THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Student-Staff Partnerships 2023 Project Snapshots

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Overview

This report provides an overview of the Student-Staff Partnership (SSP) projects that occurred in 2023 by faculty or central unit. 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 Student-Staff Partnerships

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 and talents within the UQ community, and to enhance the University experience of both students and staff.

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

SSP Projects in 2023

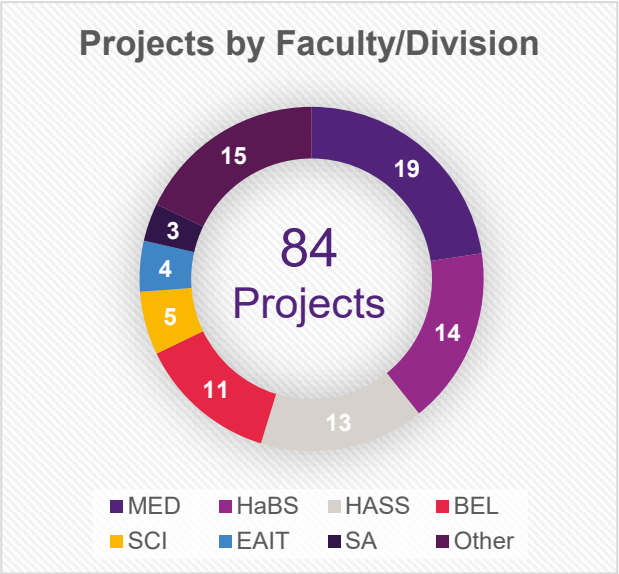
Students and staff collaborated on SSP projects over four rounds in 2023. Project ideas designed to enhance the student experience, enhance teaching and learning, and transform governance systems, were reviewed by the SSP Advisory Group staff and student members.

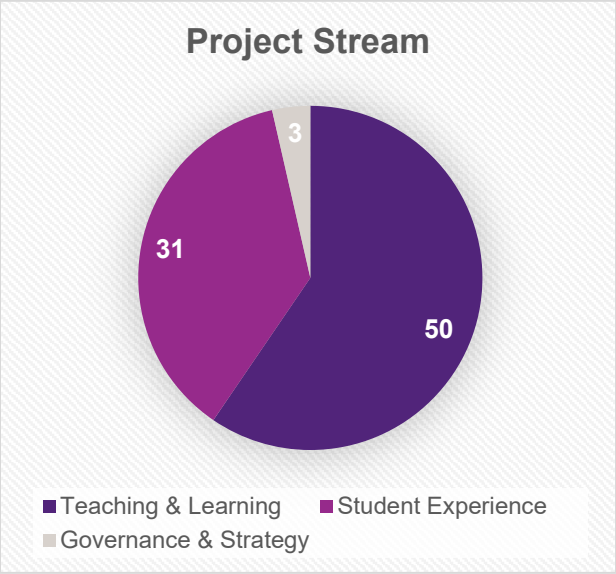
A total of 84 projects were approved and delivered across all 6 faculties and 5 central units. The following diagrams illustrate the distribution of projects and partners by faculties and central units.

Faculty of Business, Economics, and Law (BEL), Faculty of Engineering, Architecture, and Information Technology (EAIT), Faculty of Health and Behavioural Science (HaBS), Faculty of Humanities, Arts and Social Science (HASS), Faculty of Medicine (MED), Faculty of Science (SCI).

Central Units: Student Affairs (SA); 'Other' includes Academic Services Division, Aboriginal and Torres Strait Islander Studies Unit, Research Ethics and Integrity Unit, Graduate School, Institute for Teaching and Learning Innovation, Library

Projects	Project Units	Student Partners		Staff Partners	
84	**13**	**296**	**263**	**203**	**171**
	Faculty & Central Units	Total Engagements	Unique Participants	Total Engagements	Unique Participants



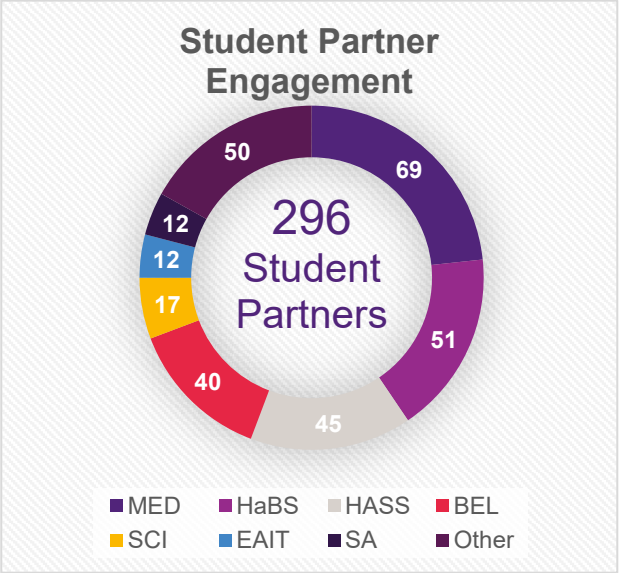


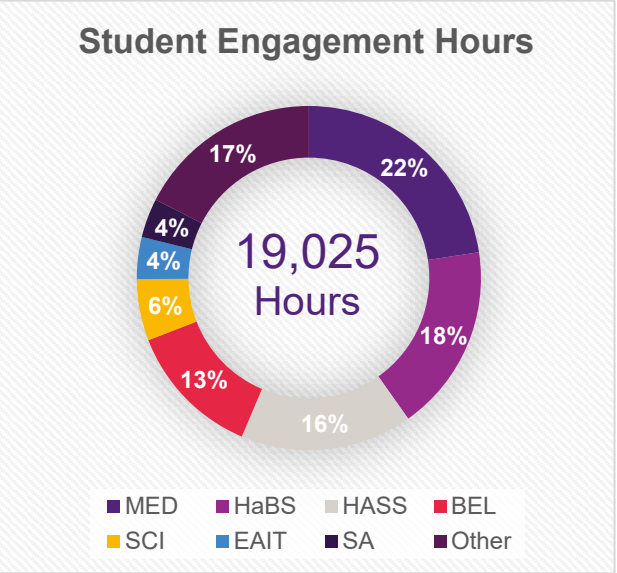
Project Partners

Students from a range of disciplines and study levels participated in SSP projects in 2023. With a total of 296 student engagements and 263 individual participants, students partnered with staff and peers on projects within their own discipline area as well those designed to benefit the wider university community. Student partners for 2023 included 56% Undergraduate, 34% Postgraduate Coursework, and 10% Higher Degree by Research.

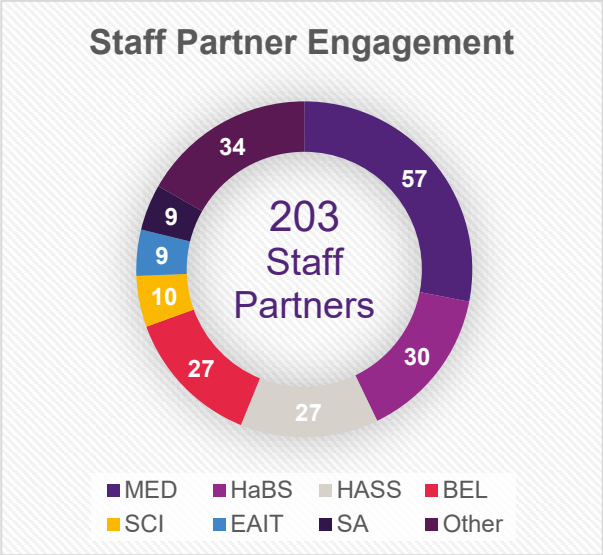
Staff partners consisted of 56% academic and 44% professional staff, with a total of 203 staff engagements and 171 unique staff participants in 2023.

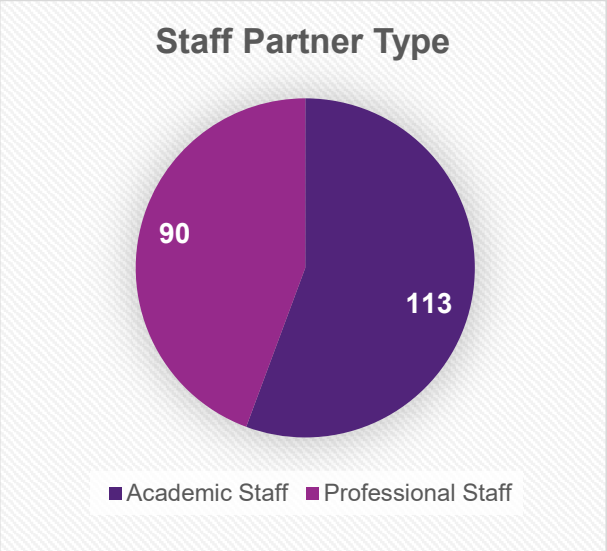
Student Partner Engagement





Staff Partner Engagement





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 2023.

The following section details 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 Project 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'.

Also detailed are the number of projects and partner engagements by each faculty and central unit. Student and staff partner numbers represent the total engagements on projects instigated by the relevant faculty or central unit.

