

Student-Staff Partnerships 2025 Project Snapshots



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Overview

This report provides an overview of the Student-Staff Partnership (SSP) projects that occurred in 2025 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 2025

Students and staff collaborated on SSP projects across four rounds in 2025. Project ideas were developed across three streams: enhancing teaching and learning, enhancing the student experience, and transforming governance and strategy at UQ. Project proposals were reviewed by the SSP Advisory Group, which included both student and staff representatives.

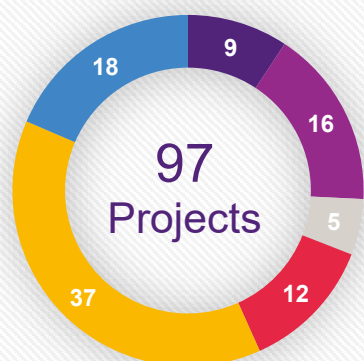
A total of 97 projects were approved and delivered across all 5 faculties and 8 central units. The following diagrams illustrate the distribution of projects and partners by faculties and central units.

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

Central Units: Information Technology Services, Institute for Teaching and Learning Innovation, Library, Office of the Pro-Vice-Chancellor (Teaching & Learning), Properties and Facilities, Student Enrichment and Success, Student Support and Wellbeing Services, and UQ Disability Inclusion Advocacy Network (UQ DIAN).

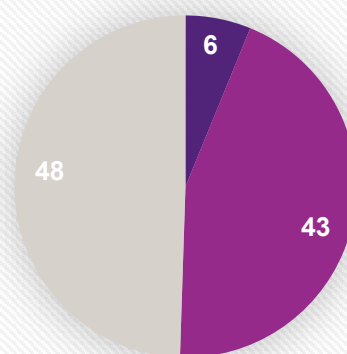
			
Projects	Project Units	Student Partners	Staff Partners
97	13	332 303	263 227
	Faculty & Central Units	Total Engagements Unique Participants	Total Engagements Unique Participants

Projects by Faculty/Division



■ BEL ■ CEN ■ EAIT
■ HASS ■ HMBS ■ SCI

Project Stream



■ Governance & Strategy ■ Student Experience
■ Teaching & Learning

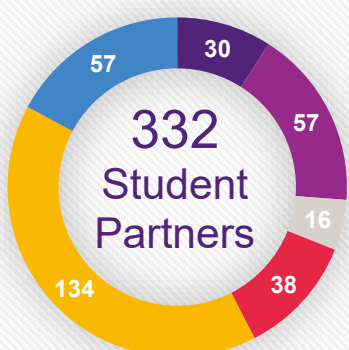
Project Partners

Students from a range of disciplines and study levels participated in SSP projects in 2025. With a total of 332 student engagements and 303 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 2025 included 57% Undergraduate, 33% Postgraduate Coursework, 9% Higher Degree by Research, and 1% Exchange students.

Staff partners consisted of 61% academic, 38% professional staff and 1% external staff, with a total of 263 staff engagements and 227 unique staff participants in 2025.

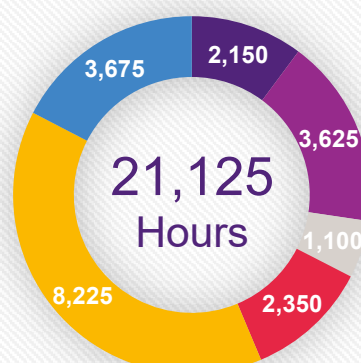
Student Partner Engagement

Student Partner Engagement



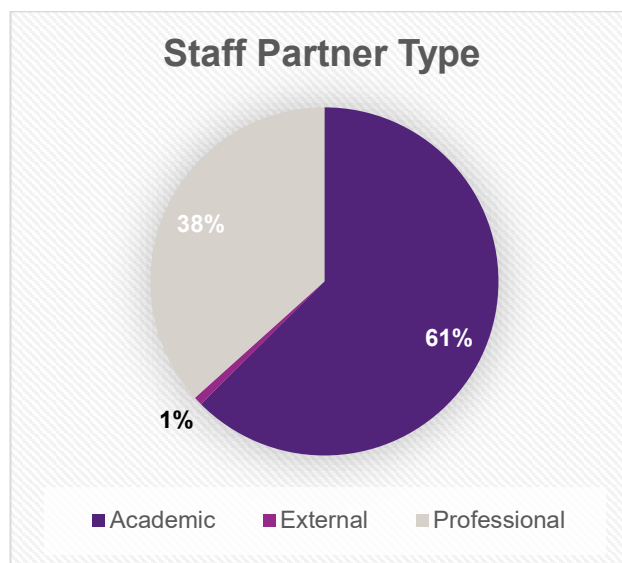
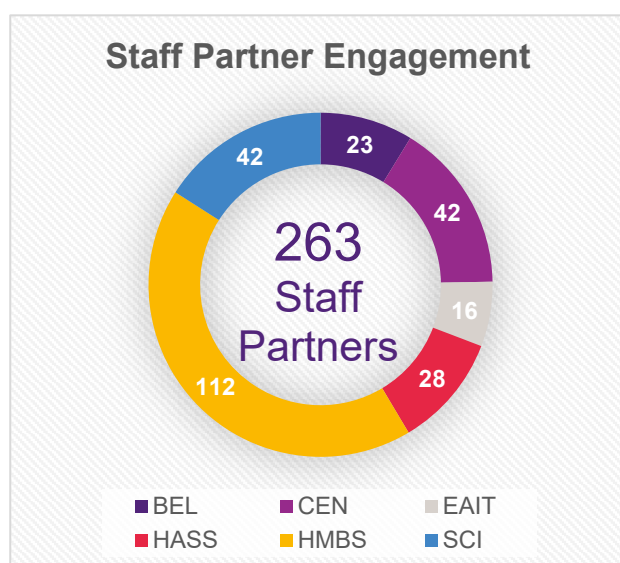
■ BEL ■ CEN ■ EAIT
■ HASS ■ HMBS ■ SCI

Student Engagement Hours



■ BEL ■ CEN ■ EAIT
■ HASS ■ HMBS ■ SCI

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; and
- 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 2025.

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

9



Students

30



Staff

23

Business School

Project	Partners	Overview	Outcomes
Piloting Framework for Adaptive Feedback Mechanisms in BCom Round 1 (ID: 5372618)	Staff Partners: Micheal Axelsen, Lily Nguyen Student Partners: Francis Wang, Kit Man Marco Tam, Buwani Hemachandra, Sze Ray, Joshua Lee	This project investigated the effectiveness of SeCAT as a student feedback mechanism within the Bachelor of Commerce at The University of Queensland. Through interviews with BCom lecturers teaching the highest- and lowest-rated courses, and surveys of current BCom students, the team explored perceptions of SeCAT's utility, limitations, and impact. The findings reveal significant trust issues, timing challenges, and a need for more actionable and timely feedback processes. Insights from this project aim to inform improvements in feedback systems and contribute to the BCom program revamp planned for 2026.	The project revealed shared concerns from both lecturers and students that SeCAT, as currently implemented, falls short of its purpose. Key outcomes include: • Low trust among students that SeCAT leads to meaningful change, contributing to low participation. • Lecturers view SeCAT as limited in diagnostic clarity, prone to sampling bias, and often punitive in nature. • Both groups prefer more timely, mid-semester feedback that can drive immediate adjustments. • Students highlighted critical areas for improvement in the BCom program, including clarity of assessments, balance between theory and practice, and professional development opportunities.

- Interest in alternative feedback mechanisms such as Padlet, discussion boards, and more interactive formats.

These findings will inform recommendations for both immediate improvements and the broader BCom program revamp planned for 2026.

Business Bound: Increasing student diversity within the BEL Faculty

Round 2 (ID: 5519501)

Staff Partners: Shelley Goward, Sebastian Hagebaum, Sandra Caires Figueira, Carrie Finn

Student Partners: Jesna Joshy, Kit Man Marco Tam, Hayley Ross, Amelia Nikles-Ralph

This partnership project involved a team of 8 (4 students and 4 staff) collaborating to design options for the hosting of an event for prospective Business School students that focused on student experience, majors, employability and creating a sense of belonging. Through surveys of the current landscape, interviews with UQ staff and a design session held with current and prospective UQ students, UQ staff and UQ academics, a series of designs were developed by the team.

Studying business at UQ is often viewed as research-based only and not centred on practical applicability in the business world. This project aimed to change those perceptions by designing a Business Day for year 10, 11 and 12 students to demonstrate the connection between study at UQ and the world of work by highlighting prospective student potential alongside the strengths of our teaching, our research, our students and our alumni.

This project outcomes include the ideas generated at the design workshop which were then reviewed, synthesised and used to develop a series of options for 50-minute major tasters, half-day events and full-day events. Each team member contributed to the design of the series of events. Those designs would then be collated and combined to form one half-day event and one full-day event including options for major-based workshops and shared with School stakeholders including student program committees for feedback.

Co-creating a Tourism, Hospitality and Events (TH&E) Network

Round 3 (ID: 5681222)

Staff Partners: Elizabeth Agyeiwaah, Mireia Guix Navarrete, Niki Macionis

Student Partners: Chirayu Keskar, Zihan Wang, Qingqing Chen, Kay Juma

Following consultation with students and staff, this project co-created and launched the TH&E Network, a private LinkedIn group for Tourism Discipline students, alumni, and academics. The main aim of this network is to connect, share opportunities, and support student learning by enhancing their experiences and developing employability readiness. This network enables alumni to give back to the University community in meaningful and flexible ways. For students, it serves as a hub for accessing career and professional development opportunities. For academics, it offers a streamlined, one-stop portal for alumni engagement, thereby simplifying communication with students about professional opportunities. It also facilitates access to alumni for guest lectures, site visits, and collaboration.

1. Student and staff consultation: Survey results among tourism staff (92% response) and students (BTHEM 1–2 30.4%, BTHEM 3–4 10.4%, MTHEM 49.6%, PhD 9.6%) showed strong demand for an industry network, with 42.4% missing events due to limited awareness.
2. Network designed and launched, including rules and administration structure: We adopted a private LinkedIn group per preferences. We co-created value proposition, branding and logo, governance, eligibility/access rules, content scope and etiquette, and moderation workflow. Launched on 13 Nov; invitations were sent to students, staff, and alumni via staff contacts. After a technical difficulty with LinkedIn, the group is open, and membership now stands at 53. Link to platform: <https://www.linkedin.com/groups/15689073/>
3. Portfolio of industry connectivity activities (guest lectures, site visits...). Survey insights were collected to guide the design of future engagement aligned to needs.
4. Matching courses and potential alumni list. Staff EOIs produced a course list and desired alumni profiles to shape the first EOI round to alumni in early 2026.

5. Setup of a solid base for a pilot run to be held in 2026.

Establishing a joint knowledge foundation for Master of Entrepreneurship and Innovation (MEI) courses

Round 3 (ID: 5681250)

Staff Partners: Ryan Waters, Edgar Brea, Frederik Von Briel

Student Partners: Jesna Joshy, Kit Man Marco Tam, Hayley Ross, Amelia Nikles-Ralph

This project focused on building a foundation for a shared knowledge base in Master of Entrepreneurship and Innovation core courses. We developed a comprehensive list of fundamental concepts—constructs, theories, and tools—essential for understanding entrepreneurship and innovation. Specifically, we mapped all concepts taught across MEI courses, assessed their importance, identified overlaps, and gathered student feedback on challenging topics. These outcomes provide a structured basis for a future SSP project to design a tailored, accessible knowledge repository that enhances student readiness and supports interdisciplinary learning and supports interdisciplinary learning.

The project delivered a comprehensive foundation for addressing the knowledge gaps identified in the MEI program review. We compiled a list of fundamental concepts—constructs, theories, and tools—essential for entrepreneurship and innovation learning. This included mapping all concepts taught across EIBS courses, evaluating their relative importance, identifying overlaps, and gathering student feedback on challenging areas. These outcomes directly support the aim of creating a centralised, accessible knowledge base by providing a strong platform for a subsequent SSP project to develop tailored learning resources and a digital repository.

Understanding intercultural blind spots in current teaching and learning

Round 3 (ID: 5681650)

Staff Partners: Ken Tann, Andrew Scott

Student Partners: Qing Zhu, Benita Sreshta Lella, Latifa Ayu Lestari

This project is a collaboration between students and staff partners to uncover the learning experiences of international postgraduate students in the BEL Faculty. Student partners conducted focus groups with their peers to explore how their learning is shaped by factors such as language support, explanations, and classroom interactions, as well as their familiarity with technological platforms and procedures. By capturing students' real experiences, challenges, and coping strategies, the project provides an insight into how universities can strengthen their teaching and learning practices, and

The project generated several important outcomes. Student partners developed a deeper understanding of international students' experiences through focus group discussions and active involvement in the research process. They also gained practical experience in qualitative research methods, including focus group facilitation, data management, and thematic analysis. The project successfully collected and analysed approximately three hours of focus group data from 13 participants, producing valuable insights into the academic, social, and cultural challenges faced by international students.

design more inclusive learning environments for culturally and linguistically diverse learners.

Findings highlighted the importance of clear assessment expectations, English language support, culturally inclusive teaching practices, and supportive learning environments. The project also demonstrated the value of a dialogical approach to data gathering, creating opportunities for participants to share experiences openly and enabling student researchers to contribute reflexive, insider perspectives to the analysis. These outcomes provide a foundation for future initiatives aimed at enhancing international student engagement, belonging, and success.

Empowering Finance Leaders: Student Fellow Program

Round 3 (ID: 5681680)

Staff Partners: Shaun Bond,
Rosalind Boulton, Micaela Fortun
Soria

Student Partners: Siti Norfaizah
Mustafah, Yograj Garg

The “Empowering Finance Leaders: Student Fellow Program” supports finance students, especially those from underrepresented backgrounds, addressing donor concerns about limited diversity in senior finance roles in Australia. It aims to build a more equitable leadership pipeline through access to development opportunities, industry insights, and career pathways, using a student–staff co-design model. The project also enhances the faculty’s Career Mentoring Program by collaborating with staff to improve inclusivity, confidence, and employability. By refining this framework, it seeks to deliver a more impactful, sustainable mentoring experience aligned with student needs.

The Career and Employability team, who are responsible for coordinating the mentoring program, reviewed our team’s enhancement proposal and agreed to implement several of the recommended improvements. They recognized that our suggestions addressed key issues that had previously limited student participation and overall engagement. By applying these enhancements, such as clearer promotional strategies, improved communication methods, and more structured support for mentors and mentees, the team anticipates that the program will attract a larger number of students in future semesters. They also noted that the proposed changes have the potential to enhance the overall experience for participants, which may lead to stronger engagement, higher retention and more meaningful mentoring outcomes. The team expressed confidence that the

improvements will support the long term growth and sustainability of the mentoring program, ensuring it continues to provide value to future cohorts. Their willingness to adopt our recommendations reflects the positive impact of our project and its alignment with the university's commitment to supporting student development.

BCom 100: Building Alumni Connections for Industry Engagement

Round 3 (ID: 5681696)

Staff Partners: Micheal Axelsen, Lily Nguyen

Student Partners: Kit Man Marco Tam, Dora Wu, Medini Perera, Sze Ray, Joshua Lee

This project aims to illuminate the achievements of the Bachelor of Commerce alumni community and foster meaningful engagement between current students and graduates. This includes crafting a cohesive digital platform and orchestrating narrative and networking initiatives to celebrate past successes, encourage professional mentorship, and enrich the student journey through authentic industry connections.

The project successfully established a foundational framework for sustained alumni engagement. We developed comprehensive preparatory materials, including a curated shortlist of notable alumni with their achievements, which will directly inform and streamline future outreach efforts. The integration of student feedback was a key outcome, with student voices directly influencing initial website design and merchandise concepts, providing a clear direction for next year's development. Furthermore, a rich historical archive of the Bachelor of Commerce degree program was compiled, complete with photos and articles, which will serve as a valuable resource for ongoing content creation and program promotion. These collective efforts have created a fundamental preparatory base, ensuring that the next phase of the project can build upon solid research and a well documented history to further enhance alumni connections and industry engagement.

