CONSULTATION OUTCOMES
Towards... The UQ Student Strategy:
An open discussion on the UQ Green Paper
Summary Report (February 2016)
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Towards... The UQ Student Strategy:
An open discussion on the UQ Green Paper

SUMMARY REPORT PREPARED FOR
The University of Queensland
Office of the Deputy Vice Chancellor (Academic)

BY
The University of Queensland
Institute for Social Science Research

The Institute for Social Science Research wishes to acknowledge the contributions of the Institute for Teaching and Learning Innovation (ITaLI), and Planning and Management Information in the preparation of this report.
# Challenges and Strategies from the Green Paper

<table>
<thead>
<tr>
<th>USED IN THIS REPORT</th>
<th>DESCRIPTION FROM THE GREEN PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHALLENGE 1: INNOVATIVE EDUCATION</td>
<td>How can UQ's comprehensive breadth of programs provide all students with cutting-edge knowledge and creative enterprise skills that advantage them in ever-changing communities and workplaces?</td>
</tr>
<tr>
<td>GRADUATE ATTRIBUTES</td>
<td>Reimagine UQ's Graduate Attributes to drive program coherence, develop future employability skills, and meet graduates' aspirations and employers' expectations</td>
</tr>
<tr>
<td>EXTENSION EXPERIENCES</td>
<td>Expand opportunities for extension experiences - including a suite of online and blended flagship courses and experiences - that reflect the comprehensive liberal education UQ is able to provide</td>
</tr>
<tr>
<td>WIL PARTNERSHIPS</td>
<td>Build significant industry and government partnerships that strengthen and expand opportunities for authentic and attractive WIL (Work Integrated Learning) experiences across all programs</td>
</tr>
<tr>
<td>CHALLENGE 2: FLEXIBLE LEARNING</td>
<td>How can UQ support flexible learning options that attract, empower, and guide a diverse student population to choose when and how they best engage in their own learning?</td>
</tr>
<tr>
<td>YEAR-ROUND CALENDAR</td>
<td>Develop options for students to design their learning across a 'year-round academic calendar' (e.g., intensive blocks, trimesters, MOOCs, and online programs)</td>
</tr>
<tr>
<td>RPL (RECOGNITION OF PRIOR LEARNING)</td>
<td>Recognise prior learning for program acceleration and enrichment</td>
</tr>
<tr>
<td>CHALLENGE 3: STUDENT CHANGE AGENTS</td>
<td>How can UQ authentically partner with our outstanding student cohort across the learning enterprise?</td>
</tr>
<tr>
<td>STAFF-STUDENT LINKS</td>
<td>Create opportunities for students to collaborate with staff in learning, leadership and outreach</td>
</tr>
<tr>
<td>CHALLENGE 4: RESEARCH-INTENSIVE EDUCATION</td>
<td>How can UQ strengthen the translation of our research excellence into consistent 'high-value, high-impact' research-based learning opportunities across all disciplines for all students?</td>
</tr>
<tr>
<td>RESEARCH EXPERIENCES</td>
<td>Extend students' access to collaborative research experiences that provide quality interaction with UQ's research and research partners</td>
</tr>
<tr>
<td>CHALLENGE 5: BEST PRACTICE PEDAGOGIES</td>
<td>How can UQ ensure all students' learning is built around active, best practice pedagogies?</td>
</tr>
<tr>
<td>BLENDED LEARNING</td>
<td>Incorporate best-practice blended learning pedagogies across every program</td>
</tr>
<tr>