Faculty of Business, Economics and Law

Projects	Students	Staff
13	40	27

School of Business

Project	Partners	Aims	Outcomes
Improving engagement and authenticity in ACCT1101 course experience **Round 1 (ID: 4202984)**	Staff Partners: Cecilia Chiu, Ryan Waters Student Partners: Chloe Arnold, Kye Behenna, Luca Barrett, Tate Doneathy	The project aimed to increase student engagement in course activities such as: lectures and theory delivery; group work and peer interactions in tutorials; and assessment and content recall. The project also aimed to stimulate authentic interest in course content by catering for varying student abilities and learning types while also improving comprehension of accounting concepts and their relationship to decision making in business scenarios.	A task description for a new group presentation assessment was developed. However, staff feedback highlighted that the administrative effort to implement it would be too great. Based on this development, the partnership shifted focus to developing a tutorial structure, which was well-received by Course Staff. Further insights were provided for Course Staff to progress in future semesters.
On Pitching, not Presenting: Co-designing an authentic team assessment on the path to Indigenising the Curriculum with Work-Integrated Learning **Round 2 (ID: 4416705)**	Staff Partners: Teegan Green, Ashil Ranpara, Louise Crowe Student Partners: Ylaine Lee, Elijah David, Anshuman Jain, Pan Deng	This project aimed to co-design authentic assessment in the Master of Business MKTG7502 Strategic Branding course. There was a particular focus on integrating aspects of Indigenous Knowledge and the role of yarning in building community and team cohesion.	The team collaborated to achieve shared outcomes that go beyond what we set out at the beginning. The link to a view a document that highlights all achievements stemming from this SSP can be found here: https://uq.sharepoint.com/:w:/t/r0qnrbi4/EQdCpmLPOyVFmQy1VNm2SjUBVoH0NaXVXpa0xeeZbzF9sQ?e=CZKx1g

Innovating the Master of Entrepreneurship and Innovation Experience Round 3 (ID: 4494704)	Staff Partners: Frederik von Briel Student Partners: Yajaira Navarro, Sumayyah Abdurrahman, Sorkunthika Srour, Jatin Pawar	This project aimed to bring student voice into the Master of Entrepreneurship and Innovation (MEI) program review to ensure it continues to deliver the best possible student experience by conducting focus groups to identify which aspects of the program should be continued, stopped, revised or are currently missing and should be introduced.	Project outcomes delivered key insights: Continue: student choice of two elective courses per semester, maintaining the MEI student committee, ensuring MEI core courses have engaging and interactive classes. Stop: assignment structures and material delivery for particular courses, adding more field study options, minimizing content repetition in core courses. Missing: offering credits for Ventures programs based, increasing networking events and alumni connections
Promoting Culturally and Linguistically Diverse (CALD) Students experiences Round 3 (ID: 4494967)	Staff Partners: Eric Tan, Bec Wood Student Partners: Shashank Shivakumar, Lucia Lu	The project focused on continuing to support first-year CALD students. The project continued work commenced in semester 2 2022 to make video content available on Blackboard for students and to start two focus groups for our mentoring programme in FINM1415 to help provide assistance for first-year CALD students.	The project developed video resources which were made available on Blackboard for the FINM1415 students. Student feedback and suggestions were collected on the current mentoring programme and the new one planned to be established soon. The project developed an official report for promotion purposes with the collected and analysed data.

School of Economics

Project	Partners	Aims	Outcomes
Co-evaluating and improving the three-colour tutorial scheme for ECON3210 **Round 4 (ID: 4699119)**	Staff Partners: Frederique Bracoud, Fran Spinelli Student Partners: Selina Teng, Paulina Vasylenko, Yifeng Cheng, Cordella Macuno	This partnership project aimed to collaboratively assess the three-colour tutorial scheme, in particular the efficacy of these adjustments and recommend refinements accordingly. The project endeavours to improve student engagement and collaboration in ECON3210 and also provide valuable insights for any UQ community stakeholders interested in enhancing group activities in their teaching contexts.	The main outcome of the project was the creation of an extensive database with qualitative and quantitative evidence, including tutorial observation summaries, focus group thematic analysis, and engagement quiz data summaries and analyses. This data base informed the development of Student Partners Semester 2 Report, in which student partners discuss their preliminary findings.

Co-creating mathematical models for assessment and learning in Economics **Round 4 (ID: 4699112)**	Staff Partners: Carl Sherwood, Michael Bulmer, John Raiti Student Partners: Christina Brown, Ruoxuan Shi, Kelly Seeto	This project aimed to identify economic models that could be incorporated into The Islands (TI) to provide enhanced, authentic learning experiences for both economic and non-economic students. It aimed to demonstrate what could be possible in BEcon courses and in extra-curricular activities such as the Borderless Competition in the School of Economics.	Outcomes generated by the project include: 1. Enhancing TI by including additional high fibre foods for generating data. 2. Adjusting TI algorithm relating to an individual's fibre consumption to better reflect real-world fibre consumption habits for residents on TI. 3. The design of three separate tutorial activities for the course ECON1310, using concepts relating to probability contingency tables, sampling distributions, and hypothesis testing. 4. Lecturer guides and ideas for integrating TI into lectures to help motivate students to attend "Islands tutorials", where students get to generate data with their friends using TI to solve questions aimed at helping them make sense of theoretical concepts presented during lectures.
New assignment structure proposal for ECON3350 **Round 4 (ID: 4699090)**	Staff Partners: Eric Eisenstat Student Partners: Francisco Tavares Garcia, Liam McAuliffe	This project intended to move the ECON3350 course from two more significant assignments to four smaller ones. These changes aim to engage students earlier in the semester, bringing the first due date from Week 9 to Week 4, and provide a rubric for each assignment.	Along with the assignment description, ECON3350 students will now have access to a rubric and a suggested template. These extra documents should help students use their time efficiently to develop the course content in the report. Tutors now have a marking criterion, where every single mark (or half mark) is clearly defined to ensure consistency between different tutors. Documents for reports 1 and 2 have been delivered. Documents for reports 3 and 4 are still under development.

School of Education

Project	Partners	Aims	Outcomes
Beyond Orientation: Supporting the First Year Classroom	Staff Partners: Jessica Leonard, Lee Lee, Tim Thomas, Bec Wood	The team's aim was to support academics across UQ to create a more supportive, caring first-year experience which helps students	238 students were surveyed on their views on orientation events and the positive and negative aspects of their academic and social

Round 2 (ID: 4398935)	Student Partners: Shashank Shivakumar, Kathleen Tan, Carmen Gabrielle, Marissa Chow	navigate the challenges of university. To provide scaffolded support, we envision co-developing resources for first-year teachers to use beyond orientation, such as best practice guides and support strategies. With our student partners, we will co-develop, co-design and produce resources that support academic staff teaching first-year classes.	life at UQ. Based on the results the team developed a presentation to present at Ready to Teach (R2T) Week, to inform UQ academic staff, student experience teams. Ready to Teach Week event: https://itali.uq.edu.au/event/session/9938

TC Beirne School of Law

Project	Partners	Aims	Outcomes
Reimagining the EDI Unconference through an intersectional and allied model **Round 2 (ID: 4406897)**	Staff Partners: Brooke Szucs, Teagan Stuart, Katsuhiko Shike, Zoe Cahill Student Partners: Joanne Walmsley, Tian Xie, Ranita Thompson	This project aimed to encourage equity, diversity and inclusion (EDI) efforts across the university, provide a safe space for the sharing of knowledge and lived experience, raise awareness and advocacy for EDI, connect staff and students from diverse backgrounds to allow for mentorship and encourage, and provide recognition and thanks to those involved.	The primary outcome of this SSP was the delivery of the 2023 EDI UnConference at UQ. Which aimed to create a more equitable, diverse, and inclusive environment at UQ. An indicator of success will be students' recognition and appreciation of their own unique contributions to the collective mosaic of the UQ and wider community.
Embedding culturally safe processes, practices and perspectives in the programs and activities of the UQ Pro Bono Centre **Round 3 (ID: 4494707)**	Staff Partners: Faye Austen-Brown, Tamara Walsh, Chloe Ryan Student Partners: Christina Gabiana, Ruby Traucnieks, Indi McKeown , Devsi Patel, Grace Brunton	This project aimed to evaluate whether practices within the UQ Pro Bono Centre, law school and other UQ faculties were culturally safe. It hoped to identify necessary changes that the Centre and law school should implement to reflect genuine respect, acknowledgement, and recognition of cultural safety. It also aimed to create a more robust Acknowledgement of Country, specific to the Centre, acknowledging the contributions of First Nations peoples to current Australian law.	The project delivered 15 in depth recorded and transcribed interviews with community members. New relationships and connections were built with First Nations community members within UQ and the wider community. It also delivered a roadmap detailing achievable steps in the short term, medium and longer term. As well as an updated UQPBC Acknowledgement of Country. All of which will serve as the basis for a research report which will be published in 2024.

Faculty of Engineering, Architecture and Information Technology

Projects	Students	Staff
4	12	9

Faculty central unit

Project	Partners	Aims	Outcomes
Enhancing the EAIT student experience **Round 3 (ID: 4494710)**	Staff Partners: Prachi Rehan, Georgia Baker Student Partners: Winnie Ma, Shreyas Raman, Krisna Bou, Joy Yin	The central focus of the project was to enhance the overall student experience in the Faculty of Engineering, Architecture, and Information Technology (EAIT) by addressing academic, social, and wellbeing concerns. The objective was to assess the prevalence and severity of these issues within the EAIT student body. The ultimate aim was to offer specific recommendations to the faculty leadership tailored to identified concerns.	Key findings of the project highlighted concerns in wellbeing, belonging, and career engagement for EAIT students. Results found students struggled to confidently plan later-year courses and felt overwhelmed. Students reported hesitation in accessing counselling and academic advice services. Engagement in EAIT societies and event is low and only 29.8% report a sense of belonging. An extended outcomes report was produced with full findings.
Reducing barriers to connect with culturally and linguistically diverse students in EAIT Faculty **Round 4 (ID: 4699150)**	Staff Partners: Prachi Rehan, Georgia Baker Student Partners: Manvi Narang, Vijaya Sarmishtha Kaza	This project aimed to gain further insight into challenges faced by minority students and develop solutions to improve their student experience. The project intended to scope best practices from other institutions or organisations that have successfully addressed similar challenges. The end goal of the project was to develop ideas and policy recommendations for cultural inclusivity.	Interviews with leaders and stakeholders highlighted the need for tailored support mechanisms for students from diverse backgrounds, and events and programs that celebrate and raise awareness of cultural diversity. Student survey results within the EAIT faculty determined that the development of a communication channel like a newsletter, and the formation of a student advisory group would help to support CALD students. In addition, further work is necessary to refine feedback mechanisms and channels in the EIT faculty, to encourage open and honest communication.