Education Team

Project	Partners	Overview	Outcomes
Enhancing AI Literacy for Career Development Round 3 (ID: 5681658)	Staff Partners: Sebastian Hagebaum, Katie Dunlop Student Partners: Chao-Wei Yeh, Celine Leong, Pratyush Bharadwaj	To bridge the gap between students' AI knowledge and employer expectations, we investigated student needs through targeted surveys. Based on these insights, we designed and delivered a practical workshop on leveraging AI for resume and cover letter writing. This workshop showed students effective, ethical methods for using AI for their job applications and overall career development. It also gave us the opportunity to gather feedback for the development of future resources and initiatives.	During the "Leveraging AI for Job Applications" workshop, students were engaged with hands-on exercises using a curated prompting guide and demonstration slides. We discovered key areas for development through live feedback and post-workshop Padlet reflections. Suggestions from participants included delivering separate sessions for resumes and cover letters, a better structured prompting guide, and improved material accessibility. These observations will guide the development of an improved, interactive toolkit for future cohorts. Some of the key artifacts from this project include prompting documents that will aid in the development of a responsible use of AI guide that will help students ensure that they are using AI ethically and meaningfully.

TC Beirne School of Law

Project	Partners	Overview	Outcomes
Raising the Bar: Partnering to enhance legal teaching and learning (Extension) Round 1 (ID: 5375324)	Staff Partners: J Jessica Leonard, Ross Grantham Student Partners: Apoorva Abeysondera, Ye Jin (Yejin) Yoon	This partnership project explored factors contributing to declining student attendance and engagement in the undergraduate law program at UQ. In Phase 1, our team conducted a literature review and surveyed 160 law students to identify barriers to engagement and areas for improvement. In	Our project furthered insights from the initial phase by analysing quantitative and qualitative survey data and conducting two sets of semi-structured focus groups with law students across various year levels. Thematic analysis of the qualitative data revealed four key areas for reform: (1) course structure, (2)

Phase 2 (current phase), we analysed both the quantitative and qualitative survey data and conducted a focus group to explore emerging themes. Our findings aim to inform pragmatic strategies to enhance student learning experiences. The project is currently in the report-writing phase, with the goal of submitting a research paper to a journal

assessment and feedback, (3) quality of teaching, and (4) student support beyond the classroom. Our findings highlighted a nuanced relationship between intrinsic and extrinsic motivations, and we successfully identified several key engagement barriers that can be pragmatically addressed by the Law School. These insights informed the guiding questions used during the focus groups and served as the foundation for brainstorming recommendations for the Law School to improve student engagement.

Faculty of Engineering, Architecture and Information Technology



Projects

5



Students

16



Staff

16

School of Architecture, Design and Planning

Project	Partners	Overview	Outcomes
Enhancing the Bachelor of Regional & Town Planning: A co-development of the curriculum (Extension) Round 1 (ID: 5370111)	Staff Partners: Stephanie Wyeth, Charlotte Kessler, Sara Alidoust Student Partners: Meghana Dinesh Bhagavathalu, Alexandra Rooney, Reshma Gopal, Lauren Hall	This Student-Staff Partnership project supported the ADP curriculum review by integrating student perspectives into assessment design and communication planning for the new Bachelor of Urban Planning. Through workshops and collaborative tasks, the team explored student views on assessment formats, reviewed course proposals, and brainstormed pedagogical strategies aligned with learning outcomes. Students contributed to communication resources aimed at improving incoming students' understanding of program structures and career pathways. The project ensures the ongoing review of the Planning Program reflects student needs, enhancing the learning experience and supporting successful program delivery.	- Guidelines around assessment design based on course type and weighting in each program's disciplinary context. - Ideas and recommendations on assessment design and pedagogical approaches for academics developing courses in Planning. - Communication resources aiming to improve incoming student's understanding of ADP Programs. The team has developed some resources related to communicating information to incoming students about the Planning Program and its new Major in Urban Systems.
Enhancing the Bachelor of Architectural Design: A co-	Staff Partners: Silvia Micheli, Dan Luo, Paul Matthew, Liz Brogden	This partnership program focused on enhancing the future curriculum of the	We discussed the student expectations for 2-unit courses vs 4-

**development of the curriculum
(Extension)**

Round 1 (ID: 5375323)

Student Partners: Amelie Ryan,
James Steadman, Isabella
Casarolli Valery

Bachelor of Architecture at UQ. Students guided staff by discussing problem areas in the current curriculum and the staff collaborated with us to determine better teaching methods and ideas for course content. Following the meetings, the staff would revise their plan of the curriculum structure, and we would review it in the following sessions.

unit courses. We concluded that the current program contains a number of 2-unit courses that have an unreasonable workload and discussed ways to bring the workload in line with expectations.

- We discussed the current methods of assessment for each subject type (comms, history, building technology, and design) and determined if they were effective in assessing the courses objectives. We documented a few of our suggestions on "Workshop1_04"
- Students reviewed a number of documents made by the staff that outlined ideas for how the new degree would be structured. This plan included a table of courses that would be in each year of the degree. Students were happy with this plan. For first year we liked that courses on sustainability are introduced earlier in the degree and the introduction of a communications subject specifically for documentation skills. It seems like there is a clear progression from 1st year into 2nd and then 3rd year. We liked that there is more autonomy as you progress through the degree. We discussed how it would be valuable to align content of the building tech courses with the design studios.

Enhancing the Bachelor of Design: A co-development of the curriculum (Extension)

Round 1 (ID: 5375326)

Staff Partners: Kaecee Fitzgerald, Charlotte Kessler, Mehrnoosh Mirzaei

Student Partners: Lauren Jauncey, Georgia Tiffin, William Emery

This Student-Staff Partnership project supported the ADP curriculum review by integrating student perspectives into assessment design and communication planning for the new Bachelor of Design (launching in 2026). Through workshops and collaborative tasks, the team explored student views on assessment formats, reviewed course proposals, and brainstormed pedagogical strategies aligned with learning outcomes. Students co-developed draft assessment briefs for core courses and contributed to communication resources aimed at improving incoming students' understanding of program structures and career pathways. The project ensures assessment design and onboarding materials reflect student needs, enhancing the learning experience and supporting successful program transition

- Students were provided with the proposed course structure and pathways (majors) and asked to brainstorm how to best streamline communications of the new course structure to prospective students to the program. Several marketing material drafts were made to address the different ways in which the program may be promoted to high school graduates and those considering changing universities.

- Guidelines around assessment design based on course type and weighting in each program's disciplinary context. The team discussed the importance of distinguishing assessment load and course scope between #2 units and #4 unit courses.
- Ideas and recommendations on assessment design and pedagogical approaches for academics developing courses for the new Bachelor of Design program introduced in 2026. The team discussed core courses in the Bachelor of Design and brainstormed ideas for assessment briefs and pedagogical approaches to enhance the student experience.
- Communication resources aiming to improve incoming student's understanding of ADP Programs. The

team has developed some resources related to communicating information to incoming students about available Majors in the Bachelor of Design. These are still being finalised in partnership with the EAIT Marketing Team, with the aims of making these available for Orientation Week and Open Day 2025.

School of Civil Engineering

Project	Partners	Overview	Outcomes
Mixed Reality (MR) Virtual Experiment Platform for Civil Engineering Education Round 3 (ID: 5681652)	Staff Partners: Johnny Ho, Weng Chong Lao Student Partners: Zhengyi Zhang, Gia Hao Vo	This project developed a prototype Mixed Reality (MR) platform enabling civil engineering students to design and interact with 3D models, preparing it for future structural modelling applications. Using Apple Vision Pro and a custom visionOS CAD engine, students can manipulate virtual structures in an immersive environment. The prototype demonstrates core spatial computing capabilities—surface detection, dimensioning, and real-time interaction—laying the groundwork for full structural analysis integration. This innovation bridges design theory and construction practice, enhances accessibility and sustainability, and advances UQ’s leadership in immersive engineering education.	The project successfully delivered a Mixed Reality (MR) prototype that enables civil engineering students to design and interact with basic 3D models, laying the groundwork for future structural modelling development. The prototype integrates a custom visionOS CAD engine featuring plane detection, sketching UX, extrusion UX, and object manipulation UX controls. It supports basic 3D object modelling with accurate dimension input and setup, underpinned by a basic mathematical model for geometry generation. Developed for Apple Vision Pro, the system allows intuitive spatial interaction through hand gestures and gaze control. The project also established and prepared the MR development environment, creating a scalable foundation for advanced features such as

structural simulation, load analysis, and collaborative design.

School of Mechanical and Mining Engineering

Project	Partners	Overview	Outcomes
MECH2210 Reloaded: Dynamics for the Future Round 2 (ID: 5604891)	Staff Partners: Kristin Crear, Paul Meehan, Martin Veidt	The number of students failing MECH2210 and poor SECaT results have been a concern for a number of years.	The outcome of the project was to prepare additional learning materials for the course, in particular a study guide for the Particle Dynamics Section of the course. The study guide adopts the format of study guides used in first year mathematics courses. Since students are familiar with them, this will help the students with the transition into MECH2210. In addition, the guide includes an extended number of worked examples which will allow the students to learn how fundamental concepts and mathematical tools are used to solve dynamics problems.
	Student Partners: Thomas Molesworth, Hannah Parker, Anabel Nugent, Taimen Leau	The particular challenge of the course is the number of fundamental applied mechanics principles that are introduced and the mathematical tools that are needed to analyse them and solve problems. This requires that the students keep engaged throughout the entire semester. The School has made several attempts to improve student engagement but with limited success.	
		The student staff partnership project offered a unique opportunity to improve the course using student feedback, while maintaining the academic integrity of the curriculum.	Some recommendations for possible changes to the structure of the course were considered, including sequence of content delivery and assessment items.

Faculty of Health, Medicine and Behavioural Sciences



Projects

37



Students

134



Staff

112

Faculty central unit

Project	Partners	Overview	Outcomes
Exploring student engagement in a foundational interprofessional health course Round 2 (ID: 5607122)	Staff Partners: Penny Mainstone, Megan Nebe, Chris Anderson, Ashlee Forster Student Partners: Zeng Chuen Low, Shamitran Prabakaran, Sharmaine Xin Yi Lim, Aaliah Nelson	This partnership project explores the student engagement in HLTH1000: People, Professions and Healthcare. Drawing on mixed methods and stakeholder feedback, the project examines course changes since 2017, analyses trends in course evaluation data, and investigates factors shaping student experience. Data sources include Student Evaluation of Course and Teaching (SECAT) responses, course materials, surveys and focus groups with students, tutors and staff. The goal is to provide evidence-based recommendations to enhance course delivery, engagement and relevance by enhancing the quality of teaching and learning. In doing so, it seeks to foster greater student motivation and better prepare future healthcare professionals for collaborative, workforce-ready practice.	The outcomes of this project have been captured in a comprehensive Project Report, designed to be shared with teaching and learning stakeholders in HLTH1000 for quality assurance and course enhancement. The Project Report is linked here (and also uploaded by the students alongside their final submission).

Medical School

Project	Partners	Overview	Outcomes
Making medicine safe: Piloting a co-designed system for promoting inclusion (Extension) Round 1 (ID: 5375332)	Staff Partners: Nalini Pather, Alison Ledger, Lucy Burr Student Partners: Lagshiga Shanmuhalingam, Alec Cook, Luke Waldie, Nikka Sandoval	This project was an extension of a previous SSP which began to develop a process for medical students to feedback on education practice and for medical school staff to close the loop on actions taken to be more inclusive. Whilst the earlier project focussed on gathering student perspectives, this project gathered information from staff to explore how feedback could be acted upon and lead to meaningful change. Interviews with staff informed further developments to the proposed feedback process which will now be brought to the Medical School Teaching and Learning Committee for consideration.	A welcome video was created to highlight advice and resources for first-year medical students. It was presented during a session on inclusive medical education and uploaded to Blackboard for continued access. Conducted 10 staff interviews and summarised findings in a report. Developed our proposal for a process for feeding back on inclusive practices and closing the loop, which will be shared with the Medical School Teaching and Learning committee.
Fostering a growth mindset: Co-designing the MD Southside Learning Community's calendar of engagement events Round 2 (ID: 5609091)	Staff Partners: Claire Ellender, Kate Webster, Anna Efstathiadou Student Partners: Ava Larsen, Sarah Samnakay, Toluwani Fasina, Alyssa Susanto	This project aimed to address the need for increased student and staff engagement in the PA-Southside Clinical Unit (PASCU). We conducted a literature review to explore ways to define and measure engagement in the Southside Learning Community (SLC), followed by a survey for students and staff, to identify barriers to engagement. Key findings highlight a shared desire for academic enrichment and community-building events, to strengthen connections among students, clinicians, mentors, and staff. This data will be used to re-develop the annual calendar of events, to foster meaningful engagement and promote a stronger sense of community at PASCU.	This project explored what underpins meaningful student engagement and how it can be effectively measured. We conducted a survey of staff and students at PASCU to gather insights into current engagement levels and perceived barriers. The survey showed a nearly equal interest in academic and social events, such as Medical Grand Rounds and Trivia Night, indicating a balanced preference for academic enrichment and community building. Students expressed a desire to develop relationships and a shared identity with peers, clinicians, mentors, and staff.

Engagement was generally rated as neutral, with key barriers including time constraints, scheduling conflicts, and lack of awareness of events. Many respondents preferred email communication, which we plan to explore further to improve event visibility and participation.

Outcomes of this student-staff partnership project include:

- Clearer understanding of how engagement is defined and measured
- Identification of barriers to engagement
- Insights into preferred communication channels and event formats

These findings will inform future engagement initiatives. A power point summary of the survey findings is available as an additional document for review.

Project Ferrari: Supercharging the OSCE experience

Round 4 (ID: 5790572)

Staff Partners: Venkat Reddy, Simeon Wong, Sonia Saluja

Student Partners: Davern Vijayanand, Brendan Nguyen, Victoria Grove

Project Ferrari is a project aimed at assisting University of Queensland (UQ) second-year medical students with a variety of practical skills that will not only be assessed in observed structured clinical examinations (OSCEs), but be vital to safe and effective practice in their future practice. To accomplish this, we organised a day of clinician-led workshops which covered topics which students historically had found difficult, as well as a day where participants could receive feedback on their skills via a mock OSCE.

Increased confidence in practical skills with a strong focus on ACEMs. Participants reported that skills workshops provided an effective learning space to consolidate key skills taught by UQ. Students expressed a desire for future training sessions to be organised.

Greater understanding and confidence in applying clinical skills to clinical practice.

Students believed the combination of a senior student and clinician on each station was a good balance between professional and student perspectives when teaching content.

This improved their confidence for both UQ assignments and future clinical practice.

Better understanding of what students found challenging. Participants indicated content areas which could benefit from additional workshops. Further topics such as intimate exams were indicated as areas of need for future events.

Provided a OSCE experience which mirrored the UQ OSCE.

Participants agreed that this event provided a realistic experience which effectively simulated a UQ summative OSCE, enabling participants to feel more prepared.

Enhancing guided learning modules for Year 3 Medicine Immersion

Round 4 (ID: 5798924)

Staff Partners: Pieter Jansen, Juliana Ding, Nick Sowden

Student Partners: Mitchell Coleborn, Noah Varghese, Hasti Fadakar

Enhancing guided learning modules for Year 3 Medicine Immersion: This Student–Staff Partnership project focused on improving the learning experience for Year 3 medical students during their Medicine Immersion term. The goal was to review the existing curriculum and learning materials, gather student feedback, and develop recommendations and a structured curriculum review.

1. Create a document that summarizes curriculum gaps, reviews, and student feedback to guide future resource development and curriculum improvement.
2. Ensure the learning modules provide enough breadth to compensate for potential gaps in bedside teaching.
3. Develop a survey that can be used longitudinally beyond the SSP timeframe to continue collecting student feedback.

Integrating transgender perspectives into clinical history and examination education

Round 4 (ID: 5799278)

Staff Partners: Sabeeta Rahman, Sonia Saluja

The current MD curriculum does not adequately integrate transgender and gender-diverse perspectives, creating a disconnect between future doctors and patients. Medical students expressed a desire to collaborate

Through surveying all stakeholders, the team was able to identify key issues regarding how transgender patients are treated by medical professionals. Key themes included a lack of respect for gender identity, for chosen name,

Student Partners: Amy Cao,
Lucas Pahl, Samson Alwin,
Charlotte Campbell

with curriculum designers to incorporate diverse perspectives earlier in the curriculum, while staff highlighted the need for more inclusive education by expressing uncertainty around language and interactions with diverse populations. This project aimed to improve student and staff confidence in caring for transgender patients by updating the MD1 curriculum. Through surveys and interviews, we gathered perspectives from MD students, staff, and the transgender and gender-diverse patient community to inform the proposed curriculum changes.

and a “sense of superiority” from doctors that respecting a trans patient’s identity was “beneath” them and not part of standard care. From students, we learned there is an overall confusion and lack of confidence about how to address transgender/gender-non-conforming patients. Both tutors and students feel that the current course resources are insufficient. In total, we obtained completed surveys from 5 tutors, 35 students, and 14 patients. We have discussed and summarised our recommendations for curriculum changes in the document linked below.