<td>SIGNATURE LEARNING</td>
<td>Develop and apply a signature UQ learning model across all programs that is driven by learning theory and enhanced by innovative technology strategies</td>
</tr>
<tr>
<td>CHALLENGE 6: ASSESSMENT AND FEEDBACK</td>
<td>How can we develop and resource assessment and feedback practice that support student learning and enhance the student experience?</td>
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<tr>
<td>ASSESSMENT FRAMEWORKS</td>
<td>Create program level assessment frameworks that stipulate meaningful, authentic tasks and that include quality and timely two-way feedback mechanisms that are supported by enabling technologies</td>
</tr>
<tr>
<td>LEARNING ANALYTICS</td>
<td>Progress the development of UQ's learning analytics capacity to afford students and staff ready access to assessment outcomes and provide support where required</td>
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<tr>
<td>CHALLENGE 7: STAFFING PROFILE</td>
<td>How can UQ enhance its staffing profile to provide exceptional teaching, learning, and student support?</td>
</tr>
<tr>
<td>STAFF RECOGNITION</td>
<td>Value the pursuit of teaching excellence across UQ through recognition and reward that considers the aspirations and commitment of our teaching staff</td>
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<tr>
<td>NEW STAFF CAPABILITIES</td>
<td>Invest in new staffing capacity and capabilities – including innovative educational technologies and learning design – to complement and support existing expertise</td>
</tr>
<tr>
<td>STAFF DEVELOPMENT</td>
<td>Through rigorous and comprehensive professional development, encourage staff to practice a transformative, team-based, whole-of-program approach to enhancement</td>
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<tr>
<td>CHALLENGE 8: SUPPORTING STUDENTS</td>
<td>How can UQ provide students with quality support from transition to graduation that fosters a sense of belonging and guides them to become autonomous and resilient learners?</td>
</tr>
<tr>
<td>INTEGRATED SERVICES</td>
<td>Provide readily accessible, real-time integrated services (virtual and physical) through student hubs to resolve issues at point of best impact</td>
</tr>
<tr>
<td>MENTORING &amp; NETWORKS</td>
<td>Leverage the talent and commitment of students, staff and alumni through mentoring programs and peer-based networks</td>
</tr>
<tr>
<td>CHALLENGE 9: STICKY CAMPAUSES</td>
<td>How can UQ develop accessible, vibrant and inviting campus environments for students, staff and the broader community that add genuine value to time on campus for all?</td>
</tr>
<tr>
<td>MULTI-FUNCTIONAL SPACES</td>
<td>Develop open and engaging, multi-functional spaces and places across campus for formal and informal learning, relaxation and rest, and socialising</td>
</tr>
<tr>
<td>VIBRANT ECOSYSTEMS</td>
<td>Transform all campuses into vibrant living and learning ecosystems – including St Lucia and Gatton based residential complexes and commercial services – that promote and sustain an energising student experience</td>
</tr>
<tr>
<td>TRANSPORT OPTIONS</td>
<td>Find sustainable, convenient and cost-effective transport options for UQ campuses</td>
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About the consultation
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BACKGROUND TO THE GREEN PAPER