School of Chemical Engineering

Project	Partners	Aims	Outcomes
Reimagining ENGY7003 for the Hydrogen Economy **Round 1 (ID: 4200627)**	Staff Partners: Muxina Konarova, Tony Heynen Student Partners: Manuel Araneda Santis, Tammy MacGinley	This project aimed to revise the foundation material for ENGY7003 for greater alignment with the outcomes of the Net Zero Australia project. Australia's transition to Net Zero comes with significant challenges that the Masters of Sustainable Energy program hopes to equip future graduates to address confidently. While ENGY7003 aims to prepare students for these possible future trajectories, this project focused on creating the prerequisite knowledge to prepare students for this course.	This project delivered a new set of pre-course material for ENGY7003, to provide students with pre-requisite knowledge of significant decarbonisation challenges faced by Australian industries. Information was contextualised the economic, environmental, and social issues faced by these industries. A review of findings from the Net Zero Australia Project for decarbonisation of industry ensured the material was directly linked to existing transition plans for Australia. Materials were implemented into the 2023 course and used successfully by students.
ENGY7000 redesign for Net Zero **Round 1 (ID: 4200735)**	Staff Partners: Simon Smart Student Partners: Chen Xu	The project aimed to redesign the ENGY7000 course content to meet pressing challenges of climate change and renewable energy into the electrical grid. It aimed to assess all the data and tutorial videos in different links in the course to make sure all the materials are easily accessible and give a ready hint to the present the data to make sure students have a clear understanding of the energy transition effort and what type of technologies are involved in this process.	The project reviewed all materials in the ENGY7000 materials and provided recommendations on how to further encourage students have more active discussion about the course in the lecture. https://1drv.ms/f/s!Au3wknaxJDd1gvR_w67rM4BKnu53MQ?e=WJph8o

Faculty of Health and Behavioural Sciences

Projects	Students	Staff
14	51	30

Faculty central unit

Project	Partners	Aims	Outcomes
HaBS Staying on Track Initiative Round 4 (ID: 4699287)	Staff Partners: Selina Blyton, Liz Caverswall, Erica Alvarez Wei Student Partners: Peta Cridland, James Tan, Natasha Liong, Allie Wilde-Rose	This project aimed to review the effectiveness of email communications delivered as part of the initial HaBS Faculty 'Staying on Track' initiative. The project ran alongside the live roll out of this initiative and aimed to determine whether the communications and messaging in the program was effective in engaging students and resulted in positive action being taken.	The "Staying on Track" email campaigns were extensively reviewed by all partners. Reviews determined that Vision6 and Blackboard Analytics were appropriate tools for the initiative. Findings also suggested that communications should be tailored for distinct cohorts (i.e. mature age students) to ensure equitable access to support. A significant outcome of the project is key recommendations to broaden the scope of the initiative, which will be presented to faculty executives in Semester 1 2024.

School of Dentistry

Project	Partners	Aims	Outcomes
Co-designing an evaluation framework to capture student voice for digital uplift projects in Dentistry **Round 1 (ID: 4202931)**	Staff Partners: Sowmya Shetty, Sep Hosseinpour Student Partners: Sana Ibrahim, Sachita Dahal, Khaleeq Panhwer	The primary aim of this project is to bring together key stakeholders including both students and educators in Dentistry to blueprint an evaluation model that will enhance sustained, deep student engagement. The premise is that this will then include adaptive student learning and	The project provided opportunity for course coordinators to engage in open discussions with students about areas for improvement. Outcomes of this project consisted of: creation of new content for HoloLens sessions, creation of revision content (flowcharts, flash cards, worksheets and activities) and the improvement of assessments such as GAF,

		assessment practices can then be based on the model for "assessment as learning".	mid semester exam and final exam. The HoloLens sessions were a major point of improvement for the course so it was paramount that new resources were made and that the execution methods were revamped.
Digital Uplift for the Bachelor of Dental Science (Hons) Curriculum: Which Way Forward? Round 3 (ID: 4494960	Staff Partners: Ove Peters Student Partners: Ahmed Abdulmunem, Jay Nain, Emily Lee	This project sought to create guidelines that to create digital uplift content for the UQ School of Dentistry (SoD). Several courses at the SoD are already uplifted. However, it has been noted that, perhaps due to the relative scarcity of student teacher contact in some of the uplifted courses, that outcomes in subsequent clinical courses was less-than-favourable; this directly related to the quality of learning and patient care.	This project examined the content offered at the SoD and sought student feedback. Positive and negative aspects of the course were taken into account, culminating in a set of guidelines. These outlined the differences between subject matter and suggested suitable learning models to achieve better delivery in a blended learning environment. Improvements in learning and elevated patient care standards can be expected with the implementation of these guideline. Student satisfaction levels are also expected to increase and ultimately benefit all direct stakeholders at the SoD.
Co-designing an online resource focussed on clinical communication basics for early clinical dentistry students Round 3 (ID: 4494959)	Staff Partners: Sowmya Shetty, Jessica Zachar Student Partners: Janice Zhang, Raewyn Huang, Wei Chen	The project aimed to prepare UG clinical dentistry students to examine and treat their first patients in a public health setting, (particularly patients with complex medical needs i.e. osteoporosis, cardiac conditions, and asthma, etc.) There were no existing custom interactive resources support students before commencing clinics. This project aimed to co-create digital content involving simulated patient interactions and online resource on clinical communications.	The project delivered a learning package with videos and learning material to deploy on the learnX module. It included two complex patient scenarios. The project also delivered a chapter within an open educational resource through Open Textbooks @UQ regarding medical history taking, prescription writing and setting the scenes from the virtual patient module.

School Health and Rehabilitation Sciences

Project	Partners	Aims	Outcomes
Reviewing and developing the occupational therapy student	Staff Partners: Liz Springfield, Caitlin Hamilton	This project aimed to improve the experience that students, mentors, clinical educators, standardised patients and academic staff	The project delivered: • a video tool for SPIE preparation, designed to allow students to be better prepared for and

standardised patient interview experience **Round 1 (ID: 4200738)**	Student Partners: Sebastian Gallegos Berrios, Tiffany Yeung, Ellen Curtis, Charlotte Scott	have when engaging in the 'standardised patient interview' assessment of OCTY1205 & OCTY7809 and ensure it is equitable and sustainable for all participants through review of all components of the process and consultation with all stakeholders. New resources will be developed as required to support the project aims and improve the student experience.	understand their expectations during the assessment and the interview process. • a rubric to support peer feedback that uses student-friendly language. Covering key skills required for competence in the SPIE. • a revised marking rubric for summative feedback from clinical educators to students with similar criteria and language to the rubric for peer feedback. The use of more detailed descriptors will support training and more reliable marking by the clinical educators.
Delivering a culturally safe health workforce: Co-designing teaching and learning activities to build cultural safety in physiotherapy students. **Round 2 (ID: 4418319)**	Staff Partners: Niru Mahendran, Martin Sale, Curtley Nelson Student Partners: Calum Neish, Grace Liu, JiaYue He, Hillary Cheung	This project aimed to fulfil UQ's QLD Commitment, Reconciliation Action Plan and goal to deliver graduates who are global leaders and 'fit-for-practice', by integrating improved cultural safety and cultural reflexivity into the physiotherapy curriculum.	The project team undertook in depth literature searches for teaching and learning frameworks for cultural safety, evidence-based learning activities and measurement tools for diverse communities. Three co-designed workshops for the development of assessment and teaching and learning activities for identified semesters (PHTY2240) were delivered, alongside eight videos to use in practical classes and assessment. The project team also sourced relevant teaching and learning resources and frameworks and identified next steps for the chair of cultural safety committee (physiotherapy discipline, SHRS) to take back to committee and teaching teams for long-term planning and development.
Developing Occupational Therapy International Students Community (dOTcom-i) **Round 3 (ID: 4494884)**	Staff Partners: Tomomi McAuliffe, Jenny Fleming Student Partners: Charis Leung, Eng Yee Lim, Tiffany Yeung	This project (dOTCom-i) aimed to facilitate a sense of belonging among international Occupational Therapy students and promote cohesion and connection within and beyond their cohort. The dOTCom-i project aimed to provide a great opportunity for targeted students from different year levels to bond over and help each other tackle the problems they face during the journey in their studies.	The team developed four guides that describe a role of student representatives to run student-led/focused events, such as social gatherings. The guide allows the team to ensure the sustainability of the program by using the existing role of year level international student representatives. The student partners created an Instagram account to specifically facilitate exchange of

			information among OT international students from all year levels.
Evaluating the new Speech Pathology curriculum **Round 3 (ID: 4494919)**	Staff Partners: Adriana Penman, Nerina Scarinci, Rachel Scott Student Partners: Eva Davis, Percie Dinh, Clare Cornwell, Kristen Elston	The aim of this project was to develop a collaborative, two-way evaluation system for students and staff to reflect on course learning objectives, learning activities and assessment in first and fourth year (with feedback collected within SPCH1201 and SPCH4202). This project also piloted the evaluation framework and gathered student feedback to identify future directions and develop recommendations for future course development and implementation.	This project delivered a co-created evaluation framework to evaluate new 1st and 4th year courses in the BSpPathHons program. The framework was trailed to both cohorts and gathered feedback on the courses and the framework itself. Results and recommendations were presented to 1st and 4th year cohorts. A key recommendation was that from 2024 onwards the survey and focus group evaluation framework be implemented program-wide to evaluate new SPCH-coded courses in the BSpPathHons and Masters programs.
Understanding how speech pathology students become person- and family-centred practitioners **Round 3 (ID: 4494888)**	Staff Partners: Felipe Retamal Walter, Adriana Penman, Rachel Scott Student Partners: Jess Ruhle, Cindy Xu, Charlotte Grant, Monica Antolini	This project aimed to find a way to make the abstract idea of Person and Family Centred Care (PFCC) tangible and measurable for Speech Pathology students, bridging the gap between PFCC theory and practice. The aim was for project outcomes to assist academic staff to develop learning opportunities which can encourage student's development of PFCC skills moving forward.	This project provided insight into clients' experiences with PFCC and furthered understandings of successes and opportunities for PFCC teaching in speech pathology programs. Based on these learnings, a 'PFCC Roadmap' infographic was developed, as was a first iteration of clinical-case vignettes and rubric criteria to assess the level of PFC competency in speech pathology students across the programs. Conceptualization of several learning activities and assessment items was also undertaken.

School of Nursing, Midwifery and Social Work

Project	Partners	Aims	Outcomes
Enhancing students' sense of professional identity in the School of Nursing, Midwifery and Social Work **Round 2 (ID: 4416931)**	Staff Partners: Janine Rix, Alison Bourke, Peta Winters Chang Student Partners: Zoe Hamilton, Marni Tavener, Matheus Darie F. Adorno, Dorcas Fu	This project seeks to explore ways of enhancing students' sense of professional identity to improve the student experience and ultimately student engagement and retention within NMSW. Further to the student experience, this SSP could also aid in	This project involved an exploratory study that discovered what professional identity means to students from the disciplines of Nursing, Midwifery, Social Work and Counselling. This newfound knowledge clarified which initiatives, strategies, and events would be

		developing confident professionals in their fields at the point of graduation and beyond, from their already deep seeded sense of professional identity.	most likely to enhance professional identity within the NMSW School. These will enable the next phase of work: co-planning and co-facilitating new initiatives.