All charts and statistical analyses of the three surveys:

<https://docs.google.com/spreadsheets/d/16qibRzXiaANhQ511GTeObEnA392FLX6G0RVdkj0RS4E/edit?usp=sharing>

Conclusion of our findings:

https://docs.google.com/document/d/1ZyTU2g_LbXKs9QehPLx0k8jE8ASgc1s-6yBmQn9suLJo/edit?usp=sharing

Curriculum Recommendations:

<https://docs.google.com/document/d/1szkZWk9WRdrjkIR5BLydmhUfQ1KiCAyznG9tY1GBMn4/edit?usp=sharing>

School of Biomedical Sciences

Project	Partners	Overview	Outcomes
Empowering Future Leaders in Biomedicine: Cultivating Essential Research Skills in Honours Students Round 1 (ID: 5370090)	Staff Partners: Josephine Bowles, Kelly Walton, Fiona Cheung Student Partners: Christanny Schmidt, Grace Risby-Jones, Sarah Wilkey, Hugo Herron-Vellacott	This project aimed to co-create a new “Research Preparative Skills” course for the BBiomed Honours program. Our goal was to generate engaging course content and assessment pieces by utilising learner-driven approaches and encouraging a sense of cohort collaboration. We were able to successfully brainstorm and plan workshop activities under the themes of team collaboration, cohort connection, scientific experimental design, methods for critical analysis, and successful scientific communication. Additionally, we planned out assessment pieces aimed at supporting retention of the practical skills taught throughout these workshops. We hope that these workshops will prepare students to engage in quality Honours research projects.	The primary outcomes of this project were: 1. The successful brainstorming of course objectives considerate of Honours students’ current needs. 2. The creation of ideas for learner-focused workshop activities covering collaboration, connection, scientific and experimental design, critical analyses, and scientific communication. 3. The planning of assessment pieces aimed at reinforcing the practical skills taught, which are required for students to undertake quality research projects.
Bridging the Skills Gap: From Paper to Digital Exams Round 1 (ID: 5372608)	Staff Partners: Judit Kibedi, Melissa Mitchell Student Partners: Aiden Tso, Rig Gautam, Ee Shin (Jane) Ding, Suyash Singh	This project aimed to bridge the skills gap students face when transitioning from paper-based to digital exams, particularly using the Inspira platform. Through surveys and mock exam reflections, we identified key challenges around time management, cognitive load, and digital exam navigation. Insights gathered informed the co-design of practical resources to support student performance and inform staff on effective digital exam design. By centering student	We identified key challenges for students associated with digital Inspira exams, including limitations in annotation and diagram use, organising coherent on-screen written responses, and varying perceptions of platform features such as timers. These insights informed the development of practical strategies to support student performance, including effective use of highlighting and notetaking tools, digitally planning responses, and building familiarity with typing and platform navigation. The project resulted in

experience, this project contributes to enhancing digital assessment literacy and improving learning outcomes across UQ.

three H5P training modules focused on platform navigation, question-answering tools, and stress management strategies, which will support students and staff in navigating and designing future Inspira-based exams. The project also highlighted the value of co-creating support resources with students and staff, and the importance of considering diverse student experiences and disciplinary perspectives when designing digital assessment resources, such as in Science vs Computer Science programs.

Occupational Therapy student perception of anatomy

Round 1 (ID: 5375274)

Staff Partners: Terra Bredy, Tracey Langfield, Melissa Mitchell

Student Partners: Eli Zappala, Imogen Mollee, Jessica Hwang

This project explored occupational therapy students' perceptions of the Anatomy curriculum to better understand how it aligns with their learning needs and clinical expectations. Feedback was gathered across 2nd, 3rd, and 4th year student cohorts to identify strengths, challenges, and areas for improvement. The aim was to inform the development of more relevant, engaging, and clinically connected anatomy teaching. Insights from the survey will support the co-design of educational resources and teaching strategies that enhance learning, build confidence, and better prepare students for future OT practice across both general and specialised clinical settings.

The project team conducted a qualitative survey to explore OT students' experiences of learning anatomy. Students shared that while the subject felt content-heavy, they found neuroanatomy more interesting and relevant to OT, even though it was more challenging than regional anatomy. The trunk was identified as the most difficult area in regional anatomy; upper limb content was seen as the most relevant to OT practice. The pathways were identified as the most difficult area in neuroanatomy. Students also valued both sensory and motor aspects of neuroanatomy, followed by brain functional areas and the limbic system. Two-thirds of students believed anatomy knowledge supports general OT practice, with others highlighting its importance in specialised areas such as brain injury or hand therapy. Students expressed a desire for stronger clinical connections and more focus on upper limb content. Their feedback has been shared with teaching staff

and will guide changes to course delivery to strengthen clinical relevance and better support student learning.

100 years of learning at the Integrated Pathology Learning Centre

Round 1 (ID: 5375280)

Staff Partners: Judit Kibedi, Rebecca Lush

Student Partners: Helen Chen, Sally McGinnis, Olivia Deson

In this project we collaborated and brainstormed to create resources focused on improving accessibility in the IPLC. These included:

- Creating guiding documents (e.g. posters, maps)
- Materials for tours (e.g. worksheets, stimulus bank, tour template)
- Transforming the physical display (e.g. adding colour coordination and anatomical planes posters)
- Auditing the collection to ensure consistency (e.g. ensuring all specimens on display have an information label, healthy specimen vinyl stickers).

An outcome we have observed is fewer questions from visitors regarding body systems. This represents the shift we had from a quantitative outcome of more visitation to a qualitative outcome of more meaningful visitor understanding and interaction.

Rather than reorganising specimen layout, we have focused more on categorising the specimens, adding educational material to make sense of the collection, and curating tours for visitors. With the categorising we have seen firsthand visitors using the categories to search for specimens of interest and to help with their understanding when first entering the space. It has transformed the museum from an overwhelming wall of specimens to a display that has more ordered visual information. The inclusion of more clearly labelled healthy specimens has allowed visitors to compare with more confidence in the museum.

We have seen that this has already increased accessibility of the specimens for a wider audience with varying background knowledge.

Revamping Nursing Assessments: Carving Out Space for Pathology in the Curriculum (Extension)

Staff Partners: Amy Chan, Awais Babri

Student Partners: Dasom Chae,

This SSP project brought together the expertise of staff (course coordinator, tutor, learning designer) and experiences of previous students to improve and update

Overall, substantial progress was achieved through the SSP, with most project outcomes successfully met. The course assessment structure was refined and more closely

Round 1 (ID: 5375331)	Weng Chi Chan, Shirley Li, Michelle Vuu	BIOM3200 and assist this course's transition to an elective (now BIOM3202) in 2025 Semester 2. With a focus on refining course assessment and testing methods to facilitate generative AI usage in research appraisal, the group attended weekly discussions to prepare materials for the new course. We engaged with issues such as developing secure assessments, group assignment peer review, and the running of workshops to facilitate maximum student-tutor engagement. Overall, the SSP was insightful for both staff, who gained an understanding of student perspectives, and students, who now better appreciate the processes of course design and engagement with academic professionals.	aligned with the new clinical focus. We also trialled the Gen-AI tool, NotebookLM, to support one section of the mini-systematic review assessment in a professionally authentic manner. Students will use the tool to streamline study information extraction before critically validating outputs, allowing greater emphasis on risk of bias assessment and data analysis/interpretation completed without Gen-AI assistance. Assessment weightings and structure were also reviewed. Workshops were redesigned to strengthen student-tutor engagement and reinforce learning through weekly in-class quizzes conducted under exam conditions, adding a secure assessment component. Student partners developed a bank of MCQs as a starting point for these quizzes. Their feedback also informed revisions to the ethics module, group work, and workshop organisation, supporting a more comprehensive and student-centred elective course design.
Co-designing assessments for a third-year biomedical course in the age of Gen-AI	Staff Partners: Amy Chan, Lisa Akison, Noor Yousef	This SSP project brought together the expertise of staff (course coordinator, tutor, learning designer) and experiences of previous students to improve and update BIOM3200 and assist this course's transition to an elective (now BIOM3202) in 2025 Semester 2. With a focus on refining course assessment and testing methods to facilitate generative AI usage in research appraisal, the group attended weekly discussions to prepare materials for the new course. We engaged with issues such as developing secure	Overall, substantial progress was achieved through the SSP, with most project outcomes successfully met. The course assessment structure was refined and more closely aligned with the new clinical focus. We also trialled the Gen-AI tool, NotebookLM, to support one section of the mini-systematic review assessment in a professionally authentic manner. Students will use the tool to streamline study information extraction before critically validating outputs, allowing greater emphasis on risk of bias assessment and data
Round 2 (ID: 5607104)	Student Partners: Mika Kato, Liam Tory, Roger Look		

assessments, group assignment peer review, and the running of workshops to facilitate maximum student-tutor engagement. Overall, the SSP was insightful for both staff, who gained an understanding of student perspectives, and students, who now better appreciate the processes of course design and engagement with academic professionals.

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Co-developing learning materials for a new Cardiovascular Health and Research course

Round 2 (ID: 5608998)

Staff Partners: Anne Lagendijk, Mark Midwinter, Wally Thomas, Melissa Reichelt

Student Partners: Robert-Baraka Kibaja, Lauren Blake, Helen Chen, Liam Griffiths

This SSP aimed to address the need for a specialised third year cardiovascular course for Bachelor of Biomedical Science students. During this partnership, we assessed the lecture content, learning objectives and laboratory-based teaching materials from other Australian universities to provide ideas on course structure. We then identified five laboratory-based practicals designed to support the lecture content and trialled them to determine expected student engagement and feasibility. Finally, we created a student feedback survey for current biomed students to give us insight into student interest in the course and learning materials.

We developed a comprehensive scaffold and timeline of how the modules and lecture content would be delivered alongside workshops/practicals/assessments in a way that makes sense from a teaching and learning perspective. For each topic, we identified potential academic contributors based on expertise. We trialled four out of five proposed practicals, providing detailed feedback on their effectiveness, areas for improvement, and logistical considerations for delivery to a large student cohort. Additionally, we designed and distributed a survey targeting current undergraduate biomedical science and pre-med students to gauge interest in the course and its proposed learning materials. The results will offer valuable insights to inform future course development.

Innovating Biomedical Education: Building critical, inquiry-driven learning in BIOM1001	Staff Partners: Sean Coakley, Amy Chan	This student-staff partnership project co-designed active learning workshops for BIOM1001 to strengthen early development of soft “smart” skills while improving how first-year students interpret and engage with biomedical course content. Student partners, staff, and teaching teams collaboratively refined POGIL activities, exam question wording, and workshop prompts to reduce ambiguity while still promoting critical thinking. Workshops were piloted through iterative design-test-feedback cycles supported by reflective journals and focus group discussions. The project aimed to enhance engagement, clarity, and skill development, providing a more supportive transition for students into the program. Broader insights will inform future curriculum design and teaching strategies across SBMS.	This project produced a set of refined, student-informed active learning workshops and POGIL activities that more clearly integrate smart skills with core biomedical content. Through iterative piloting and feedback, several workshop tasks and exam-style questions were redesigned to reduce ambiguity while preserving opportunities for critical thinking. Student and staff partners identified key patterns in how first-year students interpret question wording, leading to clearer prompts, more purposeful role expectations, and improved activity flow. The collaborative process also strengthened staff understanding of student learning needs and enhanced students’ familiarity with inquiry-based pedagogy. Student feedback indicates that the revised workshops support greater engagement, confidence, and clarity around expectations. The project provides a foundation for evidence-based curriculum design within BIOM1001 and offers transferrable insights for embedding soft skill development across SBMS programs.
Round 3 (ID: 5681160)	Student Partners: Evan Scrimgeour, Huna Moghaddar, Harry Iszlaub, Maddison Taylor		
Cadaver-based pathology: Enhancing histopathology skills through practical integration	Staff Partners: Suja Pillai, Fahmida Sonya, Oliver Rawashdeh	This project investigated strategies to integrate cadaver-based pathology and histopathology into the medical curriculum. We designed and delivered an interactive session combining quizzes, specimen handling, and guided slide preparation to help students connect gross and microscopic pathology. Learning and engagement were evaluated using pre- and post-session surveys, and recommendations were	Our project successfully delivered two hands-on, student-centered learning sessions that enhanced participants’ understanding of pathology and histopathology. The quiz-based session at the Integrated Pathology Learning Centre strengthened active recall, teamwork, and confidence in interpreting pathological specimens. The second session provided practical experience in the histology lab by embedding and preparing tissue for
Round 4 (ID: 5799284)	Student Partners: William Grazian, Helen Chen, Harley Newhart, Sheng Ning (Sherry) Chong		

developed for future implementation. Through a student–staff partnership, the project highlighted how hands-on pathology experiences can strengthen clinical reasoning and enrich histopathology education for future MD cohorts.

microscopic review, giving students rare exposure to authentic laboratory workflows. Across both sessions, pre- and post-surveys demonstrated improved content knowledge, higher engagement, and positive student perceptions of the learning activities. Through co-design, student partners gained experience in event planning, resource development, and facilitation, while also contributing discipline-specific insights. The responses to the sessions were all positive. For instance, in the first session, all participants (100%) indicated they would attend more sessions in the post-session survey, and every student rated their learning gains as high, with 71% selecting the top score for improved understanding of pathology–anatomy integration. This indicates strong engagement and clear educational impact.

School of Dentistry

Project	Partners	Overview	Outcomes
Co-creating clinical confidence: AI Simulations for Vital Pulp Therapy Training at UQ Round 3 (ID: 5681697)	Staff Partners: Shekhar Bhatia, Sepanta Hosseinpourdougolsar Student Partners: Andre Luka, Joseph Jarjees, Arsalan Koosha	This project developed a set of AI-supported simulations designed to enhance dental students' learning in Vital Pulp Therapy (VPT). The simulations model realistic clinical situations involving diagnosis, case selection and step-by-step management. Through repeated student and staff review, the scenarios were refined for accuracy, clarity and alignment with contemporary endodontic theory. The final resource provides an	The project produced four structured VPT simulation scenarios that can now be used as learning tools in preclinical teaching. Each scenario demonstrates a complete clinical pathway, including a patient presentation, diagnostic interpretation, treatment justification, and detailed technique. The simulations describe the sequence of isolation, caries removal, pulp assessment,

accessible and reusable tool that supports early clinical reasoning, enabling students to practice decision-making in a safe environment before entering patient care.

tissue management, hemostasis evaluation and placement of contemporary bioceramic materials, followed by definitive restoration and postoperative considerations. These scenarios also demonstrate appropriate escalation when bleeding cannot be controlled and appropriate management when VPT is contraindicated. The final set of simulations represents a reusable and realistic resource that can be incorporated into existing teaching to support students' understanding of VPT decision-making and procedural steps.

School Health and Rehabilitation Sciences

Project	Partners	Overview	Outcomes
Future-Ready: Cultivating Professional Behaviour for Academic success and Careers Round 1 (ID: 5370110)	Staff Partners: Tomomi McAuliffe, Jodie Copley, Melanie Hoyle, Brittany Williams Student Partners: Jane Chong, Huai Chen Thoo, Sarah Chlonta, Alice Vivian	This partnership project aimed to explore the issue of professional behaviour among occupational therapy students at UQ and develop recommendations to support its development. Through collaboration with students, clinical educators, academic staff, and service providers, the project examined how professionalism is currently taught and perceived. Insights from surveys, focus groups, and stakeholder engagement informed practical strategies to embed in the curriculum and student experience. The project promotes professional growth, enhances student readiness for placement and employment, and strengthens alignment with industry expectations. Outcomes include a list of recommendations, a presentation at the Occupational Therapy curriculum review,	The project led to a deeper understanding of how professional behaviour is defined and experienced by key stakeholders, including students, service providers, UQ Clinical Educators, and the Occupational Therapy academic team. A curriculum mapping process was undertaken to examine how professionalism is currently taught and assessed within the Occupational Therapy program. Insights from this process informed the development of targeted strategies to support students and staff in fostering the professional behaviours expected of future clinicians. These strategies aim to be practical, inclusive, and adaptable across different stages of the program. A list of recommendations has been compiled to guide future curriculum and support initiatives. The

and a Letter to the Editor to share findings with the wider profession.

project team also presented findings at the Occupational Therapy curriculum review to inform broader program development. A Letter to the Editor is currently being prepared for submission to an occupational therapy journal, and a discussion paper is also being developed to further explore the findings and recommendations.

