 1 (ID: 3727433)**	Staff Partners: Alex Crook Student Partners: Brooke Szucs, Sam Marcel, Pabina Gotame, Jose Ernesto Escobar Lema	Address lack of representation in the Get Involved program by changing the perception of who is involved. Raising awareness, advertising. Connecting people.	Quizzes to connect students to opportunities. Reviewed the Get Involved process: updated wording of the 'unsuccessful opportunity email'; FAQs/Demystifying the Get Involved process; meeting with Student Services to share findings and give recommendations. Social media takeover tips to help more diverse students share their perspectives. Road Map template and stories. Article for THE Campus online.
Co-creating UQ Respect peer training: from students for students **Round 1 (ID: 3728282)**	Staff Partners: Kayley Taaffe, Shauna Crimean Student Partners: Claudia Sullivan, Christina Tang-Fujiwara, Charlie Pittaway, Ruchira Jinadasa	The main aim of the project was to review current training sources for UQ respect ambassadors and colleges. Furthermore, another aim of the project was to create a training module that was more inclusive for students and staff.	Using feedback from past surveys, the team re-created the UQ respect training module to be shorter and more engaging with an emphasis on Ethical Bystanding. Trivia questions were created to further elevate the content. A literature review was conducted to help us understand how to create a more engaging and inclusive presentation. We also created a recommendations list for future presenters.
ADHD coaching trial to support neurodiverse students across UQ **Round 1 (ID: 3730762)**	Staff Partners: Kevan Walter Jones, Sara Nest Student Partners: Mackenzie Foster, Lagshiga Shanmuhalingam, Isla Paul	The goal of our SSP is to adapt Attention-Deficit/Hyperactivity Disorder (ADHD) coaching to both: 1) group settings and 2) the UQ context. The end product will be resources for facilitators and students who wish to run an ADHD coaching program - either student-led or academic-led, through schools & faculties.	Academic Endnote library of ADHD resources. Backend compilation of student-facing ADHD resources. Autoethnographic diaries.
UQ Mental Health Module **Round 2 (ID: 3890740)**	Staff Partners: Katsuhiko Shike, Kim Fletcher	The Mental Health Module SSP Project began from an identified paucity of accessible, engaging, and student-led mental wellbeing resources within the	Completed draft sections of the Mental Health Module, spanning Mood, Connection, Communication, Sexual and Physical Health, Performance, and Identity. Each section included

	Student Partners: Kealey Griffiths, Theresa Emery, Linda Nguyen, James Hasler-Bail	University of Queensland Student Services Suite.	text, links, references, and ideas for activities within Articulate to enhance student engagement.
UQ Mental Health Module **Round 3 (ID: 3996731)**	Staff Partners: Katsuhiko Shike, Kim Fletcher Student Partners: Elaine Lam, Kealey Griffiths, Linda Nguyen, James Hasler-Bail	The aim of the project is to produce a module for UQ students, by UQ students, to support mental health and well-being. This module is an important component of students' toolkit during their studies given the pertinence of mental health literacy, knowledge of internal and external mental health services, and broader well-being knowledge for students' day-to-day lives.	The Mental Health Module team has entered sections of their modules into the Articulate platform. Edits, user testing, and implementation has been agreed by the team to be completed in early 2023.
Better Access for Healthcare for UQ International Students Stage 1: Access to GPs **Round 3 (ID: 3996739)**	Staff Partners: Jackie Fuller, Pamela Doherty Student Partners: Yan Luo, Samuel Green, Emmanuel Lasu, Kieu Linh Le	This project aimed to produce either a video or a series of infographics that explain important information about the overseas student healthcare cover system to increase International Student access to GPs locally.	GP Services Infographic, Language Barriers in Healthcare Infographic, What do you need to take to your GP appointment? Infographic, Using Drs on Demand tutorial video, Right to Information tutorial video, Instructive guide to creating Videos/Infographics for UQ Wellbeing. Our distribution strategy will ensure we engage with important UQ community.
UQ Respect Student Bystander Promotion **Round 4 (ID: 4050709)**	Staff Partners: Kayley Taaffe, Tracey Leigh-Allen Student Partners: Kealey Griffiths, Olivia Falcomata, Prachi Rehan	Co-design student focused UQ Respect ethical bystander promotion and marketing material.	We developed various collateral to disseminate around the university. These include posters and social media tiles for use on Instagram, Facebook, etc. There are over a dozen poster variations that cover the 5 Ds, which are central to the campaign. We also received feedback and from branding and UQU in terms of how and where we can display the posters.
Student Representatives training and induction re-design **Round 4 (ID: 4050710)**	Staff Partners: Alex Crook Student Partners: Sam Marcel, Bisakha Dewan, Nathan Wood, Muskaan Khanna	Redesign the current student representatives training to be more comprehensive and relevant to the needs of reps. Also, look at staff-facing resources as well to help them better engage student reps on committees/advisory groups.	Evaluation of perceptions of the student representation program through a survey of student reps. Communications template for staff to send to students introducing the new student rep(s). Self-paced modules. Application to be hosted on the LearnX platform. Currently on a waitlist to take this to completion in partnership with digital learning advisers in ITaLI. Outline of 'Reach out to your reps' campaign.

Navigating Student Access Plans at UQ **Round 4 (ID: 4054135)**	Staff Partners: Locky Kaye Student Partners: Truc Le, Carly Watson	Student Access Plans (SAPs) help students with a medical condition, disability or have carer's responsibilities access adjustments for their program of study. We aimed to review and offered recommendations to improve the SAP process.	As there is no formally documented report/analysis on current Student Journeys when referring to SAPs we focused on finding this data. This partnership has produced a Universal Student Journey Map which shows how students currently experience the SAP system.

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Contact details

Delia Terpstra, Robin Allsopp, and Rowan Collin

Student-Staff Partnership Projects

E SSP@uq.edu.au
W https://employability.uq.edu.au/student-staff-partnerships

CRICOS Provider Number 00025B