School of Pharmacy

Project	Partners	Aims	Outcomes
Understanding Student Engagement within the HaBS Faculty **Round 2 (ID: 4416719)**	Staff Partners: Stacey Jayne Trimble, Alecia James Student Partners: Jessica Heald, Ally Jones, Kelvin Cheng, YY Lee	This project sought to investigate the motivators that encourage and barriers that hinder student's attendance and participation in classes and extracurricular activities on campus. The project aimed to gain a more detailed understanding of the needs and challenges of the student cohort and their engagement in a post-pandemic setting.	The project furthered understandings of barriers to student engagement due to the pandemic and discovered simple methods that can be utilised by the faculty to boost motivation. The project recommends addressing easy wins first, followed by the initiation of broader discussions for collective solutions. A comprehensive report, "HaBS Student Engagement Cheat Sheet", was created with actionable suggestions. This will be distributed to HaBS Faculty staff and student leaders to integrate findings into university practices.
PHRM1101: Streamlining Summer Semester **Round 3 (ID: 4494711)**	Staff Partners: Jared Miles, Jess Cockerill Student Partners: Melissa Wooderson, Varsha Gopal, Ria Moodley, Betty Wang	This project aimed to review the format of the new PHRM1101 (Summer) UQ Extend content and tutorial activities. This summer course compresses 13 weeks into 8 weeks and is fundamental to further learning. Utilising student perspective, this project aimed to restructure, redesign and merge content to make this course more manageable for summer semester students. This ensures that all students can learn and acquire all required knowledge for their future studies.	This project delivered new course structure and activities that been successfully integrated into the PHRM1101 summer session of 2023-2024. The activities and course outline were successfully restructured in a way that there is an easier integration between modules and optimal time for students to not only go over content but also complete the required assignments
Enhancing Pharmacy students' feedback literacy in Work Integrated Learning **Round 4 (ID: 4699264)**	Staff Partners: Jessica Cockerill, Tanya Henry Student Partners: Keira Higgins, Johno Donnelly, George Meijer	This project aimed to evaluate the first community pharmacy Work Integrated Learning (WIL) placement experience of students and related tasks and assessments in the redeveloped Bachelor of Pharmacy	Three primary outcomes of this project are: 1. A co-developed communication plan to promote the WIL survey. 2. Delivery of a survey with responses collated and analysed to identify key themes

		(Hons) program. Specifically focusing on students' perceptions of their WIL preparedness and engagement with feedback received on placement. A secondary aim was to identify gaps in support resources for Entrustable Professional Activities (EPAs) and feedback literacy.	of preparedness for placement; self-evaluation; assessment and feedback; and preceptor feedback and student reflection. 3. A summary report was written and presented to the School of Pharmacy with recommendations on the advantages and drawbacks of the current system/s and structure/s.

School of Psychology

Project	Partners	Aims	Outcomes
Co-design a MOOC for doing good better **Round 3 (ID: 4494887)**	Staff Partners: Michael Noetel, Peter Slattery Student Partners: Bowen Chen, Sam Campbell, Lachlan McKee, Charlotte-Lilly Andersen	This project aimed to co-develop a Massive Open Online Course (MOOC) serving to introduce learners to effective altruism. Effective altruism (EA) is a research field that seeks to figure out how to best improve the world, based on evidence. Introductory EA programs can help learners to maximize their own impact, or to 'do good better'.	The SSP project co-designed the MOOC and began filming content. Student partner voice has ensured the final course will be impactful, engaging, and relevant to an audience of worldwide learners. Five interactive learning activities for different modules were developed to increase learner engagement and involvement in the learning process. Feedback on the scripts was sought to ensure the modules were accessible and engaging. The project team also reviewed other courses to confirm the MOOC would not miss vital topics or overlap with pre-existing material.

Faculty of Humanities, Arts and Social Sciences

Projects	Students	Staff
13	45	27

Faculty central unit

Project	Partners	Aims	Outcomes
Get Hooked on HASS: A Targeted Engagement Day for Year 9s **Round 3 (ID: 4494891)**	Staff Partners: Lynda Shevellar, Rowena Long, Felicity Moser, Melinda Kopanakis Student Partners: Rheanna Tai Nolasco, Jasper Johnson, Sophia Beitz, Lachlan Miller	Secondary schools report a gender disparity in HASS studies, with males undervaluing them and females dominating. HASS is often viewed as a fallback, not a catalyst for social change. This project aimed to reshape perceptions by planning a Year 9 HASS Engagement Day, involving diverse voices to inspire young students about the importance of humanities and social sciences.	The project resulted in a detailed plan for the Year 9 Engagement Day, facilitating interactions with HASS schools, cost estimates, staffing, and evaluation methods. This adaptable plan, developed by UQ students and staff, lays the groundwork for future engagement initiatives. Long-term outcomes include a more diverse pool of HASS students, enriching the learning environment.

HASS Student Futures

Project	Partners	Aims	Outcomes
HASS Upper Year Orientation **Round 1 (ID: 4202942)**	Staff Partners: Cammie Westerman, Kal Dawson Student Partners: Claire Ashman, Cas Maclean, Alexander Cooper-Williams	The HASS Horizons project aimed to support HASS students facing career uncertainty by providing timely information, fostering connections, and holistic goal review. It aimed to alleviate confusion and stigma, aiding students in identifying career paths and maximizing their university journey.	The project resulted in a one-day conference for HASS students, featuring self-reflection and practical skills workshops, networking opportunities with UQ programs, and an informative panel with HASS graduates. Student feedback praised the engaging workshops and organization, expressing improved confidence in their Bachelor of Arts studies.

Showcasing diverse students in the Arts and Humanities **Round 3 (ID: 4494961)**	Staff Partners: Shawn Kelly, Ben Graham, Brooke Szucs Student Partners: Ranita Thompson, Joanne Walmsley, Julia Venn, Devan Marston	The project goal was to spotlight arts and humanities students, often overshadowed by STEM and business-centric academia. The event aimed to showcase their work, prioritizing marginalized voices and validating their contributions.	"The Witching Hour" event successfully showcased student artwork, encompassing diverse skills and perspectives. Attendees praised the inclusive atmosphere and supplementary features like a snack bar and Zine stalls. Over 100 students attended, with a celebratory post shared on UQMiMS Facebook page: https://www.facebook.com/share/p/QFJLTiDmuEPcFMJK/?mibextid=K8Wfd2
HASS Enrich your Study Experience Website Review **Round 4 (ID: 4701813)**	Staff Partners: Joy Yang Zhang Student Partners: Joanne Vivian, Emma Schmidley	The HASS Student Experience website serves as a vital communication hub but student feedback highlights navigation issues. An evaluation led to tangible improvements: enhanced content, navigation, and usability. Collaboration with students ensured their input in crafting a user-friendly interface.	A prototype link for the updated website and a site map highlighted improvement. Student interviews showed positive responses, emphasizing simplified navigation, enhanced engagement, and inclusivity features like the "Apply Here" option. The redesigned site fosters community and offers more scannable, actionable content.

School of Communication and Arts

Project	Partners	Aims	Outcomes
Understanding Museum Studies **Round 3 (ID: 4494894)**	Staff Partners: Caroline Wilson-Barnao Student Partners: Lisa Enright, Lecy Strathdee, Andrew McGaw	The aim of the project was to better understand the needs of current museum studies students that will form the basis of a series of recommendations to support the ongoing delivery and growth of the program.	This project successfully generated research to develop a base understanding of current and future museum studies students. This formed a recommendation report which was presented to the course committee.
Monthly Open Mic for UQ Storytellers **Round 4 (ID: 4701819)**	Staff Partners: Richard Newsome, Tom Doig Student Partners: Francis Harvey, Margaret Huntley, Zahra Elkhaira Zulkifli	Our goal was to foster a vibrant writing community among undergraduates and postgraduates through an event showcasing original work. The main challenge was attracting writers to participate, addressed through social media and word-of-mouth promotion. Overcoming writer shyness, we successfully curated a supportive environment vital for industry success.	The inaugural storytellers' event drew over 20 attendees, promoted effectively through Instagram (@uqwritersshowcase) and Eventbrite. Ten readers delivered outstanding performances spanning speech, poetry, and prose. Despite nearly exceeding the time limit, the engaged audience embraced the creative atmosphere, particularly enjoying the haiku segment.

School of Historical and Philosophical Inquiry

Project	Partners	Aims	Outcomes
Cultivating Advanced Humanities Employability Skills **Round 1 (ID: 4202983)**	Staff Partners: Karin Johanna Sellberg, Jennifer Clement, Anjaline Lata Student Partners: Alex Chadwick, Annabel Demack, Jack Sneddon, Oscar O'Brien	The Advanced Humanities students lacked career and networking opportunities. To address this, we organized a networking event with three main goals: facilitating student-alumni interactions, exploring career options, and catering to specific career interests expressed by students. Additionally, the event aimed to familiarize students with networking, paving the way for future similar events.	Our project culminated in the Gender in the Workforce networking event, featuring four speakers discussing humanities-related careers. The event fostered valuable connections among students and professionals. Extensive promotion through social media and digital flyers ensured widespread attendance. Feedback gathered through surveys will inform future events, facilitating ongoing student-led efforts to enhance employability opportunities.

School Languages and Cultures

Project	Partners	Aims	Outcomes
Developing materials for enhancing active participation and employability **Round 1 (ID: 4202937)**	Staff Partners: Noriko Iwashita, Annita Stell Student Partners: Qingmiao Cheng, Sam Li, Lorelei Liu, Rebecca Mo	The project aimed to modernize SLAT7807 materials and activities by migrating them to Learn X. Targeted at Master of Applied Linguistics students, the course delves into second language learning mechanisms. Collaboratively, staff and students revamped content for greater relevance and engagement. Consolidating materials on Learn X enhances convenience for both students and instructors, enabling better monitoring and self-regulation.	Outcome 1 involved refining in-class activities for SLAT7807 and integrating them into Learn X, with student partners trained accordingly. Outcome 2 focused on enhancing video lecture transcriptions for compatibility with Learn X. Similarly, Outcome 3 saw improvements in slide deck design for video lectures, employing varied media for enhanced student engagement. Student partners received training to facilitate these revisions effectively.
Enhancing employability skills and work-related learning via class activities in Language Testing and Assessment Course **Round 3 (ID: 4494178)**	Staff Partners: Noriko Iwashita, Annita Stell Student Partners: Rebecca Mo, Lily Yoon, Wali Tursun, Vo Quoc Thang Le	The SSP project aimed to overhaul SLAT7835 materials and activities, relocating them to UQ Extend. Collaboration between staff and students enhanced content relevance and engagement. Integrating materials into the platform streamlined accessibility for both	Outcome 1 involved refining SLAT7835's in-class activities, ensuring compatibility with UQ Extend and training student partners accordingly. Outcome 2 focused on enhancing video lecture transcriptions for seamless integration into the platform, with student partners trained for effective redesign.

		students and instructors, facilitating monitoring and self-regulation.	Outcome 3 saw improvements in slide deck design, employing varied media for enhanced student engagement, with student partners receiving relevant training.