Improving the new speech pathology paediatric curriculum through students' lived experience

Round 2 (ID: 5607108)

Staff Partners: Felipe Retamal Walter, Monique Waite, Rachel Scott

Student Partners: Emily Cheng, Alexandra Fergusson, Grace Smith, Charlotte Grant

In 2023, incoming undergraduate and graduate entry masters students (GEMS) in speech pathology commenced their programs under a new curriculum which aimed to better prepare students in becoming competent, confident, and person- and family-centred practitioners. This Student-Staff Partnership Project aimed to gather feedback from the perspectives of speech pathology students regarding the new curricula of courses focused on paediatric practice. The project led to the proposal of recommendations for optimising the new paediatric speech pathology curriculum, to improve student preparedness for paediatric speech pathology practice, which will be shared with students, discipline leadership and academic staff.

- An understanding of student perspectives of the strengths and challenges of the new curriculum, represented in transcripts of focus groups conducted with second- and third-year undergraduates and first- and second-year GEMS (i.e., students who had previously completed the paediatric courses and those currently completing these courses).
- Development of student-informed recommendations for improvements to the new speech pathology paediatric curriculum.
- Feedback from a larger sample of second- and third-year undergraduate students and first- and second-year GEMS students on the proposed recommendations through an e-Survey distributed to all students in these year levels. Students were asked to rank the importance of recommendations under the categories of course content and structure; practical activities; assessment types; and assessment supports.

- A report summarising the project's methods, key findings, and proposed recommendations to be shared with students, discipline leadership and academic staff. These recommendations will be used to inform future curriculum planning and design.

Learning in Motion: Co-Creating Motor Assessment Videos

Round 2 (ID: 5609009)

Staff Partners:

Julie Macdonald, Georgina Clutterbuck

Student Partners: Genevieve McKay, Hannah Baker, Benjamin Ong

This project involved creating video resources for the paediatric physiotherapy courses (PHTY3130 and PHTY7813). In this student-staff partnership, our team developed video resources of key assessments to support student learning and improve clinical confidence. The project aims to enhance the understanding of standardised and non-standardised paediatric physiotherapy assessments.

Filmed and edited video content for the below topics:

- 1x Introduction to a paediatric physiotherapy session (AIDET)
- 1x non-standardised gross motor assessment (aged 9 months)
- 1x neurological assessment (infants)
- 1x Kids BESTest (aged 11 yrs)
- 1x TGMD + non-standardised assessment (aged 11 yrs)

Co-designing a UQ Health and Rehabilitation Clinics Orientation Package for SPOT Students

Round 3 (ID: 5681665)

Staff Partners: Kathryn Bulmer, Nici McMahon, Lucy Waldby

Student Partners: Madeline Williams, Rebecca Reid, Ella Thompson, Sarah Chlonta

This project aimed to co-create a multi-modal, engaging orientation package to support the onboarding and training for occupational therapy and speech therapy students undertaking placement at the UQ Health and Rehabilitation Clinics. The package covered areas of clinical procedures, professional expectations, role clarification, conflict management, documentation, and technology. The online resource 'H5P' was used to develop this informative and interactive orientation package through the inclusion of text, images, videos, and quizzes.

- Student-led interviews were conducted with current cohorts of placement students to understand what information would be most valuable in the orientation package.
- This guided the design process of the orientation modules, to ensure the information was delivered in a way that met the needs of the consumers.
- Established a mode of delivery that would allow students to access the content over time whilst allowing staff to easily make changes in the future

(e.g. Modules created on PowerPoint and uploaded via H5P on Blackboard).

- Six new, interactive modules were developed to support future placement students, including videos and knowledge checks. These include:
 - Clinical Procedures
 - Documentation
 - Professional Expectations
 - Conflict Management
 - Role Clarification
 - Technology
- Three new videos produced to support the orientation package:
 - Staff Tips before starting placement
 - How to use the printer
 - A day in the life video

Epilepsy at UQ: Co-creating inclusive campus support

Round 3 (ID: 5681711)

Staff Partners: Jade Stack, Jessica Hill, Dion Scott, Francesca Reddington, Brittany Williams

Student Partners: Lakeisha Patterson, Jenny Zheng, Alysha Peck

This SSP project brought students and staff together to co-design strategies to improve the experiences of students living with epilepsy at UQ. Using focus groups, a staff survey, and policy review, the team identified barriers, strengths, and opportunities within existing support processes. The partnership produced practical recommendations and resources to enhance safety, inclusion, and

This project generated several meaningful outcomes that strengthened awareness and support for students living with epilepsy at UQ. The team presented preliminary findings to the School of Health and Rehabilitation Sciences, prompting discussion about current processes and opportunities for improvement. Findings were also shared nationally through a conference presentation at the Australian

participation. Importantly, the project initiated an ongoing conversation within the university about how to better support students with epilepsy and laid the groundwork for future change.

Tertiary Education Network on Disability (ATEND). A student-facing epilepsy support website is currently being developed with the UQ Web Team to provide accessible information and resources for students and staff. The project also initiated the creation of seizure first aid visual materials for display across campus to increase awareness and knowledge. A Workday Learning training module on epilepsy is in development to build staff capability in responding to seizures and supporting students. Additionally, a publication based on the project's findings is underway to contribute to the higher education disability support literature.

Transforming clinical placements: Co-creating digital guides for student success

Round 4 (ID: 5799289)

Staff Partners: Geerthika Galister, Karina O'Leary, Tania Bernhardt

Student Partners: Rachel Chan, Laura Renee, Zeng Chuen Low

This SSP project was focused on creating updated, student friendly resources. The initial aim was to redevelop and refresh the introductory booklet, however due to ongoing challenges and timeframe feedback the project shifted into producing accessible multimedia materials. As a result, we created Tik-Tok style content, a first day video and interactive floorplan maps, designed to assist the incoming placement students to understand placement expectations and settle in confidently.

Although the written introductory book was not updated as originally planned, the project resulted in several completed multimedia resources that address the same goal in a more accessible way for students including:

- Series of Tik Tok style videos
- A first day video to ease anxiety and improve preparedness
- Recorded content that can be edited or reused for future cohorts
- Interactive floorplan maps (H5P) for navigation of facilities

These outcomes provide flexible, student-authored resources that can complement or inform future updates to the introductory booklet.

School of Human Movement and Nutrition Sciences

Project	Partners	Overview	Outcomes
Creating Connections: Enriching the HMNS community through alumni connections Round 3 (ID: 5681706)	Staff Partners: Dimity Glasby-Shaw, Steven Rynne, Codi Howell, Brooke Devlin Student Partners: Arinesh Prasad, Tanya Sinha, Julia Kilgour, Tomas Smith	The partnership project involved the collating and categorising of UQ HMNS graduate data from 2015 onwards (e.g., area of study, LinkedIn profiles, career pathways). The goal of this project was to establish a graduate database and create a graduate survey (to be distributed to future HMNS graduates) to ensure that relationships with alumni can be established and maintained. In securing long-term engagement with HMNS alumni, this can enhance the HMNS student experience, as alumni can provide insights (for students), regarding their own study and career pathways.	The outcome was to extrapolate data from available LinkedIn accounts of graduates from 2015-2025 into an Excel spreadsheet. Graduates from Bachelor of Clinical Exercise Physiology (Honours), Bachelor of Exercise and Sports Science (Honours), Masters of Dietetic Studies, Bachelor of Health, Sport and Physical Education, Bachelor of Exercise and Nutrition Science/Bachelor of Human Movement and Nutrition Science, Sports Medicine and Sports Coaching were included. A traffic light system was designed as a measure of priority for students to initially contact based on the recency of data. The system consists of green (up to date), orange (has not been updated in 2 years), red (has not been updated in 5 years), and grey (limited information). A student survey was also created for graduates to complete. This survey will be sent to graduates to offer alumni engagement opportunities and gather feedback to improve current and graduate student support within the school of HMNS.

School of Nursing, Midwifery and Social Work

Project	Partners	Overview	Outcomes
Implementation of Support Strategies for MARS Nursing Midwifery/ Midwifery Students (Extension) Round 1 (ID: 5375330)	Staff Partners: Emma Shipton, Glenda Hawley Student Partners: Thea Milburn, Jennifer James, Allie Wilde-Rose	This SSP aimed to reduce barriers for mature-aged return-to-study (MARS) students in UQ's Bachelor of Midwifery, building on findings from a 2024 project. Grounded in UQ's Age Friendly University (AFU) principles, it supported ongoing dialogue between students and staff to ensure the lived experiences of MARS students informed identification of challenges related to program structure, and creation of tailored MARS support at UQ. Key outcomes included updated recommendations, proposed academic and tech support strategies, finalisation of a targeted MARS Questionnaire to identify students' needs, and an intention to develop a business case for a dedicated MARS student liaison role. Findings will inform future equity-focused initiatives.	Completed: - Questionnaire finalised and uploaded to Qualtrics to identify MARS students and inform future recommendations - Development of MARS definition - Creation of Concept Pitch/ Draft 1 'Email to Sites' to identify any sites willing/able to offer flexibility in placement for identified MARS students Short-term: - Distribution of questionnaire - Creation of MARS-focused group study sessions by HMBS Faculty, Academic Skills Advisor and Librarians - Creation of MARS-focused video with Marketing, featuring SSP partners, to be uploaded to UQ website. - Creation of series of generalised MARS-focused short videos by Dr Kevan Walter-Jones - Development of PDF outlining key contacts and support for MARS students. - Creation of future MARS initiatives during O Week 'minus 1' 2026 (1 full-

day of progressive workshops & talks with Kevan Walter-Jones & Nursing/ Midwifery Staff) and NAMSA

Long-term:

- Collaboration with placement team to explore flexibility in placement options, reduce attrition, and update website to highlight MARS incentives.
- Development of business plan exploring creation of "Student Liaison Role."

Enhancing student wellbeing and safety on professional placement for health students

Round 2 (ID: 5607246)

Staff Partners: Tania Brooks, Janine Rix, Kelly Hooper

Student Partners: Patricia Ma, Chelsea Moo, Avery Han

This project investigated the psychosocial hazards experienced by nursing, midwifery, social work (NMSW), and counselling students during professional placements. Recent changes to Work Health and Safety Regulations and student incident reports highlighted the need to better prepare students for psychosocial challenges that might be experienced in the workplace. Through this partnership, we conducted a quantitative survey and multiple student focus groups, enabling us to map current student supports, identify gaps, and collaboratively explore solutions that would enhance the placement preparedness, placement experience and future transition to the workforce.

Outcomes for student and staff partners: Student partners gained valuable knowledge about available placement supports, committing to share this with peers prior to placement. Partners also developed critical research skills including survey design, focus group facilitation, and quantitative and qualitative data analysis. Working within a diverse, dynamic team reinforced the importance of hearing varied perspectives to improve accuracy and quality of outputs. Outcomes for student placement experience for NMSW: All student-staff partners developed a deeper awareness of placement issues, with key findings generating significant learning and some surprising results. The project collated actionable ideas to enhance placement preparedness, the placement experience, and transition to the workforce. A comprehensive survey was completed by 214 students (12.5% of NMSW students), providing a strong and representative sample.

Analysis is ongoing, with a formal report of findings currently in progress.

Co-design of case base learning resources for culturally responsive healthcare	Staff Partners: Jared Miles, Sam Harris, Susannah Brady	This Student-Staff Partnership (SSP) project co-designed culturally responsive, strengths-based learning resources for the Health, Medicine and Behavioural Sciences (HMBS) Faculty. A collaborative team of students and staff developed interdisciplinary case studies and H5P modules featuring First Nations perspectives to address the lack of culturally safe teaching materials. This partnership enabled contributors to combine cultural insights, academic experience, and student perspectives to produce educational tools that enhance cultural competence within the UQ health programs.	The project successfully developed a suite of interactive, case-based learning resources. These resources include prototype H5P modules and interdisciplinary case studies. Each resource is structured with a scenario, strengths-based imagery, patient narratives, learning objectives, facilitator guides, and discussion prompts designed for use in health curriculum. These resources provide students with immersive learning experiences that effectively link theory to practice and facilitate a deeper understanding of course content. Cultural safety and academic feedback informed refinements to scenario content and language. A consistent format and co-design framework were established across the resources to support future incorporation into teaching. These outputs contribute directly to the growing set of culturally responsive materials available for educators. For the partners, the project resulted in enhanced competencies in curriculum design, project management, and cross-cultural communication.
Round 4 (ID: 5800020)	Student Partners: Bailey Malseed, Aiden Tso, Harithra Narayanan, Coco Williams		

School of Pharmacy

Project	Partners	Overview	Outcomes
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Enhancing engagement and comprehension in PHRM2101: Targeting UQ Extend challenges	Staff Partners: Selina Blyton, Holly Foot	Our project involved collaborating with staff and student partners to identify UQ Extend modules that were the most challenging in terms of content load, content structure and/or methods of engagement. Our initial task was to identify four UQ Extend modules to target. We also looked into broad engagement on Blackboard and SeCATs to identify any potential issues related to engagement. After this, we worked through the content individually and then coming together for a focus group to discuss the challenges and make recommendations. The result of this work has led to four UQ Extend modules being modified to deliver the content in a more engaging and concise way.	The outcomes of the project were:
Round 4 (ID: 5799287)	Student Partners: Sabria Kiva, Amalia Putri, Amika Tanglumlert, Ian Zhong, Aaliah Nelson		1. Identification of 4 modules that students found most challenging in terms of content volume, complexity and/or delivery format. These modules became the focus of our project. 2. Identification of key challenges faced in each module. 3. Recommendations to improve content and engagement based on discussion between student and staff partners.

School of Psychology

Project	Partners	Overview	Outcomes
Further increasing interdisciplinary student engagement in Democracy and Human Rights	Staff Partners: Winnifred Louis, Christine McCoy, Susilo Wibisono	In this project, we collaborated to develop initiatives to build interdisciplinary student engagement in the Democracy and Human Rights Festival to be held in June 2026. We worked together to contact student and professional groups who may be interested in participating in the Festival, to organise a trial film screening in anticipation of running a series of film screenings in the lead-up to the Festival, and to create an online platform where students could share artwork related to	Members of the team brainstormed activities and methods for youth engagement, and diverse initiatives were canvassed.
Round 2 (ID: 5607123) & Round 4 – Extension (ID: 5802908)	Student Partners in Round 1: Cut Intan Auliannisa Isma, Tamika Dalby, Kirsten Berkhout, Dishani Senaratne Student Partners in Round 4: Hema Preya Selvanathan		As part of this project, we screened a documentary, Finite, on 6 November 2025. It presented the views of climate activists in two communities affected by coal mining, and showed the delays and expense of combatting the mining companies in the courts. The aim was to create a platform for the UQ community to become more aware of

		human rights and democracy. Finally, we presented our activities and key learnings to the Social Change Lab.	climate action, but also the issues for human rights and democratic functioning within the climate space. Following the film a discussion was held among student and staff viewers. This event serves as a pilot for the Festival next year. Student partners also grew their skills in event organising (e.g., completion of risk assessments, film screening logistics) and prepared a summary document for future events.
Co-designing self-care resources with UQ neurodivergent students for academic success Round 2 (ID: 5609016) & Round 3 – Extension (ID: 5681153)	Staff Partners in Round 2: Rong Han, Kevan Jones, Genevieve Dingle, Radhika Tanksale Student Partners in Round 2: Klaire Ren, Annabel Lee, David McAtee, Asher Sweet Staff Partners in Round 3: Olivia Wright, Kalina Rossa, Radhika Tanksale, Francesca Reddington Student Partners in Round 3: William Robertson, Grace Hattingh, Annabel Lee, Kalista Putri	Recognising the connection between wellbeing and academic performance, this project involved co-designing the existing Sharper Minds: Healthy Eating (covering nutrition knowledge, practical cooking skills, eating well on a budget) and Better Sleep (focusing on improving sleep quality, sleep health, understanding barriers to sleep) group programs with four neurodivergent student partners. The goal was to make these programs more accessible for neurodivergent students before launching them via the Neurodivergent Hub. The student partners participated in the group programs, provided feedback, and contributed ideas for further adaptations. The future goal is to formalise the co-designed ideas and make both programs all-inclusive.	The project has produced draft versions of the Healthy Eating and Better Sleep programs, specifically adapted for neurodivergent students. We have currently gathered session-by-session feedback and collaborated on modifications and design contributions to improve and update the existing programs. The ideas and adaptations developed through co-design need to be formalised, which was beyond the scope of this SSP project timeline. The student partners are scheduled to deliver a workshop at the upcoming Australian Tertiary Education Network on Disability on December 2nd at UQ, titled Partnering for Impact: Co-Designing Inclusive Resources with Neurodivergent University Students. Additionally, two neurodivergent student partners participated in the Neurodiversity Colloquium organised by ITaLI on October 24th. One staff partner and one student partner jointly presented on partnership in practice and the importance of co-designing.