Towards... The UQ Student Strategy is a Green Paper prepared by The University of Queensland's (UQ) Office of the Deputy Vice Chancellor (Academic) to open a discussion about the key challenges and opportunities for the University in enhancing the UQ student experience.

UQ aims to position its graduates to become national and international leaders. The University recognises that the requisite skills and knowledge its students require to achieve this are shifting, consistent with the needs and demands of an ever-changing society.

The Green Paper sets out nine key priority areas on which the University might focus in order to foster a transformative student experience (the Challenges). The Challenges are informed by reviews of policies, research, and global best practices as well as local, national, and international data. The Green Paper also asks the University's stakeholders to consider the value of key activities designed to address the Challenges, and these are presented as Strategies in the Green Paper.

Between October and December 2015, the UQ Institute for Teaching and Learning Innovation (ITaLI) facilitated a consultation process on the Green Paper designed to capture perspectives across the University's primary stakeholder groups – UQ Students, UQ Staff, and the UQ Community (including alumni, industry, and education sector partners).

The consultation activities were:

- **UQ Student Strategy Consultation Survey (the Student Survey):** an online survey administered 9 November to 4 December 2015 with 7,005 student respondents, representing an 18% response rate (AAPOR RR2) across the student population

- **Leadership Meetings:** direct engagement with UQ Staff (Senior Leadership), namely interviews with leaders of UQ faculties and institutes (n=11) and discussions at selected board and committee meetings in October and November 2015 (n=7)

- **Unit Submissions:** invited written submissions prepared by UQ organisational units between 22 October and 11 December 2015 (n=54)

- **Roundtable Event:** an engagement activity designed by ITaLI to facilitate group discussion with participants from across all UQ stakeholder groups (n=75), held on 17 November 2015

- **Open Online Forum:** an unmoderated online platform for stakeholder feedback via written responses submitted using a template form between 22 October and 11 December 2015 (n=110).

The consultation outcomes were organised into groups to represent three key stakeholder voices:

1. **UQ Student Voice:** identified from the Student Survey results, the Roundtable Event and the Open Online Forum
2. **UQ Staff Voice**: identified from the Leadership Meetings, the Unit Submissions, the Roundtable Event, and the Open Online Forum

3. **UQ Community Voice**: identified from the Roundtable Event and the Open Online Forum.

This summary report outlines the findings of the Green Paper consultation process based on quantitative and qualitative data gathered by ITaLI and provided to UQ’s Institute for Social Science Research for analysis. It is intended as an indicative resource to assist the University in the subsequent development of a White Paper that articulates the UQ Student Strategy, and more detailed analysis of the consultation outcomes is included in a full report available online at [www.uq.edu.au](http://www.uq.edu.au).

The results are most relevant for the purpose of:

- Rationalising the Challenges that will drive development of the UQ Student Strategy
- Identifying Strategies that have most resonance and meaning for UQ stakeholders.

### APPROACH TO ANALYSIS OF CONSULTATION OUTCOMES

The Green Paper consultation process included five distinct engagement activities during which respondents were asked a range of questions to identify their views on the directions set out in the Green Paper.

Data collection templates were consistent in their focus on the Green Paper Strategies. However, respondents in the Leadership Meetings and Roundtable Events primarily provided views on the Green Paper Challenges, whilst stakeholders who participated in the Unit Submissions and Open Online Forum commented on the Green Paper Strategies. As a result, respondent feedback is not directly comparable across consultation activities.

Furthermore, stakeholders saw significant interconnectedness across the Green Paper Challenges and Strategies, making it sometimes difficult for them to delineate between higher order priorities and lower order priorities for subsequent action by UQ.

The nuanced consultation approaches, methods, and questions, and the interconnectedness of the Green Paper’s Challenges and Strategies mean it is difficult to compare stakeholder responses on a like-for-like basis. Given some responses represented UQ organisational units and other responses were those of an individual, voices also could not be weighted. However, input from stakeholders was appreciatively accepted by ITaLI irrespective of format and contributes to the overall views presented in this report.

This report uses the concept of *voices* to communicate broadly the nature and level of feedback across key stakeholder groups. In interpreting the results in this report, the following should be noted:

- Some Student Survey respondents did not complete the questionnaire in its entirety and so the total number of respondents for each survey item is reported for the purpose of transparency.
- Analysis of the quantitative data from the Student Survey is consistent with the grouping and structure of the Challenges and Strategies in the Green Paper.
• Analysis of the qualitative data from the Leadership Meetings, the Unit Submissions, the Roundtable Event, and the Online Open Forum focused on Challenges and/or Strategies most frequently cited by participants (both supported and not supported).

• Some Challenges and Strategies are omitted from detailed analysis because they did not attract sufficient attention from respondents; this does not necessarily mean they received no attention at all, but that the level of attention was comparatively weak.

• It is acknowledged there is likely to be some selection bias in the consultation findings because many of the activities relied on respondents self-selecting into the process.

Nonetheless, the overall findings deliver high-level insights that can support the University in determining the final priority focus areas for the UQ Student Strategy.
Results summary
Top-line messages

The UQ Student Strategy is viewed by stakeholders as a significant positioning document for the University, with flow-on opportunities and impacts for its key stakeholder groups – UQ Students, UQ Staff, and the UQ Community.