School of Social Science

Project	Partners	Aims	Outcomes
Finding ways to enhance practical experiences for Bachelor of Social Science students **Round 3 (ID: 4494963)**	Staff Partners: Mair Underwood, Cameron Parsell Student Partners: Aariyana Hussain, Rudolf Braasch, Luise Möhrke, Sam Lamont	The team, comprising Bachelor of Social Science students and staff, initiated a project to enhance the educational experience of peers. In response to feedback revealing gaps in the curriculum's practical applicability and networking opportunities, the team aimed to bridge this disparity. With guidance from the program director and committee support, they focused on augmenting skills through targeted work experiences and creating networking opportunities.	The survey, capturing 27% of Bachelor of Social Science students, highlighted a strong desire for practical learning experiences. Results showed moderate to low satisfaction with current offerings, emphasizing the need for integration of practical opportunities into the curriculum. Students suggested more field trips, diverse skill exposure, and better promotion of practical options to enrich their educational journey. These insights guide program enhancements to meet student needs.
Better articulating career pathways for graduates in the BA Sociology major **Round 3 (ID: 4494892)**	Staff Partners: Peter Walters, Ben Graham, Amber Forsyth Student Partners: Sayaka Shimizu, Kathryn McGee, Mitch Keys	The BA (Sociology) offers valuable skills attractive to employers, but students struggle to envision career paths. This project aims to showcase diverse career options through multimedia case studies created by sociology students. It addresses gaps in career guidance by highlighting the dynamic nature of the contemporary workforce and empowering students to explore various career avenues beyond traditional recommendations.	The project identified and addressed communication gaps regarding graduate opportunities for B.Arts Sociology students. It collected and analysed career pathways of 26 graduates, creating teaching resources based on the findings. Through interviews with alumni, current students gained insights into career goals, job application processes, and the value of sociology in various roles, fostering networking opportunities and career exploration.
Improving learning and assessment in first year criminology course CRIM1019 **Round 4 (ID: 4701825)**	Staff Partners: Emma Antrobus, Natalie Fennell Student Partners: Tiffany Cheung, Joseph Roth, Issy Thwaite	CRIM1019, a foundational criminology course, saw declining student engagement. This project aimed to enhance engagement by integrating current issues into case studies throughout the curriculum. The goal was to develop innovative applied learning activities that fostered knowledge and skills	The team conducted module reviews to identify areas for course improvement, proposing adjustments to enhance in-person engagement. They introduced three detailed case studies, following individuals through encounters with the criminal justice system, stimulating relevant discussions in class. By

		development while aligning with other course content, potentially influencing future assessments.	injecting vibrancy into the curriculum, the ongoing aim is to boost participation and academic performance, reinforcing understanding through practical, real-world examples. Increased engagement is expected to improve attendance and grades.
Social Science and the Fight against Modern Slavery **Round 4 (ID: 4701828)**	Staff Partners: Lynda Shevellar, Kaz Manley, Chris Frost Student Partners: Rainy Zafira, Liam Lyttle, Conor Watson, Khyja Miller	The project aimed to create a collaborative scenario-based syllabus aligning Criminology, Anthropology, Archaeology, and Sociology. By developing a scenario on modern slavery, each discipline designed interactive learning materials, showcasing interdisciplinary approaches to real-world issues. This fosters deeper student engagement and cultivates stronger bonds between social science disciplines, enriching the learning experience.	The project successfully met its objectives across three phases: developing a shared storyline, creating course activities integrating the scenario, and planning an interdisciplinary event on modern slavery. The event will involve students and experts, promoting practical applications of social science disciplines. Additionally, a case study contribution was made to the UQ Annual Statement on Modern Slavery.

Faculty of Medicine

Projects	Students	Staff
19	69	57

Faculty central unit

Project	Partners	Aims	Outcomes
Is there a role for augmented or mixed reality in the teaching of clinical skills in medicine? **Round 3 (ID: 4494898)**	Staff Partners: Honor Hugo, Ashlee Forster, Belinda Swyny Student Partners: Lakindu Jayasuriya, Nikita Rahman, Tiffany Lim	This SSP aimed to explore student perceptions of VR and AR methods of teaching and learning through capturing pre-existing knowledge and perceptions of the use of AR and VR in medical education, trialing AR and VR technologies in an immersive experience and summarising the impressions of using AR and VR technology, and the potential future applications in medical education.	The team explored various programs and found potential in Vantari XR and HoloLens for different reasons. The project attracted the interest of potential collaborators across other Faculties and beyond the University, and look forward to exploring the possibilities for funding and piloting the technology. The project team presented the outcomes of the project at the 2023 UQ Teaching and Learning week showcase event.
Co-designing an Interdisciplinary Event **Round 3 (ID: 4494900)**	Staff Partners: Rebecca Lush, Nicole Shepherd Student Partners: Bridget Hunt-Tobey, Sheona Macdonald, Xanthe Swan	This project aimed to create an interdisciplinary space using specimens from the Integrated Pathology Learning Centre, after having the collection closed for 90 years. The team wished to engage people with the collection in an interdisciplinary way and re-contextualize the collection for different disciplines.	The team developed the materials to run an interdisciplinary event to engage students from a wide academic background and increased public engagement with the collection of the Integrative Pathology Learning Centre. This provided re-contextualization of the collection and encouraged new relationships to objects in the collections among different faculties. The team designed activities to engage reflection and stimulate discussion on the topic of regulation of bodies after death.

School of Biomedical Sciences

Project	Partners	Aims	Outcomes
Learner perceptions about undergraduate human gross anatomy assessment and evaluation- A student staff partnership **Round 1 (ID: 4202962)**	Staff Partners: Saleem Awais Babri, Mark Midwinter, Karine Cosgrove Student Partners: Saskia Gilmour, Irene Huang, Jerrie Sun, Luke Waldie	The project aimed to explore learner perceptions regarding undergraduate human gross anatomy assessment and evaluation, in particular for BIOM2020 (Human Anatomy). One of the key aims was to explore whether or not assessment items support students to develop a holistic understanding of anatomical knowledges. One aim of the project was to develop a series of exemplar that could potentially be implemented within future iterations of the course, contributing to improved learning outcomes for students undertaking the subject.	Student Partners collaborated to develop a criteria for assessing the effectiveness of existing/proposed assessment items, examples of suggested assessment items, and a questionnaire for current students to determine current student perceptions regarding existing and proposed assessment items Student Partners contributed nine clinical scenario-based assessment examples. As part of the project, active students enrolled in BIOM2020 were quizzed regarding their opinions and reflections for proposed assessment. Overall, the trial was very well received with satisfaction rating of 96%.
Enhancing student learning by co-designing assessment rubrics and assessor resources for the Clinical Stream of the Biomedical Science Capstone course **Round 2 (ID: 4416712**	Staff Partners: Lisa Akison, Josephine Bowles, Charlotte Young Student Partners: Ruqaiya Al Ramadhani, Luke Waldie, Luke Paoliello, Emily Annandale	This project aimed to enhance student learning and course satisfaction by improving the Clinical Stream of the compulsory Biomedical Science Capstone course (BIOM3200.	The team reviewed and enhanced the questions for the major group assessment in the Clinical Stream. An aim was retaining key elements so that the intent of the question was still clear while making it difficult to produce a high-quality response using AI. The review process will continue beyond the SSP project timeframe until the commencement of Sem2. The team also discussed upcoming changes to rubrics and tutor marketing guides.
Developing a Tutor Professional Development Program in the Faculty of Medicine **Round 3 (ID: 4494964)**	Staff Partners: Oliver Rawashdeh Student Partners: Lauren Carpenter, Parsa Emami, Aaron Lerch, Rhiannon Carter	This project aimed to evaluate the Student Lecture Program in BIOM3002. They intended to do this by investigating the program's value to postgraduate student/tutor professional development and its effect on teaching capabilities along with its value to student learning and overall experience. We aimed to establish a proof-of-concept within this	The major output of the partnership evaluated the success and efficacy of this program in its current iteration and helped provide guidance on how to incorporate the student-led lecture program in future semesters. The project aimed to align this program with existing accreditation initiatives and is in the process of gaining formal recognition. With ongoing