Although outside the scope of this project, it is our intention to produce publications related to this SSP in 2026.

Increasing interdisciplinary student engagement in environmental sustainability

Round 3 (ID: 5671877)

Staff Partners: Christoph Klebl, Susilo Wibisono, Winnifred Louis, Christine McCoy

Student Partners: Arona Merchant, Jyotir Nisha, Neahashirii Rajendran

This SSP project created a student-led, inclusive forum that explored how cultural traditions can inform, strengthen and influence environmental sustainability. Representatives from the Latin American Society, Indonesian Society and Muslim Students Association shared their perspectives on environmental literacy and the role of cultural practices in shaping sustainable behaviours. The panel discussion was paired with a Clothes Swap/Giveaway as a collective effort towards sustainable fashion. Together, the events fostered intercultural dialogue, highlighted the adaptability of cultural knowledge in addressing ecological challenges and encouraged students to adopt more mindful, community-driven approaches to sustainability.

The project successfully delivered two interconnected student-led events exploring conceptual and practical aspects of environmental sustainability. A “Culture and Sustainability” panel featured representatives from the Latin American Society, Indonesian Society, and Muslim Students Association, who shared how their cultural backgrounds shape their environmental values and practices. Participants reported a deeper appreciation of how cultural traditions can address modern ecological challenges. Feedback also highlighted the panel as insightful and a safe space for discussing the role of faith and culture.

A clothes giveaway afterwards provided a hands-on opportunity for students to demonstrate sustainable consumption through clothing exchange. While the panel generated strong engagement, participation in the giveaway was lower, highlighting an area for future improvement to broaden reach.

Overall, the project fostered interdisciplinary dialogue, raised awareness of culturally grounded sustainability approaches, and encouraged more circular resource habits. A follow-up presentation shared reflections and recommendations for future SSP projects.

Increasing interdisciplinary student engagement in Peace

Round 4 (ID: 5802913)

Staff Partners: Christine McCoy, Winnifred Louis

Student Partners: Cut Intan Auliannisa Isma, Diva Zaafira, Imam Suryanto, Anouk Hendriks

The Social Change Lab intends to hold their fourth annual peace event and second annual peace festival bringing together various stakeholders ranging from students to peace advocates to build networks and create learning opportunities for students. In this project we worked on different ways to increase interdisciplinary student and youth engagement in the topic of peace, utilising a variety of novel and effective engagement strategies, ranging from surveys to social media and other relevant methods.

Staff and student partners developed our partnership and collaboration skills.

We reached out to multiple students and youth organisations to let them know about our initiative and encourage their involvement by email.

Learned how to organise and conceptualise an event.

Increased engagement of youth audiences in the topic of peace and the festival by creating Instagram video content and a poster.

We presented the results and reflections from the SSP project in a Social Change Lab meeting.

School of Public Health

Project	Partners	Overview	Outcomes
Graduate Insights for Better Biostats: A Partnership for Progress Round 1 (ID: 5375278)	Staff Partners: Gail Williams, Darsy Darssan Student Partners: Mary Esplin, Daniel Pietrini Sanchez, Nethraavani Sundaram, Brittnee Bryer	In this project, student and staff partners worked collaboratively to develop a survey to gain insight into the practical applications of undergraduate and postgraduate biostatistics courses after completion. Following ethics approval, the survey was distributed to past students who had completed PUBH7630: Introduction to Biostatistics and/or PUBH2007: Health Data Analysis at UQ with a final response rate at analysis of 71 participants	The Qualtrics survey was developed and ethics approval for the project was obtained. The survey was distributed to people who had completed the target courses. A total of 71 responses were received. This included 49 responses from people who had completed PUBH7630: Introduction to Biostatistics and 21 responses from people who had completed PUBH2007: Health Data Analysis. One person completed both courses.

Co-designing community resources for a public health hackathon in the UQ MD	Staff Partners: Devi Mohan, Sally Casey, Sarah Birtwistle	This partnership project adopted the principles of co-design to develop two community-based resources which focused on two current public health problems. The resources were informed by academics, students and individuals working within a community public health context. The resources are to be used as part of a public health hackathon for second year medical students, allowing them to leverage public health principles to help foster health advocacy skills within a community context.	The primary outcome associated with this project was two co-designed community-based public health resources, informed by staff, students and community partners. However, this work is currently ongoing with extended student involvement voluntary. Throughout this project students have had the opportunity to engage with UQ staff and individuals from community-led public health organisations, and as such has provided opportunities to understand a variety of public health challenges across different population groups and settings, allowing for engagement in service learning. Lastly, working as a diverse team has allowed for relationship building, and has laid a foundation for future collaboration between all individuals involved. Further, listening and learning from the team's diverse experience has allowed for the development and expansion of individual world views.
Round 2 (ID: 5609000)	Student Partners: Paulina Knight, Nikka Sandoval, Camille Patton, Xingzhi Xuan		
Embedding Programmatic Career Development Learning in the School of Public Health	Staff Partners: Sally Casey, Melinda Protani, Rebecca Johnson, Stephanie Duncombe	The project brought together staff and students in the School of Public Health (SPH) to strengthen career development opportunities for postgraduate students across SPH programs. Through surveys of more than 100 students, along with interviews and focus groups, we gathered detailed insights into the types of career development activities students valued and when and how they preferred these to be delivered. Findings highlighted key needs, including greater visibility of career pathways and networking opportunities, more flexible delivery modes,	Based on survey results from 112 students and interviews from four post-graduate SPH students, a majority of students expressed interest in a variety of career development activities, in particular those about career planning (75%), networking (70%), and job searching and scope awareness (64%). Most survey participants were MPH students (73%) and internal students (53%). Findings revealed low awareness of UQ's career development activities. SPH announcements were identified as the most
Round 3 (ID: 5681177)	Student Partners: Caitlin Miller, Razia Husein Esufally, Lidya Alwina Jokhu		

earlier integration of career development within programs, and improved communication channels due to low awareness of existing offerings. These insights directly informed a 2026 plan to embed career-planning workshops into courses, expand delivery options, and enhance marketing to boost student participation.

effective communication platform about these offerings. Hybrid workshops were the preferred mode of delivery, though the interviews highlighted that preferences for the mode of delivery vary depending on the activity. There was a consensus across the survey and interviews that career development activities should be offered early on in programs and integrated into courses.

The findings from this SSP have been used to guide the development of a programmatic plan that embeds career development activities in the curriculum.

Co-designing enriching online modules for PUBH1103: Health Systems and Policy

Round 4 (ID: 5799211)

Staff Partners: Clare Hannan-Jones, Allyson Mutch

Student Partners: Ankush Siddarameswar, Olivia Mulcahy, Paloma Poltronieri

This project examined PUBH1103's online modules to identify strengths and areas requiring further improvement as we engage with the current generation of students in online learning spaces. These learnings are intended to assist with ongoing (re)development of digital tools for our undergraduate Public Health students, and to ensure the best learning fit with students critical of the need to navigate two-dimensional learning materials, including large volumes of text. The partners worked closely to gain a broader and more comprehensive understanding of students' perspectives and experiences of online learning resources. The partners conducted a student survey with ~150 participants that explored students' experiences of using the online modules and how this worked with their own ways of learning and studying.

The partners explored key strengths and weaknesses of the PUBH1103 online modules and reflected on learning practices and student engagement with online learning tools. The partners co-designed and deployed a student survey with the current PUBH1103 cohort to better understand how students learn in digital spaces. As part of the survey project:

- Ethics was submitted and approved.
- The partners presented to 280 students in week 12 and discussed the SSP project and aims.
- The survey was very successful. ~127 students participated in the survey and provided detailed written responses to survey questions.
- Preliminary data analysis of findings was conducted – with the team

reflecting on how these findings will inform 'design principles' for the PUBH1103 online learning space.

Recognising the need to further explore the collected data, the team submitted a project extension for Semester 1, 2026.

Faculty of Humanities, Arts and Social Sciences



Projects

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Students

38



Staff

28

Faculty central unit

Project	Partners	Overview	Outcomes
Enhancing AI inclusivity for UQ students with disabilities Round 3 (ID: 5681249)	Staff Partners: Christopher Frost, Luke Gaiter, Jason Cullen Student Partners: Patrick Nix, Haarish Kannan Kathiresan Girija, Tiana Offord, Jessica Hwang	This student staff partnership project aimed to understand and investigate the lower-than-average sentiments towards AI in university students with disabilities. We aimed to strengthen our understanding of the way different disability cohorts perceived AI along with any variations in feelings across disability type, age, degree, discipline and study level to create resources that would assist them in being able to use the many AI platforms available to them both at and outside their university environment. The project resulted in the creation of a student survey to aid in the collection and analysis of self-reported student sentiments on AI. The partners also looked at creating more targeted focus group questions to give more depth to our understanding and further our research by gathering data that could possibly lead to further research questions and projects.	The primary outcome was a comprehensive survey for students that the team designed and will be promoted through student-facing networks like the UQ Library and HASS Student Futures. In addition, findings from the student interviews were shared at the recent teaching and learning focus group to develop UQ's systems for AI Governance. The President of the UQ's Academic Board was present at this event and requested more detail from the team. Further interest in outcomes from the team has been raised at UQ's Inclusive By Design Working Group, which reports to UQ's Teaching, Learning and Student Experience Committee. Focus group questions and approaches to run these equitably were developed by team members. An unexpected outcome was that research from this project's literature scan informed the design of a HASS School's successful AI industry Forum held in October.

Evaluating HASS Work-Integrated Learning Programs

Round 3 (ID: 5681695)

Staff Partners: Cassandra Byrnes,
Karin Sellberg

Student Partners: Tyler Horton,
Eva Skinner

We worked to evaluate experiences and outcomes of Work-Integrated Learning (WIL) Programs in the HASS Faculty to consider how student learning and content delivery could be improved to prepare graduates for the future job market. We began work conducting surveys of HASS students and staff to understand their diverse perspectives on these issues, recording current experiences of WIL education and identifying areas for improvement. We have applied for a project extension and further ethics applications, intending to write a report for the HASS Faculty to disseminate the results.

We originally restricted our scope to focus on student experience and needs, and have conducted a survey of HASS students to fulfil this goal, however it became apparent throughout our project that we need to extend our approach to consider the perspectives of academic staff members in order to present a more comprehensive report to the HASS Faculty. In particular, we identified that if we are going to provide recommendations for future improvements to the delivery of WIL programs, we need broader data that includes insight into the experiences of staff members who have designed or taught WIL programs. Furthermore, we decided to apply for ethics approval before releasing our survey because, after initial consultation with staff and students involved in WIL, we believe that the results of our work may be relevant to the wider academic community, and we would thus like to publish it. However, it took us some time to finalise our student interviews. As such, we applied for a project extension, hoping continue our research into the 2026 academic year.

School of Communication and Arts

Project	Partners	Overview	Outcomes
Write-Ready Reels: Revitalising WRIT7260 Round 1 (ID: 5375312)	Staff Partners: Sarah Klenbort, Amber Gwynne Student Partners: Charlotte Picker, Talia Wright, Alexander Mortensen, Bridie Lewis	'Write-Ready Reels' produced a suite of digital learning resources comprising approximately a dozen short videos focusing on core grammatical concepts and associated writing tips to assist students in their study journey.	The team scripted and recorded the videos, then produced them using Canva Pro. The videos will be posted on a YouTube channel as a playlist where current/former students and other interested viewers may access them to strengthen their understanding of core grammatical concepts that are relevant to English writing.
Making a Digital Cultures Archive Round 2 (ID: 5609073)	Staff Partners: Maureen Engel, Elizabeth Stephens Student Partners: Ethan Nguyen, Brianna Watts, Bunga Azahra (Zara) Aurelli, Yuxin Fan	We aimed to create a digital resource archive for COMU1500, COMU2150, and COMU3300 students and educators. Students and staff worked together to assemble a Blackboard site categorizing each course into its weekly topics, readings, and outside resources. This will provide educators and students with a clear yet detailed overview of resources relevant to their course. We hope students and staff will continue to add to this archive over time.	Blackboard site: https://learn.uq.edu.au/ultra/organizations/_194803_1/outline

School of Historical and Philosophical Inquiry

Project	Partners	Overview	Outcomes
Developing a pedagogical framework for critical engagement with Generative AI	Staff Partners: Deborah Brown, Luke Zaphir, Elena Block, Peter Ellerton	Staff and students collaborated to design AI-inclusive activities that foster critical thinking and professional communication skills. Three	Staff partners implemented the co-designed AI learning activities in PHIL2013, PHIL1013, and COMU7304 over the course of the

Round 4 (ID: 5790573)

Student Partners: Angeli Lamont, Eva Skinner, Thu Luong Le, Kirsten Berkhout

courses across the HASS faculty (COMU7304, PHIL1013, PHIL2013) were included. Several teaching and learning activities demonstrated enormous potential for building critical AI literacies (i.e. the ability to use generative AI in a deliberate and well-considered way).

Students responded in a positive and highly engaged with the teaching and learning activities. Feedback showed that that students overwhelmingly believed that the impact of AI on their studies was significant and that a framework is needed. We found that while our teaching and learning activities were well-received, greater clarity is needed on pedagogical principles for using generative AI in higher education contexts to address students' anxieties and misgivings about the tools.

semester. To gain deeper insight into students' experience with and perspectives on these learning activities, the student partners organized and ran focus group interviews with students from each course.

We found that there was significant diversity in student perspectives on the integration of AI into teaching and learning, but a broad recognition of the complexities AI presents to educational contexts. Many students articulated the need for a scaffolded set of learning activities to foster critical engagement with AI. Additionally, they expressed concerns regarding over-reliance on AI tools in university classrooms.

School Languages and Cultures

Project	Partners	Overview	Outcomes
Developing teaching materials for JAPN3130 Anime Japanese Round 4 (ID: 5802696)	Staff Partners: Kaz Hagiwara, Lucy Fraser Student Partners: Megan Iles, Benson Huang	This project was to redevelop and update JAPN3130 Anime Japanese, an advanced Japanese course that teaches Japanese language using animation. The team of two staff and two high-achieving students from the course worked together to develop new materials and to emphasize the course's focus on cultural competency and analytical skills. We have now mapped out new curriculum, and we're looking forward to	Using our existing knowledge and detailed searches, we identified new anime to use in the course, including: - Izakaya Nobu - Today's Menu for the Emiya Family - Delicious in Dungeon

covering diverse topics from analysing the relationships represented by food in the series Delicious in Dungeon (Dir Miyajima, 2024~) to understanding propaganda via the classic Ghibli film Porco Rosso (Dir Miyazaki, 1992).

By readjusting the learning materials chosen in JAPN3130, we feel the course will grab the students' attention and increase their engagement. As these materials are quite new, they will pique the interest of students and provide a comparable contrast between in the cultural development of anime in the past 20 years.

We developed new materials such as vocabulary lists and class activities to teach language using these new anime.

We also made the following changes to assessment:

- Reduced exams from two to one only (reducing focus on vocab and grammar learning)
- Replaced one exam with an in-class Movie Commentary presentation which emphasizes analytical skills and group discussion
- Added "participation" marks to further encourage engagement.

**Indigenising CHIN2750:
Fostering engagement with
Australian Indigenous stories in
English to Chinese translation**

Round 4 (ID: 5802703)

Staff Partners: Angela Cook,
Desmond Crump, Samantha
Disbray, Chunxuan Shen

Student Partners: Phoebe Chen,
Chunmeng Liu, Zhixi Wang,
Zhiqing Zhu

In this project, we explored ways to integrate Australian Indigenous cultural elements, i.e.

Dreamtime stories, dot paintings, Welcome to Country, Acknowledgement of Country, and the history and tourism of Uluru and other local sites into an English-to-Chinese translation course. We visited museums, art galleries and authoritative government websites to collect resources. We also examined challenges and opportunities of

The outcomes of our project include a pool of learning resources centred on the cultures of Australian First Nations peoples, which will support one full module of CHIN2750, covering preclass, in-class, and post-class learning activities. We developed a collection of culturally informed background readings, including brochures, stories, and multimodal materials along with a selection of source texts that potentially can be used for

using AI-assisted translation tools with culturally rich and sensitive Indigenous content. We co-developed CHIN2750 teaching materials and learning activities, and engaged in in-depth discussions to indigenise the translation curriculum, strengthen cultural competency, and foster critical, respectful engagement in the age of AI

translation practice. These were complemented by engaging classroom activities and discussion prompts designed to deepen cultural reflection and critical thinking. We also created a bank of quiz questions to assess future students' understanding of these learning materials. In addition, the project proposed the idea of making a glossary of key culture-specific terminology to support students' translation practice and initiated preliminary trials for future refinement. Collectively, these outputs enrich students' cultural competence and translation skills while promoting informed and respectful engagement with First Nations content in future offerings of this course.

Co-creating a capstone for global Japanese learners

Round 4 (ID: 5802711)

Staff Partners: Amber Forsyth, Sanako Mitsugi

Student Partners: Rino Ueda, Mika Deeley (Shiroyama), Jimin Kim

We co-created course materials for JAPN3288: Intercultural Topics in Japanese, a new capstone course for advanced Japanese learners. Together with staff partners, we designed scenario-based learning tasks, discussion topics, and assessment ideas that reflect real-world intercultural communication. Our goal was to help students connect their Japanese learning to authentic social contexts where language, culture, and society intersect. In addition to developing these materials, we also contributed to a promotional video script introducing the course's aims and highlighting the significance of student-staff co-creation in curriculum development.

Our project delivered a set of scenario-based learning resources that align with the revised BA Program Learning Outcomes and support students in using Japanese in authentic, real-world contexts. Student partners analysed existing scenarios to identify cultural assumptions and communication patterns, and developed vocabulary lists to enhance student comprehension. We then generated a wide range of original scenario ideas across work, social, family, and public settings. From these, student partners produced three full English and Japanese scenarios each that integrate cultural insight with practical communicative tasks reflecting realistic challenges students may encounter. We also produced a short welcome video that introduces the course and highlights the value

of student–staff collaboration. Throughout the project, student partners strengthened their critical thinking, cross-cultural awareness, teamwork, and confidence in applying Japanese beyond the classroom. These outcomes support shifting the course beyond traditional essay-based assessment toward more relevant, employability-focused learning experiences.

School of Political Science and International Studies

Project	Partners	Overview	Outcomes
Expanding Gender Studies at UQ (Extension) Round 1 (ID: 5375327)	Staff Partners: Nicole George, Cassandra Byrnes Student Partners: Benjamin Stephens, Phoebe Werry	Expanding Gender Studies at UQ is a project extension conducted by a team of 2 staff and 2 student partners, who first collaborated on an initial project in round 4 of 2024. The initial project, through a survey co-created and co-designed between the various staff and student partners, revealed significant student and alumni demand for increased Gender Studies study options at UQ. The project extension consisted of multiple stages of research into the history and context of Gender Studies at UQ. Subsequently, opportunities for the formal and executive expansion of the Gender Studies program at UQ were investigated in a multiphase, collaborative manner. The project culminated with the drafting of a discussion paper which sought to engage and alert executive and administrative stakeholders to the unique opportunity UQ has in further developing its humanities curriculum and academic standing	The primary aim and subsequent outcome of our project is the final co-creation of the previously mentioned discussion paper that will be given to administrative and executive leadership through formal processes within the HASS Faculty. In assistance with this penultimate goal, the stages of background research into the context and strategic policy of past decisions regarding Gender Studies at UQ provided not just useful knowledge in the creation of the discussion paper, but also knowledge staff partners could utilize outside of the SSP project when participating in other avenues of formal changemaking regarding the reintroduction of a Gender Studies Major at UQ. The understanding gained from this research was applied to our discussion report, which also contained student voice advocacy from our prior project's work, forming a

through the expansion of the Gender Studies discipline.

comprehensive presentation of the identified issues and our proposed solutions.

School of Social Science

Project	Partners	Overview	Outcomes
Making Student Access Plans fit for purpose: Student and staff views on best practices Round 1 (ID: 5375282)	Staff Partners: Locky Kaye, Gerhard Hoffstaedter Student Partners: Renee Tu, Pujita Puchalapalli, Amie Hewitson	This project interviewed students and staff to gather their views on UQ's current approach to Student Access Plans (SAP). Through semi-structured interviews the project team identified strengths and challenges of the current process and identified adjustments and Universal Design for Learning (UDL) approaches that most benefit students and staff. The project team selected quotes from the participants that illustrate key themes and support a series of recommendations. The project team hopes to combine the results of the semi structured interviews with data from a large survey run by Student Support and Wellbeing Services (SSWS) in Semester 2, 2025 to expand their findings and recommendations.	This project will: • Provide a report on the evidence-based recommendations for specific stakeholders of the university (What works, what does not? How can you help? Findings from interview data) • Provide infographic factsheets for students to access SAPs, for staff on how best to support SAPs • Present findings to community level stakeholders by student partners, e.g. presentations to faculty of school Teaching and Learning committees, ITALI. • Present our findings at UQ and beyond (other universities, T&L week, conferences).
Design a resource website for neurodivergent students Round 4 (ID: 5802698)	Staff Partners: Gerhard Hoffstaedter, Matthew Davis Student Partners: Emilie Pang, Brooke Szucs, Chris Paradisis	This project designed a centralised online resource to support neurodivergent students at the University of Queensland. The team identified that existing information was scattered across multiple systems, which made it difficult for students to access clear guidance on study strategies,	The final resources included 1) student lifecycle document with resources and content embedded at each phase of the student journey, and 2) document identifying and synthesizing the information and presentation of neurodivergent websites from other

accommodations, and peer support. Through a student led and experience informed approach, the project consolidated essential information into an accessible format that outlines resources, strategies, and information relevant to each phase of the student lifecycle. Once implemented and published by the University of Queensland's marketing and social media strategy teams, this resource will strengthen academic success, improve self-advocacy, and contribute to a more inclusive environment for neurodivergent students.

universities. These will be translated into a webpage.

Faculty of Science



Projects

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Students

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Staff

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Faculty central unit

Project	Partners	Overview	Outcomes
Ignite curiosity: developing dynamic resources for science workshops Round 1 (ID: 5375311)	Staff Partners: Lachlan Seawright, Karen Vowles Student Partners: Ngoc Mai Uyen Tran, Quan Feng Sin, Emma Hawthorne, Mika Kato	This project aims to revitalise the Faculty of Science's workshop resources for high school and international students interested in studying at the University of Queensland (UQ). By fostering a collaborative partnership, student participants will leverage their creativity and initiative to brainstorm workshop ideas and develop fresh, engaging materials. Ultimately, the project aims to create a dynamic set of workshop resources that both updates existing offerings, and also inspires the next generation of scientists, encouraging greater interest and enrolment in science programs.	The outcomes of our project are the creation of engaging, up-to-date resources that enhance student-led workshops targeting high school and international students. These fresh resources make science more accessible and relatable while offering a clearer picture of university life. Student partners have developed these materials through a collaborative and creative process, building their own skills while contributing meaningfully to outreach initiatives within the university. The project has resulted in the addition of five new workshops: 1. Biotechnology 2. Anatomy 3. Double Dose Invasive Sustainability in Australia 4. Key Threatening Processes: Can agriculture and conservation work together to tackle invasive species 5. Take Action: Recovering Threatened Species. These new workshops have effectively expanded our current outreach toolkit, enabling broader participation in community engagement and

widening participation initiatives. These new materials will now also be used to attract prospective students by improving their understanding of the opportunities available at UQ. Overall, the project has resulted in the development of high calibre and current materials that will contribute to strengthening UQ's reputation for excellence in science communication and education outreach.

Co-Creating scenarios for ethical and responsible use of GenAI in Learning Sciences

Round 2 (ID: 5607114)

Staff Partners: Marnie Holt, Dom McGrath, Nantana Taptamat

Student Partners: Lachlan Miller, Rupashi Nehra, Hana Purwanto, Tiarna McElligott

Through this project we developed a range of scenarios to support students and academics in exploring the responsible use of AI in assessment tasks within the Faculty of Science. A core set of scenarios has been developed for courses across the faculty. These scenarios have been developed with input from members across the team and are in the process of review from course staff. The initial responses from course staff have been very positive. Based on the scenarios developed, the science faculty is considering scaling up similar scenarios for core courses across undergraduate programs.

Building on last year's Generative AI Essential Guide: Unlocking Learning in the Sciences, this project focuses on creating scenario-based learning materials to address ethical challenges in GenAI use. Feedback from the guide's implementation highlighted a need for practical, discipline-specific tools that go beyond foundational knowledge.

This project complements existing resources, such as the Library's Artificial Intelligence module and AI Student Hub, by providing interactive scenarios tailored to UQ's academic integrity policies and the unique challenges of Science education. Co-created with students, these materials will enhance critical thinking and ethical decision-making skills while ensuring relevance and engagement.

Developing a series of cases that explore complex uses of AI in Science courses – recognising that most of these will relate to assessment and clarifying UQ's rules. The cases will explore contextual use of AI considering what is ethical, supports learning,

and maintains academic integrity. These cases will provide students with clarity about what is allowed and guidance to use AI responsibly and effectively.

Student experience at UQ Gatton

Round 2 (ID: 5609013)

Staff Partners: Edelia Sanchez, Aimee Clarke

Student Partners: Hanlin He, Edith Lin

This Student–Staff Partnership project gathered firsthand insights to enhance student life at UQ Gatton. Our four-member team co-designed and launched a Gatton campus-based survey that explored students' social connection, support services, lifestyle, and overall satisfaction outside the classroom. Distributed in Semester 1 2025 to 1,844 enrolled students, the survey attracted 1,176 complete responses, an unprecedented 93% of them driven by student-led promotion. The resulting evidence base will now guide Faculty of Science leadership in allocating resources, understanding the needs of rural campus students, and shaping a more inclusive, student-centred Gatton campus experience.

High participation: A total of 1,176 students shared detailed feedback: 503 from the School of Agriculture and Food Sustainability, 644 from the School of Veterinary Science, 20 from the School of the Environment, and 9 from other disciplines, representing a strong and diverse cross-section of the UQ Gatton student community.

Evidence-rich report: A 15-page results document, complete with bar charts, Likert visuals, word clouds and key-finding summaries was produced and submitted for internal use by Faculty of Science leadership group.

Actionable insights:

- We highlighted critical student demands, including transport (weekend inter-campus buses), food variety & hours, facility maintenance (library roof, parking lines) and perceived funding inequity with St Lucia.
- We identified positive strengths of Gatton campus, such as the tight-knit community, natural environment and unique animal facilities, all to be leveraged in future engagement and recruitment strategies.

School of Agriculture and Food Sustainability

Project	Partners	Overview	Outcomes
Co-designing assessment for 'Indigenous Biocultural Knowledge of Australia's plants' Round 1 (ID: 5375279)	Staff Partners: Marlize Bekker, Joseph Nastasi, Coen Hird, Susanne Schmidt Student Partners: Imarnie Fatnowna, Jasmine Armstrong, Keely Perry	This project investigates how science students understand and experience assessment tasks that incorporate Indigenous content within their courses. Through an anonymous survey of UQ students, it aims to identify principles and formats that support culturally safe and meaningful assessment. The research will inform inclusive, pedagogically sound practices aligned with UQ's Indigenous Engagement Strategy, Reconciliation Action Plan, and UNDRIP commitments, with a particular focus on students' confidence, concerns, and support needs when engaging with Indigenous Knowledges in assessment tasks.	- Interviews were conducted with Professor Tracey Bunda, ATSIIS Director Cassandra Diamond, and iTali staff. - The team developed a questionnaire targeted at staff, postgraduate, and undergraduate students, International and domestic, to evaluate their position on current assessment structures and delivery, as well as Indigenous content within courses and degrees and their delivery. - Developed HREC application regarding the questionnaire and further SSP's required for the project - Submission of HREC application - Drafted concept for a publication
Indigenising the Science Curriculum: Co-designing 'Indigenous Knowledges: Plants, People, Country' (Extension) Round 3 (ID: 5681686)	Staff Partners: Susanne Schmidt, Joanne Blanchfield, Annabel Smith Student Partners: Tin Nguyen, Maisie Palmer, Lachlan Miller, Ella Cathcart-Van Weeren	We developed a guide with recommendations for teaching through a partnership between students, staff and Indigenous knowledge holders to integrate Indigenous perspectives into higher education science curricula (Indigenous Knowledge Module Guide - Copy.docx). Addressing the underrepresentation of Indigenous knowledges, it offers course coordinators learning materials and assessment ideas for	The key outcome of the project was a module delivery framework that we co-developed to assist course coordinators in integrating the four new modules into their existing undergraduate and postgraduate courses (Available here: Indigenous Knowledge Module Guide - Copy.docx). For each of the modules, the document provides pre-semester considerations, a suggested delivery sequence, a list of curated readings,

courses on Plants, Food, Fire, and Medicine. These learning resource and learning activity ideas accompany a video developed for each course to enhance students' learning of the role of Indigenous Australian knowledge in the knowledge development in each discipline. Using the 8 Ways of Aboriginal Learning framework, it supports adaptable teaching that reflects Indigenous ways of knowing. Assessments are designed for both local and international students, fostering cultural competency and engagement with Indigenous knowledge systems around the world.

and proposed assessment and learning activity options. Combining both clear, visual diagrams and more detailed written sections, we hope that this document is a helpful, all-in-one resource that academics can consult and provides explanations and resources required to include one of these modules into their current course. Whilst we have produced a completed and coherent document, we would love for it to be an ongoing process and to be continually tweaked and added to by others in the faculty and those involved in the Indigenising the curriculum process.

School of Chemistry and Molecular Biosciences

Project	Partners	Overview	Outcomes
Bridging biotech and employability: Cross-collaborative skills development at UQ	Staff Partners: David Ascher Lisette Pregelj, Simon Lake	This project provides UQ Biotechnology students with tailored resources to improve their employability. Building on the outcomes of our previous project round, we have developed a website of collated student opportunities and resources featuring testimonials from UQ Biotechnology students. This website will complement a dual session employability bootcamp which will be run as a pilot in early Semester 1 and offer CV development workshops and help students secure experience in their chosen industry or research career path. We will also focus on helping students articulate their existing skills and experience and craft their CVs with	This project delivers tailored, biotechnology-specific employability resources designed to close the gap between academic learning and practical career preparation for UQ Biotechnology students. Building on outcomes from our previous SSP round, we created a comprehensive website that collates student opportunities, programs, and pathways, supported by authentic testimonials from current students. This resource will complement a dual-session Biotechnology Employability Bootcamp to be piloted in early Semester 1.
Round 1 (ID: 5375275) & Round 4 – Extension (ID: 5790575)	Student Partners: Daniel Valles, Anita Thivakon, Nithin Senthil, Alina Biju		The Bootcamp provides targeted support through CV-building workshops, guidance on articulating transferable skills, and structured

feedback from experts via a Speed CV Review session.

pathways for securing industry placements or research projects. A Speed CV Review session, featuring academic and industry experts, will offer personalised feedback to help students refine their applications. We also integrate the previously developed Employability Roadmap to ensure continuity and long-term sustainability.

Together, the website, pilot Bootcamp, and strengthened industry engagement offer a scalable model that enhances student confidence, improves career readiness, and supports successful transition into biotechnology careers.

Reduction of waste in teaching laboratories (Extension)

Round 1 (ID: 5375329)

Staff Partners: Christine McCallum, Crystal Higgs

Student Partners: Carolina De Los Rios Wakeham, Maite Amado, Safiya Dixon

In the previous SSP round, we conducted a case study to demonstrate practical strategies for reducing single-use plastic waste within a lab. We also analysed UQeMarket data to identify the most commonly purchased disposable items used in UQ labs.

In this round, we conducted a survey to identify the main barriers to adopting sustainable practices within labs. Drawing on the data collected, we developed a set of resources, including:

1. A poster and presentation with the findings from the case study
2. A sustainable procurement guide for lab consumables

1. Resource Development

We created resources to support plastic waste reduction in laboratories, drawing on procurement data, survey responses, case study findings, insights from workshops with teaching lab staff, and an analysis of existing lab resources. These resources include:

- A poster with the findings from the case study
- A sustainable procurement guide for lab consumables

2. Case Study Presentation

Findings from the BIOC3005/7105 case study were presented at a teaching lab meeting, with a focus on the changes that had the greatest impact on reducing plastic waste.