		student-staff program that could be used in the future to collaborate with ITaLI to design a Tutor Professional Development Program that meets HEA Associate Fellowship requirements.	staff support, and ethical approval, additional data collected in later stages of the program will strengthen understanding of the program's value. Once completed, we believe there is strong interest in the adoption of the program into other courses to provide other postgraduate and HDR student similar opportunities.
Use of podcasts in developing multidisciplinary pathology practical sessions **Round 3 (ID: 4494899)**	Staff Partners: Suja Pillai, Anna Efstathiadou Student Partners: Alexander Fang, Kamien Lam, Beata Cheung, Cameron Bernstein	Students currently have the opportunity to view pathology pot specimens at Herston, or during their multidisciplinary practical (MDP) sessions at St. Lucia to enhance their learning experience. However, with the development of the new rural MD program, students will be based rurally, and as such, are not able to view specimens in person. The project aimed to address this need by creating pathology pot videos that these students can access remotely, and refer to throughout their study, no matter where they are located.	Pathology pot videos were developed by the team and analysed by students. Students loved that the videos were short, and concise; while covering high-yield content, and had animations. They recommended that the videos included microscopic features and they wanted to have access to the pot videos once they've graduated. The team hopes that this project will help pilot the further development, as well as digitization of our IPLC library.
Learner perceptions about undergraduate human gross anatomy assessment and evaluation **Round 3 (ID: 4494969)**	Staff Partners: Saleem Awais Babri Student Partners: Saskia Gilmour, Luke Waldie, Wanyun Irene Huang, Ruijie Sun	The extension project aimed to expand on the findings and outcomes of the first project on learner perceptions regarding undergraduate assessment and evaluation. The project aimed to develop clinically-led assessment examples which could be applied to a broader range of courses by leveraging the Student Partners' unique experience, combined with the expertise and subject knowledge of the Staff Partners, to improve student learning outcomes.	The primary outcome of the project was a series of clinically-led assessment examples developed by student partners. These assessment examples were related primarily to the content taught within nursing and physiotherapy subject. Another outcome was a student-produced framework for critical thinking, which included ideas on how critical thinking can be enabled through the structuring and framing of assessment items.
Improving educational experience for neurodiverse students **Round 4 (ID: 4701951)**	Staff Partners: Danielle Burgess, James Cuffe, Judit Kibedi Student Partners: Fletcher Le Sueur, Millie Hocking, Joanne Walmsley, Mira Irdina Mohamad Seth	Our project aimed to explore barriers to learning in first year Anatomy and Physiology course for students with ADHD, with outcomes focusing on designing practical guidelines for subjects and course coordinators and exploring potential support for students. The project aimed to use recounts of the lived experiences of student	The original aims of the SSP to create a collection of diverse student voices sharing their university experience that could then be used to disseminate the collected perspectives. Unfortunately, in expanding the scope and creating an all-encompassing survey to create broadly applicable resources, we ran behind schedule and were unable to

		partners to create additional resources for teaching staff.	complete the collation and analysis of survey data. The project has been approved for an extension to continue the project work.

School of Clinical Medicine

Project	Partners	Aims	Outcomes
Over the Rainbow' - creating educational resources to support students and clinicians to promote inclusive clinical learning spaces. **Round 2 (ID: 4416720)**	Staff Partners: Michaela Kelly, Alison Green Student Partners: Shane Jayatillake, Alex Brennan, Dineli Kalansuriya	The aim of the project was to better understand the lived experience of LGBTQIASB+ students on clinical placement to identify challenges, understand microaggressions and to explore what students witness on placement concerning colleagues and/or patients from the LGBTQIASB+ community. The team aimed to identify lack of understanding, misunderstanding and opportunities for education along with proposing possible solutions and suggested actions.	Our ethics application is currently under review with a project description, including a summary of relevant literature, student survey, Focus Group Questions and Participant Information Sheets already prepared.
The production of revised or new Clinical Based Learning (CBL) cases for MD2 in 2024 **Round 3 (ID: 4494965)**	Staff Partners: Joan Li, Hannah Gilchrist Student Partners: Bella Hulls, Luke Pahl, Renee Curry, Michael Smith	Our primary goal was to contribute to the needs of the faculty and student cohort by facilitating the creation of high quality and relevant learning material. Recognising that the medical field is constantly advancing, it's imperative that future learning materials, especially CBL cases, are not only current but also effectively aligned with the new curriculum set for next year's MD2s. This alignment ensures that the content we deliver is relevant, up-to-date, and reflective of the latest developments in medical science and practice.	A key outcome is to finalise on a new CBL case. Ongoing, there is growth to further explore challenging topics to equip learners to contemplate these matters before encountering them for the first time.
UQ Surgery Notion Page **Round 4 (ID: 4702002)**	Staff Partners: Sonia Yuen, Mark Smithers Student Partners: Jim Anderson, Thuan Nguyen, Thomas Hassall	This project aimed to fill the gap of learning resources for Year 4 Ophthalmology students. The project sought to create an online question and answer databank, modelled after a successful student-created resource for Year 3 General Surgery. By involving both	The partnership project successfully achieved its intended outcomes, resulting in the creation of a user-friendly and interactive online question and answer databank tailored curriculum. The resource provides students with a valuable tool for effective self-study and

		students and staff in the development and curation of this resource, the project aimed to bridge the gap between clinical knowledge and the lived learning experience and aligned with student needs and preferences.	exam preparation, covering the nuances and complexities of the curriculum.
Medical museum collections and Doctor of Medicine (MD) curriculum **Round 4 (ID: 4701840)**	Staff Partners: Anna Efstathiadou, Suja Pillai, Charla Strelan Student Partners: Alec Cook, Irene Li, Tamyka Bell, Juan Miguel Zapanta	This project aimed to co-evaluate the impact of medical history and museum collections on students' critical thinking skills and diverse ways and use this to engage learners in the Marks–Hirschfeld Museum of Medical History impressive collection, which is currently underutilized and underappreciated.	A survey was conducted which showed the majority students were unaware of the resources and the museum but wanted to see medical history artefacts in future MDPs. This project had a successful proof-of-concept for the integration of medical history artefacts into the MDPs for future cohorts and they look forward to further work in this space.
Enhancing the Doctor of Medicine (MD) assessment approach **Round 4 (ID: 4702023)**	Staff Partners: Alison Ledger, Helen Wozniak, Anna Efstathiadou, Souptik Basu Student Partners: Inez Beadell, Holly Williamson, Hasti Fadakar, Jason Zou	This project aimed to understand the student experience of a new self-review process, identify opportunities to enhance the student experience and share project outcomes with the wider student cohort.	This project documented recommendations that are informing plans for 2024 and also produced additional support resources for students and Educational Advisors. These will be rolled out and are based on student feedback.
Functionality and limitation of ChatGPT in written assessments **Round 4 (ID: 4702001)**	Staff Partners: Joan Li, Amalie Dyda, Luke Zaphir, Mashhuda Glencross Student Partners: Nikhil Kumar Jangamreddy, Ryuto Hisamoto, Ruchita Rajkumar Bhansali, Henry Liu	The primary aim of this project is to investigate the potential and limitations of ChatGPT as a grading supplement for written assessments. Employing generative AI tools like ChatGPT could present multiple advantages, such as reducing subjectivity and variation and increasing grading efficiency. This preliminary study will focus on determining the tool's accuracy and consistency in grading written assignments by assessing proficiency of responses, identifying limitations, and accuracy. where its accuracy in grading written work, and its ability to manage various domain and tasks.	The team evaluated ChatGPT across a range of areas to explore how it could be used when grading nuanced written work. This includes assessing its accuracy, consistency, and the quality of feedback it provides, especially in cases where human judgment is considered essential. By comparing ChatGPT's grading outputs with those of human experts, we established potential benchmarks for the AI's performance. This will help in understanding the conditions under which ChatGPT can be most effective and where human intervention remains superior. Findings from this research are expected to facilitate innovation in assessment design.

'Over the Rainbow' - creating educational resources to promote inclusive clinical learning spaces **Round 4 (ID: 4699041)**	Staff Partners: Michaela Kelly, Alison Green, Shane Delisser Student Partners: Shane Jayatillake, Dineli Kalansuriya	The aim of this extension project was to better understand student perception of LGBTQIASB+ health education within the medical program. The project also sought to better understand the lived experience of LGBTQIASB+ students on clinical placement, to identify challenges, microaggressions observed or experienced, and to explore what medical students observe on clinical placement concerning communication and behaviour directed toward or about colleagues or patients who belong to the LGBTQIASB+ community.	A survey was conducted to analyse the student experience. 61 students completed the survey and 21 partially completed the survey. Approximately 50% of respondents identified as members of the LGBTQIASB+ community. The survey provided many qualitative comments which will be the subject of further analysis. Two Focus groups have been completed with a potential third focus group planned. The 'Over the Rainbow' team plans to submit an abstract to the 2024 ANZAHPE conference to present the findings of the project.

School of Public Health

Project	Partners	Aims	Outcomes
Employability and Placements for Bachelor of Health Science Students **Round 3 (ID: 4494910)**	Staff Partners: Phoebe Cleland, Rebecca Johnson Student Partners: John Dillon, Ella Mulcahy, Emma Zeng, Kate Xu	In the Bachelor of Health Sciences, students complete a 90-hour placement in the final semester of study. Challenges with current processes include that students have poor understanding of what a placement requires and what organisations they could be involved with for their placement. International students also face additional challenges in organising Blue Cards and NDIS screening. This SSP project will provide recommendations for improving HLTH3001 resources and placement processes.	After analysing the data, a written report with recommendations and further details from the results and interpretations was compiled. This will be used by the course coordinator and school staff, to determine what is immediately actionable and a potential timeline for further changes. Recommendations include the creation of a detailed orientation package for students, an international student-specific guide to help students obtain their work integrated learning requirements and improvements to communication and assessments.
Impact of increased student representation on the School of Public Health Equity, Diversity and Inclusion committee **Round 3 (ID: 4494896)**	Staff Partners: Lisa Fitzgerald, Mikaela Wheeler Student Partners: Ashlee Forster, Aleena Jacob, Grace Toh	In 2023, the School of Public Health expanded their Equity, Diversity and Inclusion (EDI) committees committee composition to have a stronger representation of both undergraduate and postgraduate students from diverse backgrounds and lived experiences. The objectives of the project were to identify the diversity in the school,	The central outcome of this SSP is a carefully constructed survey, which has been refined by feedback from multiple stakeholders Additionally, a dissemination strategy including advertisements was designed by the student partners to facilitate survey deployment in early 2024.

		explore current needs and challenges and devise a strategy to genuinely embed representation, equity, diversity and inclusion in the School.	Following the SSP, an ethics application and submission will take place with results of the survey and feedback used to develop support systems to embolden the diverse student population.
Using TikTok to enhance learning of core epidemiology and biostatistics concepts **Round 4 (ID: 4701850)**	Staff Partners: Amalie Dyda, Louise Marquart-Wilson, Tracey Di Sipio, Sally Casey Student Partners: James Gill, Hannah Wilson, Yuxuan Liu	This project had an aim to address a new way of learning by creating an array of TikTok videos explaining core epidemiology and biostatistics concepts in novel and fun ways. These videos could enhance teaching across the public health faculty including undergraduate, postgraduate, and MD Courses. There was an aim to further disseminate the videos to platforms including TikTok and Twitter however due to UQ's strict guidelines and processes we have not done so.	We successfully created five TikToks around the topics of epidemiology and biostatistics. The topics covered were incidence and prevalence, association and causation, attributable risk, false negatives and false positives of diagnostic tests, and a "day in the life" style video. This project also aimed to assess the feasibility and benefits of on ongoing partnership beyond this SSP project arrangement. The partnership has been successful, and we hope to see the use of TikTok style content as an educational tool continue in the future.
Design new student space at School of Public Health **Round 4 (ID: 4702004)**	Staff Partners: Sarah Piper, Julie Nicoli, Christina Balmori Student Partners: Frankie Berardi, Elizabeth Ambrose, Billy Kennedy, Kevin Chiu	The Student Space will give our undergraduate and postgraduate students a place to call home when at Herston, where they can engage with each other, study in a welcoming environment, and/or decompress between classes. The space will be designed to accommodate and include the full diversity of our students. Created 'by the students, for the students', the space will increase a sense of belonging, host student engagement activities and be a hybrid space that promotes quiet study, group collaboration, and student activities.	Summary of conclusions based on student feedback has provided student perspective on what the space should look like include the purpose of the space, features of interest and usage. This feedback will be used going forward to create a space that students have a sense of ownership over and help them feel more connected to the UQ and broader PACE community.

Faculty of Science

Projects	Students	Staff
5	17	10

School of Agriculture and Food Sciences

Project	Partners	Aims	Outcomes
Design principles for 'Change Makers in Agriculture' **Round 2 (ID: 4416749)**	Staff Partners: Susanne Schmidt, Nicole Robinson, Deanne Gannaway Student Partners: Isabella Pires de Arruda Campos, Henry Chen, Aiko Jackson, Tin Nguyen	The aim of the project is to evaluate and redesign aspects of the masters level course: Change Makers in Agriculture. The project aims to address the tutorials and how to run them in a more engaging and beneficial way. Historically, attendance has been low and the tutorials have been disliked or considered unnecessary. The structure of the tutorial is to be reimagined to encourage attendance and provide useful learning time and resources to students.	The outcome of the project includes a finalised ePortfolio rubric for the eportfolio assessment, an ePortfolio workbook and instructional guides on using particular sites. Other outcomes include submissions of ethics approval and a literature review in progress on eportfolio use to form the foundation for the academic/ professional paper which will come out of the outcomes from round 3 SSP.
Peer review 'Change Makers in Agriculture' **Round 3 (ID: 4494970)**	Staff Partners: Susanne Schmidt, Nicole Robinson Student Partners: Aiko Jackson, Tin Nguyen, Isabella Campos, Henry Chen	In this extension project, we aimed to observe tutorials to evaluate the effectiveness of the new materials and assessment items formed in the first project on student engagement and learning. Another innovation for the project was the ePortfolio assessment which aimed to reinvigorate the assessment practices of the course as well as instil higher ordered learning capabilities for students.	We successfully discerned the multifaceted impact of the ePortfolio, recognizing its value not only as an assessment tool but also to enhance engagement in tutorial activities and advancing higher-ordered skills in global citizenship, reflective practice and consistent engagement throughout the 12-week course. Our observations in the redesigned tutorial sessions were instrumental in gathering insights for the ongoing development of the course. We noted a marked increase in student participation and heightened attention and focus, particularly as tasks were structured with specific timeframes.

School of Chemistry and Molecular Biosciences

Project	Partners	Aims	Outcomes
Reducing barriers to connecting Biotech students closer to their future employers (Industry and Academia) **Round 3 (ID: 4494904)**	Staff Partners: Christopher Haggarty-Weir Student Partners: Krithika Jagannathan, Kylie Mangili, Amish Rohin Rai	There is a gap between industry and employment expectations and university and the Biotech cohort expectations. This creates barriers for students being able to plan for their employment and successfully achieve gainful employment after they graduate. This project aims to identify gaps by co-creating a multimedia resource to effectively educate and equip future employees with the requisite skills and knowledge that is needed to plan and gain the employment that would meet industry standards through the creation of an MVP (Minimum Viable Product).	The project was able to successfully create tools for facilitating student and employer connections that will aid in skill development for employability. This was achieved through the creation of an MVP that uses digital media to inform students on career pathways and relevant skills and knowledge to achieve it. Overall, the project team were able to create a multimedia resource (roadmap and visual & audio interviews) that students can easily access and is relevant to their probable career goals, achieving project objectives.

School of Earth and Environmental Sciences

Project	Partners	Aims	Outcomes
Creating a cohesive marine student community at UQ **Round 1 (ID: 4202982)**	Staff Partners: Sheridan Rabbitt Student Partners: Abigail Turnlund, Kirsten Golding, Lily Kenchington-Evans	The Centre for Marine Science works to bring together the 90+ groups undertaking marine research at UQ but has lacked visibility amongst staff and students. The project aimed to cultivate a community connecting students and staff, showcase the diversity of marine research at UQ, create a booklet of the 90+ researchers within CMS and improve the marine HDR student experience through facilitating an industry event for students looking to undertake an industry placement as part of their candidature.	We increased CMS visibility within the undergraduate community by highlighting the range of marine academics available across many faculties to supervise marine research projects. The industry partners involved in our industry placement HDR information event were pleased that multiple students were engaged and interested in completing placements with each of them. We generated a running structure for these marine engagement events which can become annual, aiming to continue to unite and strengthen the Centre of Marine Science after this project concludes.

School of Mathematics and Physics

Project	Partners	Aims	Outcomes
Resource Development for PHYS4040 **Round 2 (ID: 4406900)**	Staff Partners: Gabriele Tartaglino Mazzucchelli, Leonardo Giani Student Partners: Jesse Woods, Zejun Huang, Christian Kennedy	Our aim is to improve PHYS4040 by updating the notes for the course. As this course is the first time students see quantum field theory, it can be demanding in terms of understanding mathematics and physics. We aim to help fill that gap by giving the notes a clearer direction, and by introducing and explaining the relevant concepts in a more natural order.	The main output of our partnership is to provide a better set of notes for the future students of PHYS4040. As part of our partnership, we made a pass through the entire set of notes and fixed typos, added exercises, and added additional comments to help explain difficult concepts in greater clarity and add further advanced points for interested readers.

Student Affairs

Projects	Students	Staff
3	12	9

Student Services

Project	Partners	Aims	Outcomes
Understanding current student needs for counselling and group support **Round 1 (ID: 4202978)**	Student Partners: Te Meng, Prachi Rehan, Dzul Sutandar Staff Partners: Zarinah Hienekamp, Keren Jones	The UQ Student Counselling Service provides individual counselling sessions and group-based programs. The aims of this project were to get a snapshot of current students' needs in terms of group-based programs and to understand why there has been a reduction of students attending. From here, the project aimed to ascertain what students want to engage in, and what method works best to allow for student participation. An additional aim was to explore the needs of minority groups of students to see how to best support these cohorts.	A survey was conducted that suggested that the majority of students are unaware of the services. Emerging data indicates that respondents want more face-to-face sessions as a preferred attendance method for future counselling group programs. The students were generally interested in joining group support programs. Recommendations including having UQ staff, such as lecturers, to advocate for group-counselling- related programs and events with promotion via a mix of traditional and social media (flyers, consistent posts via social media and student emails).
UQ Gatton Health Product Access **Round 4 (ID: 4704712)**	Student Partners: Joe Williams, Vanessa Yap, Mokaddes Ahmed Dipu, Tamara Freitas-Kirk Staff Partners: Meg Stegeman, Katsu Shike	The project was identified based on student and community feedback on the lack of available and accessible health services and resources at the UQ Gatton for students living on and off campus, particularly international students. The team identified many barriers of health product and services access for students studying and living at Gatton, which this SSP sought to address.	The project focused on improving healthcare accessibility at the Gatton Campus through meetings with key stakeholders. As a team, an online survey was also conducted. Meetings with health care providers highlighted key issues. The team reached out to several local chemists in streamlining student access to prescription medications and personal health care products and has provided a list of recommendations.

Understanding current student needs for counselling group support - Part 2 **Round 4 (ID: 4699083)**	Student Partners: Te Meng, Chris Paradisis, Richard Liu, Amber Edser Staff Partners: Zarinah Hienekamp, Keren Jones	The project extension has aimed to continue to gather data through the student survey, specifically to identify which programs students want to engage in, their mental health support needs and the methods that facilitate student participation. All students were included in the target group, with emphasis on students from minority groups.	The findings from this project are unique and central to meeting the mental health needs of students who require counselling support. A detailed report has been developed from the project and has helped to inform the development of group-based programs in the short and long term future. Future directions for further research are also highlighted from these findings.

Other Central Divisions/Units

Projects	Students	Staff
15	50	34

Aboriginal and Torres Strait Islander Studies Unit

Project	Partners	Aims	Outcomes
Indigenising multiple mini-interviews for the Doctor of Medicine **Round 3 (ID: 4494966)**	Staff Partners: Tracey Bunda, Nicole Shepherd, Raqual Nutley, Melody Muscat, Lia Yorkston Student Partners: Bradley Smith, Gari Watson, Kealey Griffiths, Maleah Carle	The aim of this SSP was to address the urgent need to 'Indigenise' the entry processes for the Doctor of Medicine program at UQ, both in terms of ensuring an equitable process for Aboriginal and Torres Strait Islander applicants and ensuring that all MD students have the personal and ethical qualities suitable for the program and the profession. The project aimed to conduct a review of the methods of recruiting First Nations students into medical programs and developing recommendations for improving the processes.	With time, the aims of the project shifted towards developing anti-racism and cultural safety support and resources for staff providing feedback on the performance of students within MMI interviews. The project outcomes are an auto-ethnographical review of student partners experiences with the MMIs in 2022 and the development of an anti-racism framework for evaluating MMI stations. We identified a need for a training package for use by staff involved in writing MMIs stations and for interviewers to improve cultural safety.

Academic Services Division

Project	Partners	Aims	Outcomes
Academic integrity campaign **Round 2 (ID: 4416708)**	Staff Partners: Rowena Bower, Rod Whybird, Associate Professor Slade	Cheating and academic dishonesty have been major problems in the lives of students for a very long time. One of the biggest hurdles that students face in overcoming this problem is not being aware of what is classified as cheating by UQ due to lack of knowledge. The project aimed to run a communication	The team created posters that include scenarios and information to make students aware of the academic integrity rules and consequences of breaching these rules. It has investigated different situations students find it difficult to understand and abide to academic integrity and created easily understandable

	Student Partners: Prachi Rehan, Nathan Wood, Ashley Ramanthan	campaign for students to help start a conversation about promoting integrity and make students aware of what is considered cheating.	content that will facilitate better understanding of academic misconduct and promote academic integrity.