3. Resource Dissemination

The resources will be shared digitally and through printed posters, leveraging networks within Schools, Institutes, and Green Lab Representatives to promote broader engagement and adoption.

Breaking barriers to embryology careers

Round 3 (ID: 5681672)

Staff Partners: Andres Gambini

Student Partners: Girshali Manimaran, Soham Atul Joshi

The Breaking Barriers to Embryology Careers project used survey data and expert interviews to identify gaps in UQ's embryology training. It aimed to highlight areas where the university could strengthen career guidance, practical exposure, and academic pathways for students. Based on these findings, the project suggested potential strategies for future development, such as a UQ-specific career guidebook, follow-on coursework, micro-credentials, and external partnership pathways. This student-staff collaboration provides a framework to help UQ enhance employability and better support students pursuing careers in human and animal embryology.

The project successfully identified the key gaps in embryology training at UQ and generated a set of evidence-based recommendations; however, several limitations prevented completion of the originally proposed deliverables such as a full workshop outline or mentorship framework. Delays in school-level approval processes, limited access to industry experts, slow response rates from clinics, and time constraints due to semester scheduling meant that practical feasibility assessments could not be completed. Despite these constraints, the project achieved three major outcomes:

Outcome 1: A comprehensive analysis of student needs, UQ capability, and workforce expectations, informed by surveys and interviews.

Outcome 2: Benchmarking of UQ against leading institutions, clearly demonstrating UQ's current competitive disadvantage in embryology training.

Outcome 3: Development of practical recommendations: an advanced embryology course, micro-credentials and partnership pathways to guide future implementation once

institutional and industry engagement becomes feasible.

These outcomes provide UQ with a strong foundation for future action.

School of Mathematics and Physics

Project	Partners	Overview	Outcomes
Resource Development for MATH4108 Round 1 (ID: 5370109)	Staff Partners: Gabriele Tartaglino Mazzucchelli Student Partners: Nicola Baglioni, Parth Raina, Christian Kennedy	The students and staff partners have collaborated to improve the course MATH4108, re-examining the structure of the course and devising additional material that should be useful for students attending the course. The course was redesigned in 2024 and is separated into two halves; the second half was lacking lecture notes and assignments. For the second half we wrote a set of lecture notes, inclusive of problems and assignments. This material has been devised keeping in mind the background and needs of the students attending, particularly since the course contains a lot of new content that is not covered in other MATH/PHYS courses, and should make the topics more accessible to students with different backgrounds.	The project led to two key outcomes. Firstly, we agreed on a restructuring of the second half of the MATH4108 course, introducing minor but meaningful modifications to the original material that, in our mind, will enhance the clarity of the course. Secondly, we produced a comprehensive set of lecture notes that both covered and expanded upon this revised content.
Building Cultural and Gender Diversity in Introductory Statistics Courses Round 1 (ID: 5375277)	Staff Partners: Mel Robertson-Dean, Michael Bulmer Student Partners: Lily Halpin,	This project aimed to enhance The Islands, an online statistics learning tool used by more than 2000 UQ students annually. We increased gender diversity, including transgender and intersex representation and associated healthcare aspects. Additionally,	Our project significantly enhances representation and inclusion on the Islands. We increased gender diversity by adding transgender individuals and intersex variations, and implemented hormone therapies (e.g. estrogens, testosterone). We

Jackson Lister, Yuval Kark-Levin, Divita Nagrath	we created learning activities to promote intersectional learning and starting to consider Indigenous perspectives. Language elements like Creole were introduced to reflect linguistic diversity. Our work supports cultural competency development in quantitative courses and lays the groundwork for inclusive, research-driven learning experiences.	also created learning activities tailored to STAT1201 and cultural diversity (ethics module), starting to think about integrating First Nations representation. Clubs like the Gender Diversity Collective were introduced in The Islands to make transgender and intersex characters more discoverable on the Islands. Additionally, we incorporated elements of diverse languages, including Creole, into character dialogue to better reflect the linguistic and cultural diversity of each Island. Other planned additions include endocrinologists and pathologists in the hospitals to better reflect gender-affirming care, and culture-based clubs to promote intersectional learning. We also created a history of mayors to support new learning activities and deepen the world-building of the Islands. Finally, we are working on removing barriers to truthful conversation with Islanders – such as the necessity of saying “please” or “thank you”, allowing for more realistic and useful interactions.
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Bringing statistics to life for engineers

Round 2 (ID: 5609010)

Staff Partners: Ross McVinish,
Michael Bulmer

Student Partners: Sherman Yuen,
Zee Islam, Natalie Teng

The project aimed to increase student engagement and enhance the relevance of STAT2201, a core course for around 500 engineering students annually across electrical, mechanical, and mechatronics specialisations. By drawing on their disciplinary knowledge, student partners co-developed practical, engineering-focused scenarios and activities that align with course content. These highlight real-world applications of statistical methods, such as

The project has successfully:

- identified strengths and areas for improvement within the course;
- developed two new practical activities to enhance student engagement;
- established methods for collecting and analysing student feedback;
- collected data for use in future semesters as a starting point;

hypothesis testing and regression analysis within engineering contexts. The goal was to help students see the value of data analysis in their future studies and careers, while also creating more interactive, hands-on learning experiences that facilitate deeper understanding and participation.

- facilitated mutual learning between staff and engineering students; and
- collaboratively explored the effectiveness of staff-student partnerships.

Based on the ideas developed in this SSP project, the staff partners applied for and were awarded a teaching and learning grant of \$1500 from the school of mathematics and physics to purchase equipment required for the new practical activities. The practical activities will be incorporated into the applied classes and quizzes in semester 2.

Developing academic and social supports for mature-age (MA) students studying science

Round 2 (ID: 5609012)

Staff Partners: Danielle Burgess, Mel Robertson-Dean

Student Partners Zhen Kang (Zachary) Lee, Apollo Bazley, Jade Farrugia

This project sought to explore key challenges faced by mature-age (MA) students in science, with a focus on academic and social supports, through the creation of a survey to be delivered to MA students in semester 2, 2025. Specifically, the survey focusses on mathematical skills needed for those studying and working in the sciences, and anxiety surrounding mathematics.

The primary outcome is the development of a targeted survey to understand the experiences, needs, and concerns of mature-age students returning to science-based study. The survey focuses on mathematical preparedness, confidence, support structures, and the impact of maths anxiety on engagement and academic success. Co-designed with input from students and staff, the finalised survey is scheduled for distribution to mature-age students across relevant courses in Semester 2, 2025.

School of the Environment

Project	Partners	Overview	Outcomes
Co-designing an agroecological green space (Extension) Round 1 (ID: 5375310)	Staff Partners: Nonnie Shepherd-Bourne, Jodie Schimanski, Angus Allen, Kritim Dhakal Student Partners: Jordan Greguletz, Lu Jin, Evon Yee Enn Ma, David Cortes Rincon	This project was all about growing our agroecological garden into something bigger, greener, and more connected to the UQ community. We organised BBQs from our first harvests, seed-sharing workshops, and planting days that brought together 40-50 people. It's been amazing to see the space come alive—not just with plants, but with curlews, bush turkeys, dragonflies, bees, hoverflies, worms and other creatures starting to call it home. We've built a small but committed volunteer crew and started thinking seriously about how to keep the garden going long-term. We've also realised we need more trees, more shade, a more effective way to share the knowledge within the group, and a stronger plan for looking after the space.	We've made great progress in building up the garden and bringing people in. One of the biggest wins has been creating a small but solid group of volunteers who help with regular maintenance and planning. We've run several community events—like BBQs, planting sessions, and workshops—that have brought in more than 40 people so far. These gatherings helped spread the word, get more hands in the soil, and build a sense of shared ownership. The space has started attracting more wildlife too—we've spotted birds, frogs, butterflies, and other little creatures moving in. We've also learned a lot along the way. We know now that we need more shade trees, a better system for ongoing care, and clearer roles for everyone involved. Most importantly, the garden is starting to feel like a real part of campus life—a place where people come to connect, learn, and grow things together.
Conservation genetics course redevelopment to meet diverse student needs Round 2 (ID: 5609005)	Staff Partners: Paul Ebert, Salit Kark, Timothy Puckering, Katrina McGuigan	The Masters degree course Wildlife and Conservation (CONS6009), in which conservation genetics is taught, attracts students from around the world and from very diverse cultural, academic and work experiences. Students both requested that I	1. Received comprehensive student feedback on lectures. Following discussion, we decided on a strategy for a major restructure. 2. We discussed how to create a conservation genetics primer that

	Student Partners: Paula Amarilla Zavala, Huiting Zhou, Pauline Bourke, Azka Syamila	develop material to help students to learn the basics of conservation genetics and they expressed a desire to assist with development of the teaching material. That provided the inspiration behind the project as well as the framing of the goals. The goals subsequently expanded to include a complete evaluation of the conservation genetics module.	would help students with no background in genetics to quickly learn the fundamentals. Our teaching design specialist suggested building the primer around interactive digital teaching aids designed to allow the students to run virtual conservation genetic experiments. - Students suggested that a glossary would be useful, so they designed one appropriate for the course. - Students evaluated the pracs as engaging and well-designed, so they will remain as is. - The SSP students created a pair of model reports as a guide for students who will be taking the course in future to use as a guide. - The partnership students also provided feedback on how the assessment item content and guidelines could be improved.
Bringing discovery science to third year genetics prac teaching Round 3 (ID: 5681674)	Staff Partners: Timothy Puckering, Paul Ebert Student Partners: Leanne Sherrington, Brian Kim	Third year prac teaching is an opportunity to provide students with a discovery science experience that aligns with the UQ moto of "Create Change". The challenge will be to integrate into the structure of the prac, the flexibility and the opportunity for risk taking that is essential for true discovery, while maintaining the ability to effectively mentor students in a large group. This project will also explore ways to use a collaborative experience to create a learning environment	We developed a comprehensive guide for a practical module employing a small (1 mm sized), rapidly reproducing animal (3-day life cycle) that is very easy to grow. The practical guide contains: An introduction to the organism, <i>C. elegans</i>.

that reflects the reality of working in a research laboratory.

2. An introduction to the mental health topic to be explored in prac.
3. Protocols for assays for the students to consider.
4. A description of how data is to be collected and analysed.
5. An illustrated tutorial to assist with statistical analysis.

During the prac, the students will be provided with *C. elegans* with a chemically induced mental health disorder. They will be given a goal or question to be addressed using therapeutic drugs, mutant strains and the suggested assays. Each lab bench of 8 individuals will collaborate as they wish to generate more than enough data to create a variety of unique research reports.

School of Veterinary Science

Project	Partners	Overview	Outcomes
From student to leader: Strategic onboarding to champion future veterinarians Round 4 (ID: 5802796)	Staff Partners: Rachel O'Donnell, Rod Verrall Student Partners: Coco Albert, Joe Williams, Storm Barrett, Petra Harman-Schufft	This Student–Staff Partnership project aims to enhance the transition experience for students entering the School of Veterinary Science (SVS) by creating a tailored induction program that reflects the unique academic and practical demands of veterinary study. The team is developing engaging orientation resources—including filmed content for Blackboard, interactive maps, and streamlined protocols for lectures, tutorials, and	- Sent out survey's students, received amazing feedback about what their experiences were like when they first commenced vet school, their feedback/answers strongly aligned with our project objective and aims. - Filmed “how to find your way” style videos to over 10 key “prac” locations on and off the Gatton campus.

practical's—to foster clarity and confidence from day one. Central to this initiative is a shared commitment to empower students with the knowledge, support, and sense of belonging needed to thrive as future veterinarians.

- Filmed “how to be prac ready” videos.
- Developed easy to read maps for students to find their way around campus.
- Developed a “process flow” for students, to help them optimize the SVS and Faculty of science student support resources.
- Developed an SVS specific induction program to (hopefully) be implemented during O-week in 2026.
- We have applied for an extension to hopefully see-out the implementation of all our hard work in semester one, 2026, and be an actively involved in further nurturing this projects potential.

*Note, we cannot share the video content until it has been reviewed and approved for distribution by the Gatton Campus director.

Central Units



Projects

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Students

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Staff

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Information Technology Services

Project	Partners	Overview	Outcomes
Delivering the Cyber Security Awareness Campaign for International Students (Extension) Round 2 (ID: 5607101)	Staff Partners: Yash Jayachandran Student Partners: Sheng Ning Chong, Donatella Wulandari, Dawn Chung	This project aimed to raise awareness of cyber safety and improve cyber-safe behaviours among UQ international students through a 5-day online campaign, in collaboration with UQ organisations and student channels. Each day, we presented a different potential scam scenario targeting UQ students (e.g., rental, student assignment helper, bank account, and job vacancy scams), providing essential tips on prevention, recovery, and support resources. Project outcomes will be delivered primarily via UQ Edge's social media and newsletter, with UQ Union supporting through reposts. The newsletter will feature a survey to gauge student confidence in scam response and interest in online cybersecurity training.	We expected to launch the #CyberWiser week with a 5-day campaign to raise student awareness of cyber safety in both Semester 1 and 2, 2025. However, due to time constraints and stakeholders' circumstances, certain plans have changed. We had discussions with multiple UQ teams, which provided a valuable opportunity to strengthen our collaboration and communication skills. Our planned channel, UQ Union was not possible to proceed this time. Therefore, we discussed with the UQ Edge. In the process, we closely work with the UQ Marketing and Communication team to create UQ-branded resources based on ours. This procedure took time, so we could not post content, arrange sharing and campaign performance report within the timeline. Currently, UQ Edge team and we are preparing the content posting procedure. We prepared campaign description with a survey

link. This survey would help to figure out the result and future cybersecurity training preferences.

Cyber Security Risk Radar: Co-evaluating third-party application risks

Round 2 (ID: 5609080)

Staff Partners: Duncan Herd, Yash Jayachandran, Alora Sylvester, Nyalok Gatwech

Student Partners: Fildzah Annisa, Isabella Willmer Galt, Tiffany Cheung, Yulin Yang

Our Student-Staff Partnership Project, entitled 'Cyber Security Risk Radar: Co-evaluating Third-Party Application Risks', is within the scope of cyber security risk identification and management at the University of Queensland. Use of unassessed and/or unauthorized third-party software and plugins within UQ networks and managed environments can pose significant cyber security risks for the University by exposing staff, students and employees to increased risk of cyber threats and vulnerabilities in data integrity and confidentiality. This project aimed to support existing Third-party Risk Management at the University by focusing on how plugins are used, assessed, included in communication on cyber culture, and altogether how to increase their security when integrated into the university landscape. In doing so, governance and policies around plugins were reviewed with recommendations for improvement to ensure UQ staff and students can continue to engage in the digital space with confidence and safety.

The project resulted in a comprehensive analysis of cyber security risks associated with third-party plugin applications at UQ. It identified key gaps in current policies, standards, and governance processes, and produced a set of targeted, stakeholder-informed recommendations to enhance UQ's Third-Party Risk Management approach. These recommendations focus on improving cyber security education and awareness—particularly through clearer guidance and the development of mandatory training for both staff and students—and strengthening governance through regular review cycles for high-risk plugins and clearer processes for approval and assessment. Insights were drawn from extensive policy reviews and stakeholder engagement with multiple ITS and governance teams. In addition to delivering a clear and actionable framework, the project provided participating students with meaningful professional development through hands-on experience in research, analysis, stakeholder engagement, and policy co-creation.

Institute for Teaching and Learning Innovation

Project	Partners	Overview	Outcomes
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Strange bedfellows in education: machine, teacher and students	Staff Partners: Joan Li, Melanie Fleming	This project sought to co-develop a survey to explore students' views and attitudes toward the use of AI (LLM) to provide feedback and marks for written assessments at UQ. A survey was co-developed with student and staff partners that explored students' current concerns and opinions regarding assessments, marking and feedback; experiences and views of AI; attitudes towards the use of AI to mark student work and to provide feedback; and expectations of a UQ developed web-based application using AI to support marking and feedback provision should be able to achieve. This survey was designed to complement a pre-existing staff survey that had been previously conducted.	This project specifically evaluates students' views and perceptions of AI in assessment, particularly their attitude toward a web-based application using AI to mark written assessments and provide feedback. This is a new application that is being developed at present. Information gathered from this survey will provide a better understanding of the students' concerns and readiness to embrace new technology. It will also provide critical information for the academic staff and challenge their willingness to make changes to the traditional written assessment in response to AI. This can lead to innovative and efficient assessment practices, enhancing the quality of higher education, and improving students' experience.
Round 1 (ID: 5370107)	Student Partners: Siena Stacey, Jack Dwyer, Ekaagra Kesarwani, Dev Gupta		
Building Accomplished Scholars: Exploring Student Perspectives on UQ's new Graduate Attribute (Extension)	Staff Partners: Remo Cossu, Dom McGrath, Louise Ainscough	UQ's new graduate attributes define the desired qualities for all graduates, guiding program learning outcomes, assessments, and extracurricular activities. As the primary beneficiaries, the voice of students is essential in shaping and embedding these attributes. This SSP involves UQ staff who are promoting the graduate attributes through ITaLI or as Graduate Attribute Champions. We have partnered with students from different disciplines to explore students' awareness of these attributes through survey and interviews.	Our research has revealed trends among the student body. UQ students demonstrate an interest in participating in networking opportunities, in being given opportunities to work in groups, and in receiving an interdisciplinary education, including access to fields outside of their major or focus. The students show an especially pronounced interest in attaining practical experience, which they express as a desire for more industry-adjacent classroom tasks and assessments, or alternatively as a desire for industry work and placement. Informed by this data, we have developed a suite of resources to close the gap between student aspirations and student outcomes on campus. Our resources include student-facing tools, such
Round 1 (ID: 5372607)	Student Partners: Jack Sneddon, Arona Merchant, Mansi Darekar, Yen-Shan Chen		

as “pathway” handouts which direct students towards existing, proven opportunities to fulfil their aspirations, and faculty-facing materials, such as a flyer which summarises our research in a digestible format for course convenors, who can use this data to direct their teaching process. Overall, the materials will reduce friction which has prevented students from fulfilling their “Accomplished Scholars” aspirations.

Developing UQ’s Graduate Attributes for Employability (Extension)

Round 1 (ID: 5375328)

Staff Partners: Melanie Fleming, Remo Cossu, Tara Nance

Student Partners: Winnie Ma, Zhiyou Li, Ambika Aul

The Developing UQ’s Graduate Attributes for Employability project aims to better understand students’ perspectives on the links between graduate attributes and employability skills. By conducting a survey across all disciplines and year levels, and gathering insights into students’ aims and aspirations, the project explores students’ awareness of these skills. The goal is to help students make connections between their studies and graduation, encouraging them to recognize these links earlier in their studies and to reflect critically on the skills they gain through academic, co-curricular, and casual work, addressing missed opportunities for early reflection and enabling students to recognize transferable skills sooner.

A survey of 264 students across all faculties and years was conducted to understand employability and the attributes of UQ graduates. According to the results, over 80% of students stated that they did not understand graduate attributes. The survey results showed that students had little knowledge of employability skills at the beginning of their studies, but this improved as graduation approached. Staff understanding of employability increased more slowly and was highest after students graduated. Clarke’s (2018) framework was used to examine aspects such as personal skills, behaviours, social networks and knowledge of the job market. These results suggested that there was a gap between what students have learned and their understanding of job search. The next step is to produce easy-to-use resources that reflect different student experiences and help students learn transferable skills earlier.

The survey used for this project:
<https://survey.app.uq.edu.au/c4e8d606-1d92-43f2-af06-c46b30085210>

AI Hub Phase 2: Supporting students with UQ's revised approach to AI

Round 2 (ID: 5607098)

Staff Partners: Miranda Newell, Dom McGrath, Kelly Matthews, Marianne Sato

Student Partners: Alessandra Tran, Shuoren Zhang, Aiden Tso, Almira Shailer

The project aimed to review and improve UQ's AI Student Hub, which was designed to support students' AI literacy. Based on student feedback and evolving assessment policy, we updated the hub by creating new resources and adjusting the existing web content. This included the addition of visual materials and interactive modules to better engage students.

The updated Hubs were launched in May and July 2025.

The outcomes of our project include:

- current content of the AI Student Hub was reviewed, based on most used pages
- student insights and feedback were collected and shared
- content was updated in response to feedback and upcoming policy changes
- AI Student Hub was moved to another platform to enable active learning elements and more flexibility in content creation
- creation and inclusion of recommended diagrams, images and active learning content.

Incorporating student voice in the Graduate Certificate (University Teaching Practice)

Round 2 (ID: 5609007)

Staff Partners: Lauren Cox, Ben Cossalter

Student Partners: Yuan Li, Huayu Lei, Gayathri Biju, Megavartini Sivakumar

This project amplifies student voices in the Graduate Certificate in University Teaching Practice by co-creating a series of student-led videos. These videos share authentic student perspectives on learning, curriculum, and assessment, and will be embedded into the course to inform inclusive and effective teaching practice at UQ.

The project produced a series of high-quality, student narrative videos that reflect diverse student experiences and insights. These videos will be integrated into the Graduate Certificate in University Teaching Practice in Semester 2, 2025 to support educators in enhancing their teaching practices. Student partners developed skills in video presentation, online content creation, and collaboration. The project showcases the

value of co-creating education with students, not just for them.

Library

Project	Partners	Overview	Outcomes
FAQ for students with a disability Round 1 (ID: 5375283)	Staff Partners: Jason Cullen, Eva Myszka Student Partners: Rheanca Lincoln, Nia Johnston, Alicia Steele, Diana Sanabria Lozano	Students with disabilities often find it challenging to locate relevant and accurate information regarding disability resources at UQ. This project is a collaboration across three key stakeholders: Library Accessibility team, Accessibility and Welfare team, and UQ Union Disability Collective, to create a resource that consolidates all relevant information available at UQ into a single FAQ, presented into various accessible formats and distributed by all three stakeholders.	This project aimed to design an 'FAQ' resource, that is accessible in multiple formats, to meet the disability access needs of different students. Currently, Libraries, Accessibility and Welfare Team, and the UQU Disability Collective all provide different types of support. This project aimed to consolidate resources from each stakeholder into a singular FAQ. The outcome of the project is a finalized FAQ draft with sections contributed by each student and staff partner. A final phase of adapting the FAQ to multiple accessible formats and student testing will be continued by the project initiators.
Expanding the Library's AI Digital Essentials Module Round 2 (ID: 5607243)	Staff Partners: David Miles, Tanya Henry, Kellie Ashley, Thomas Palmer Student Partners: Tin Nguyen, Aparnaa Meganathan, Ryan Hussain, Rachit Chaurasia	Professional staff of the Library and iTaLi partnered with students from all of UQ's faculties to review the Artificial Intelligence module available through the Digital Essentials suite. The project aimed to incorporate the student voice into the module, update module content to reflect current policies around acceptable use of AI in assessment, and add additional content and examples about prompt	The project team: - reviewed scholarly and grey literature on AI in higher education - conducted environmental scanning and benchmarking exercise across Australian and internationally ranked universities. - Gathered student feedback on AI use through informal networks and relevant events, including presenting

engineering for learning. The module will support students in identifying ethical and responsible ways to use AI in their studies and long-term learning.

at a Student Services and Wellbeing Support workshop on AI.

- developed new module content, including active learning activities, examples of ethical use and data handling, student-informed content, guidance on acknowledging AI use, and updated assessment and quiz materials

ARound the Library - Interactive discovery and experiences

Round 4 (ID: 5798917)

Staff Partners: Kelly Burrett,
Patrick Wade

Student Partners: Paras Verma,
Mriganka Iyer

This project aimed to identify opportunities to incorporate emerging technologies, specifically augmented reality (AR), in library spaces to enhance the student experience, support learning and meet student needs. The team sought to use feedback from student surveys to identify potential use cases with the intention to create prototypes to demonstrate, test and evaluate the potential of AR in the library.

The project team analysed survey data on students' library use and attitudes towards AR. Findings indicated strong interest in using AR for study, engagement and exploring library spaces. Barriers to use included privacy concerns, usability and potential distractions. Based on this, we revised the project aims to focus on study tools rather than AR overlays of library displays. Participation in a student wellbeing event prompted the creation of additional prototypes to support wellbeing. Over the course of the project, the team created several prototypes for different use cases, including:

- An eye anatomy model with gamified learning elements
- An AR brush turkey discovery app with links to further information
- a UQ-themed AR photo booth (similar to Snapchat)
- a jacaranda-themed breathing exercise to support wellbeing

- A skull anatomy model extension of a physical resource
- a basic library navigation tool (incomplete)

The team showcased the eye anatomy model at a student exhibition receiving positive feedback that validated the focus on AR tools for study.

Office of the Pro-Vice-Chancellor (Teaching & Learning)

Project	Partners	Overview	Outcomes
Co-designing English and Academic Embedded Language Support at UQ	Staff Partners: Andrew Sankey, Christopher Newcombe	This project investigated and improved language support provision through student consultation. We gathered insights from 200+ students via questionnaires and focus groups to understand their lived experiences with study and language challenges. Based on these findings, we upgraded assessment helper materials and ELSO (Embedded Language Support Officer) strategies to provide timely, targeted support. By centering student voices through mixed-methods research, we developed evidence-based improvements to embedded language support interventions, ensuring they effectively meet student needs.	1. Statistics of survey results from 200+ questionnaires online
Round 1 (ID: 5375313)	Student Partners: Rino Ueda, Yuni Kartika, Chin Yee Yeung, Wenwen Xu		2. Further conclusions and findings from 2 focus groups 3. Audited existing UQ student services 4. Upgraded materials and strategies on assessment helpers and ELSOs 5. Gave a presentation to Pro Vice-Chancellor (Education & Student Experience), OFDVC(A), Student Enrichment and Success, Student Support and Wellbeing and ELSO staff, offering recommendations and providing lived student experience.

Properties and Facilities

Project	Partners	Overview	Outcomes
Investigating reuseable takeaway coffee cups at St Lucia Round 2 (ID: 5607102)	Staff Partners: Nathan Cook, Christine McCallum Student Partners: Peter Lewin, Giuzel Safiullova	This project was a sustainability initiative aimed at reducing single-use coffee cup waste across the University of Queensland. Through prospective partnerships with campus cafes, student representatives, and university stakeholders, the project assessed current practices, identified possible barriers to reusable cup adoption, and explored infrastructure and policy solutions. Drawing on global case studies, current and previous practices at UQ and behavioural research, the project proposes strategies such as washing stations, digital return systems, and promotional campaigns. This collaborative effort outlines a pathway for research to support UQ's goal to become single-use plastic free and carbon neutral, while fostering long-term behavioural change in the campus community.	Findings: Campus cafés have segmented ownership and inconsistent sustainability practices. Reusable cup use is very low (5–10%) and single-use cup usage estimated at 100–1700 per café per day. A previous program (Green Caffeen) showed promise but ceased due to COVID-19 and funding issues. Key barriers include limited washing infrastructure, convenience, awareness, lack of incentives, and aesthetic concerns. Prior research highlights the effectiveness of centralised washing, behavioural nudges, and gamified incentives. Recommendations: Introduce policy measures to discourage single-use cups and incentivise reusables. Invest in washing and return-bin infrastructure. Launch targeted campaigns using environmental messaging, rewards, and loyalty systems. Explore digital tracking of cup use and returns. Collaborate with UQ Union, Environmental reps, Property and Facilities, and café partners in co-designing solutions.

Student Enrichment and Success

Project	Partners	Overview	Outcomes
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Bridging the Gap: Increasing Student Awareness of UQ Student Enrichment Programs

Round 2 (ID: 5605054)

Staff Partners: Delia Terpstra, Jodie De Daunton, Simona Antonova

Student Partners: Aliyya Kezia Putri, Kristian Hutapea, Mesulam Esther

We explored student awareness of and interest in the Student-Staff Partnerships (SSP) program by conducting a focus group discussion with undergraduate, postgraduate, and PhD students. The information and feedback collected was then examined to identify the key issues and potential strategies to improve each of those areas. Based on these insights, we proposed revised promotional materials, including an updated poster and a linked PDF, designed to capture students' attention, simplify access to essential information, and clearly guide them on how to get involved in SSP projects.

Revised poster and linked PDF to be shared for one SSP round (subject to update per round) detailing information about the key point information accessible here and involved student partners to recreate the captions/narration would be more interesting to other students in those poster and PDF.

Moreover, feedback from the focus group discussion is attached to the report submission form.

Student Support and Wellbeing Services

Project	Partners	Overview	Outcomes
Support for students - Peer Note Taker and Participation assistance Round 1 (ID: 5372610)	Staff Partners: Tania Revelo, Christie Chung, Francesca Reddington Student Partners: Fathya Ufaira, Carina Effendi, Divpreet Kaur, Luna Ng	Reviewing Peer note taker and Participation Assistance supports The project aimed to identify and address gaps in the process for students needing support from a Peer Note Taker (PNT) and/or Participation Assistant (PA). To assist with information gathering, a survey was developed and distributed to students who currently receive support. Student Partners trialled Artificial Intelligence (AI) tools to incorporate into this project. The project was mainly focusing on the PNT/PA service provided to students. The team collected information from students via a survey and electronically. We identified	Three Key Project Outcomes: 1. Survey Results - PNT (12 participants) & PA (7 participants): Both services faced similar challenges including delayed HR processing (4+ weeks), unclear role definitions, and insufficient training. Students experienced delayed, inconsistent note uploads and service shortages. Note-takers struggled with portal malfunctions, fast-paced lectures, and 3-day deadlines. PAs reported role confusion and communication barriers, often being asked to take notes outside their designated responsibilities.

challenges from the initial recruitment, especially for PNT to delivering the services. PNT/PA providers discussed challenges due to ambiguity in their roles, recruitment, expectations, and role definition.

AI tools were integrated to explore other supports that may be incorporated to support students requesting PNT. Collectively, these outcomes are expected to create a more efficient and supportive environment that benefits both the students and the support staff.

2. Follow-up Interviews: Students confirmed persistent lateness issues resolved through AWT contact. PAs valued initial AWT meetings but lacked formal training. Role overlap between PA and PNT positions created confusion, with PAs feeling unprepared when required to take notes for unfamiliar programs.
3. AI Tools Trial: Student partners tested Glean, Otter.ai, and Caption.Ed. Caption.Ed excelled with live captioning, high accuracy for academic terms, and clean AI-generated summaries. Glean provided good recording quality but struggled with mathematical equations. All tools showed potential for supplementing traditional note-taking services, with Caption.Ed being most accurate for academic content.

Student Stories: From setbacks to success

Round 1 (ID: 5375276)

Staff Partners: Eva King, Catherine Fitzgerald

Student Partners: Angelique McLaren-McClymont, Manmeet Kaur Chanana, Izza Adani, Kate Anderson

This project has provided the foundation for future work in capturing student stories of overcoming setbacks.

We surveyed and interviewed students who had experienced academic setbacks and captured audio and textual data and compiled these for future use in awareness campaigns and initiatives.

We have compiled several student stories and identified key themes and messaging. The story repository has been established and will be used as the basis for future work in this space.

We have also created a set of recommendations related to gathering student voice – learning from our experiences during this project.

UQ Disability Inclusion Advocacy Network

Project	Partners	Overview	Outcomes
I know what the hidden sunflower is, do you? Round 1 (ID: 5375273)	Staff Partners: Kylie Navuku, Vikesh Anand, Angela Hannan Student Partners: Evan Scrimgeour, Swara Tapaswi, Adrian Fleming, Seijun Stokes	People with hidden disabilities experience discrimination, whether intentional or not, due to the fact their disabilities are not apparent. The Hidden Disabilities Sunflower is a tool and a symbol that UQ staff and students use to raise awareness of hidden disabilities. Awareness of the meaning of Hidden Disabilities Sunflower merchandise can contribute to understanding of how people can adjust environments and interpersonal engagement to ensure people with hidden disabilities receive the support and adjustments that can improve their experience at UQ.	Community mapping of Hidden Disabilities Sunflower visibility (through campus visits, photography, email contact with Research Institutes unable to travel to) Awareness raising and increased visibility of Hidden Disabilities Sunflower through: • Communication with stakeholders and community partners • Digital asset (graphic design) output distributed to all stakeholders (across UQ Campuses and selected other locations); appearing on screens across Campuses • Quiz created and dissemination commenced • Teaching support materials created and approved (single slide .ppt) • Printable .pdf version for venues without screens developed (such as Heron Island Research Station) Additional materials developed (in process to further support 'increasing visibility and knowledge of the Hidden Disabilities Sunflower'): • Media assets drafted • Multi-slide support package for teaching staff (.ppt)

Future planning ideas and opportunities:

- Team has been invited by UQ Wellbeing to participate in UQ Student Health Month 2025
 - Further dissemination of Quiz
 - Possible availability of email signature for UQ staff and students
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**Student-Staff Partnerships
Student Enrichment and Success**

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