Graduate School

Project	Partners	Aims	Outcomes
New HDR Student Charter **Round 4 (ID: 4704709)**	Staff Partners: Kim Wilkins, Dan Walker Student Partners: Krishna Dermawan, Helen Senior	It emerged from the policy review cycle that there was a requirement for a new UQ HDR Charter. The charter needed to be shorter and more relevant in the context of similar policy documents, with more clearly defined rights, roles, and responsibilities of HDR candidates and UQ. The broad aim of this project was to obtain student perspectives regarding the content of the Charter.	As a result of the activities within this project, a new HDR Charter was created that will become part of the Policy and Procedure Library held at UQ. The new charter will be a legacy document and will exist for seven years, with the new structure potentially enduring beyond the time frame. Additionally, the student partners gained personal career development experience relating to participating in a co-design project, acting as advocates and a 'voice' for a larger population, and being involved in the policy review cycle.

Library

Project	Partners	Aims	Outcomes
Learning resources to build digital literacy **Round 1 (ID: 4202965)**	Staff Partners: Marianne Sato, Thomas Palmer, Miranda Newell Student Partners: Ulban Adhikary, Charlotte Picker, Nathan Wood	The Library's Digital Essentials suite of modules is designed to build the digital skills of students at UQ. The project evaluated the Digital Essentials suite of modules and developed a plan to improve the content so that it is more engaging, discoverable and useful for students.	The Digital Essentials landing page was redeveloped to better showcase the modules and made more user friendly. A video and blog post were produced to promote the modules to students and teaching staff. Improvements and additions to individual modules were made by the student partners with partners developing and delivering a presentation to the eLearning community about the project and changes and redesign of Digital Essentials

Service Improvement: Communication with HDRs **Round 2 (ID: 4416707)**	Staff Partners: Elena Danilova, Justine Cawley Student Partners: Navid Teimouri, Helen Senior	The UQ library has an extensive collection of resources available for HDR students to support them in their research. The project aimed to identify specific examples where different communication approaches may be required to ensure research students are well-informed about the range of Library resources and services available to support their research endeavours. The project also aimed to find ways to increase the use of the current resources and improve communications to the HDR community.	The student partners provided detailed insight into the student experience on the library. The outcomes of this project prompted the UQ Library to review library orientation programs for research students and facilitate discussions with GradSchool on how to help new HDRs better assimilate to the program and reduce study-related stress. The project developed a range of action items and next steps to help support HDR students.
UQ Library Web Presence **Round 3 (ID: 4494905)**	Staff Partners: Sarah Evans, Jeff Cruz, Elisha Bignell Student Partners: Emma Schmidley, Pragun Ramesha, Yuepan Li, Hao Vo	This project aimed to identify the gap between the staff and students' expectations for the UQ Library website. This included assessing the current website, analysing user experience, identify difficulties and barriers and identifying user behaviour and expectations.	The team conducted interviews with data points of feedback that was interpreted into research insights. User insights were developed from student interviews provided a basis for future actions/implementation within the wider Web Presence Project.
Bringing the Student Voice into Library Collections **Round 3 (ID: 4494906)**	Staff Partners: Julie Oates, Angela Hannan Student Partners: Lucy Milne, Dain Lee, YY Lee	The Library's collections have traditionally focused on supporting teaching, learning and research. They have not deliberately aimed to collect works which support diverse student perspectives. This project aims to pilot this approach with the aims of identifying, acquiring and promoting diverse material, enhancing awareness across UQ of opportunities to learn more about these perspectives and increasing students' sense of belonging.	Based on the Qualtrics survey form, we were able to identify book titles that students wish to see added to our library collection. Titles voted and nominated by students via the Qualtrics form were then purchased through the library website's "purchase request" form. We also added book information (e.g., title, ISBN, and price) to our tracking sheet to ensure we keep track of the books purchased and its progress, and that we remained on budget with the donated funds.
HDR Statistics Support **Round 3 (ID: 4496046)**	Staff Partners: Valentina Urrutia Guada, Michael Bulmer Student Partners: Yifei Yang, Nikhil Kumar Jangamreddy, THANH TRAN, Azman Rashid	Statistics constitutes a core capability of HDR graduates, due to its fundamental role in performing quality independent research. Nevertheless, many of our HDR students struggle with understanding and choosing statistical methods, using software and interpreting test outcomes. This project aims to: 1) develop a better understanding of the need for statistics support for HDR students;	This project successfully produced a survey for postgraduate student representatives and conducted multiple presentations on using R and Python in statistics. The team also developed a series of resources, including a self-help resource for statistics in GitHub, to aid students. The team

		2) identify the resources currently available; 3) develop and trial resources that may address the need,	also worked with the library to explore opportunities to run further workshops.
Digital Hygiene **Round 3 (ID: 4496052)**	Staff Partners: Valentina Urrutia Guada, Christina Steinke Student Partners: Chenge Gao, Veronica Kindaro, Roman Kull, Ulban Adhikary	There is currently a gap in IT knowledge around the student body, regarding troubleshooting in their own devices and associated technologies. Ensuring that students have a competent understanding and familiarity with the digital world is essential for new incoming and current students. The aim of the project is to co-create self-help resources for students to provide preventive maintenance and troubleshooting in their own devices.	The project outlined some of the existing gaps that students face in regards to IT, discussed with existing students what form of content is most ideal and developed resources to support students. These resources were trialled, evaluated and refined with all been written in two forms to allow for a wider audience.

Institute for Teaching and Learning Innovation (ITaLI)

Project	Partners	Aims	Outcomes
Peer feedback integrated assessments for learning at UQ **Round 1 (ID: 4202973)**	Staff Partners: Darsy Darssan Student Partners: Christina Tang-Fujiwara, Derek Yang, Keiko Mishiro	This project team aimed to explore and analyse the benefits and pitfalls of peer feedback-integrated assessments and how to identify advantages and challenges of integrating peer feedback effectively. This was to be conducted through a range of methods including by analysing existing courses, interviewing staff, and co-designing a feedback framework.	The team prepared a comprehensive five-page document that served as the foundation for the analysis of course profiles and the upcoming interviews with course coordinators at UQ. Assessments were categorised into three main groups and depicted the number of courses incorporating peer feedback. The team conducted interviews encompassing a range of academic years which served valuable evidence of the effectiveness of alternative assessments.
My awesome learning spaces **Round 1 (ID: 4202966)**	Staff Partners: Karen Sheppard, Chris Frost Student Partners: Kate Macklin, Elizabeth Ambrose, Clare Glassock, Abraham Sunil	The project team wanted to explore the strengths and challenges of existing spaces on campus, to better understand how the design of spaces drives behaviour, leading to better utilisation of new and existing formal and informal teaching/learning spaces. The team believed UQ's formal and informal spaces should be comfortable, foster community and promote accessibility and	The partnership developed a report that will inform the new Physical Learning Environment Roadmap. The report aimed to be accessible to ensure recommendations and guidelines are actioned which was enabled through an executive summary, infographics, and user personas. The report informed a presentation to the Physical Learning Environment Roadmap Steering

		inclusion to create a space where everyone feels a sense of belonging.	Committee. This presentation allowed the research to actively be communicated in a formal environment.
Peer feedback integrated assessments for learning at UQ **Round 3 (ID: 4494917)**	Staff Partners: Darsy Darssan Student Partners: Keiko Mishiro, Christina Tang-Fujiwara, Khan Nguyen	The aim of the project extension was to find courses and experts on education so that further interviews could be conducted. Through this, we hoped to gain direct insights from educators and tutors who utilise peer feedback into their assessments.	Interview recordings and transcripts have been developed that will inform the write up of written and visual products which conveys the importance of peer-feedback assessments. An infographic about peer feedback was co-created between members based on information found within the literature review, interviews, and transcripts. This infographic is intended to be shared with educators at UQ.
Enhancing the Inspera assessment experience **Round 4 (ID: 4704711)**	Staff Partners: Sass Smith, Jacqui Lynagh Student Partners: Jahan Jariwala, Chiu-Kwan Lau, Sana Ibrahim	Digital assessment platforms influence how educators create assessments and how students engage with and receive feedback. The project sought to provide evidence for establishing student-driven support materials, helping staff to ensure they are using the platform in a way that best fosters meaningful engagement with digital assessment and feedback. The primary goal was to nurture positive encounters and encourage active participation in digital assessment and feedback processes.	Throughout the collaboration, the team strove to improve overall understanding of digital assessment from a student's perspective. Student attitudes towards assessment were gathered along with the finding that staff are not using the multiple ways of providing feedback to students in the Inspera platform. Survey results indicated students were not familiar with some key functionality in Inspera, meaning there is work to do on library resources to ensure students can use the platform to its best effect to have a great assessment and learning experience.
Design course materials for Level 2 English Students **Round 4 (ID: 4704707)**	Staff Partners: Neville Smith, Katy McHugh, Peter Crosthwaite Student Partners: Chermaine Chan, Keerthana Balamurugan Keerthana Balamurugan, Rhiannon Kocho, Yvonne Ngiam	With support from the EAL&CALD Committee, a course was designed that aims to address the gap in training for UQ teaching staff who engage with L2 learners – learners for whom English is an additional language. The aim of engaging student partners in this process is to ensure that their perspective is recognised and valued as part of the ongoing conversation.	The project team bought students from diverse linguistic backgrounds together with advice and practical strategies from a range of academic staff across several disciplines. The team developed a detailed scope and design for the new course with the course to be rolled out in the future.

Research Ethics and Integrity

Project	Partners	Aims	Outcomes
Developing research ethics and integrity literacy with UQ students and researchers **Round 1 (ID: 4202964)**	Staff Partners: Karen Olave Encina Student Partners: Tin Nguyen, Sarah Macinnes	New and tailored learning resources are needed that can raise awareness of research ethics and integrity complexities. The digital tools will be tailored to UQ and grounded in best online practices that define quality online learning and relevant across disciplines, bringing examples from different fields of study.	Outcomes of the project included creating navigation videos on the MyResearch platform, infographics, revising Top tips documents, providing feedback and revisions for research resources and recording and editing interviews. The project addresses a key UQ priority area by allowing UQ students and researchers to take an active learning approach by enhancing evaluative judgment and self-reflection, which in turn will support the enactment of responsible conduct of research.

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