The top-line messages from the consultation on the Green Paper relate to:

- The importance of enhancing employability for UQ students
- The role of online learning as a campus complement
- The student appetite for flexible learning options
- The need for appropriate resourcing to take the UQ Student Strategy forward.

Stakeholders urge the University to continue to utilise evidence-based decision-making and stakeholder engagement in the subsequent development of the UQ Student Strategy in the forthcoming White Paper. They encourage UQ to consider the interaction of the UQ Student Strategy with internal and external factors that will impact on its implementation.

Across the consultation activities, they also reported positive feedback on a range of aspects relating to the current UQ student experience, which suggests the UQ Student Strategy might look to build on existing strengths in the University environment.

The findings of the Green Paper consultation process are wide-ranging, and this is indicative of the University’s inherently diverse stakeholders. The top-line messages in this summary report are not exhaustive, and full analysis on the consultation outcomes is documented in the full report available online (www.uq.edu.au).

The importance of enhancing employability

There is consistent and considerable support from all stakeholder groups in relation to the importance of delivering a UQ student experience explicitly designed to enhance graduates’ employability in an ever-changing world.

The results of the Student Survey suggest UQ students are motivated to attend university by the view that their tertiary education will translate into improved future employment career prospects. Industry-based extension experiences and support services designed to improve job prospects are most highly valued by UQ students, and a substantial minority of UQ students (42%, n=2,756) do not agree they are learning the skills and knowledge they need to help them adapt in a changing employment market.

UQ stakeholders identify Work-Integrated Learning (WIL) Partnerships as a high priority activity that should be advanced through the development of the UQ Student Strategy. The consultation outcomes also identified the potential contribution of UQ alumni as a resource to enhance student employability, such as by identifying and offering work placements. Two-thirds of students who participated in the Student Survey (67%, n=4,549) would like access to a UQ alumni mentor.
The role of online learning as campus complement

Online learning is an accepted and appreciated characteristic of the contemporary higher education environment, according to the results of the Green Paper consultation process.

The Student Survey results underscore student interest in online educational resources to complement campus-based learning:

- 70% of respondents (n=4,278) would take advantage of courses designed as a mix of online lectures and interactive classes on campus
- 38% (n=2,319) would take advantage of a course that was wholly online
- 57% (n=3,457) are interested in using online learning modules that can be completed at their own pace.

From a teaching and learning perspective, stakeholders made repeated observations that while online learning offers flexible study options for UQ students, active and face-to-face learning remain important aspects of the student experience. Across the consultation activities, they note that UQ needs to find the correct balance between offering online learning options alongside active learning and engagement opportunities with teaching staff and their student peers.

Moreover, the on-campus environment remains important to UQ students, with the physical experience integral to their learning experience. The Student Survey results found that student engagement with UQ campuses is primarily learning-focused, and UQ students indicate they would spend more time on campus if facilities and services better supported their studies (e.g. more study spaces, 24/7 access, and cheaper and more diverse food and drink options).

It follows that striking the appropriate balance between increased online learning opportunities for students with on-campus engagement is a fitting challenge for the UQ Student Strategy.

The student appetite for flexible learning options

Flexibility is not just about online learning, and UQ students value a range of delivery options to enhance flexibility in their educational experiences.

In addition to online learning options, the Student Survey explored the response of students to other key Green Paper Strategies designed to deliver flexible learning:

- Just over half of students (n=56%, n=3,402) are interested in intensive courses run over a short time period to accelerate learning
- One-third of students (32%, n=1,961) are interested in night classes held after 6.00 pm
- Around one-quarter (24%, n=1,441) would be likely to attend weekend classes
- 61% (n=3,580) would be likely to take a course where there was an opportunity for upfront tests for credit.

There are wide-ranging strategies UQ can apply to better meet the needs of a diverse student cohort. A related challenge for the UQ Student Strategy, however, is how to balance the student
appetite for flexible learning with the pragmatic reality of implementation. There is no one-size-fits-all approach to flexible learning - best practice pedagogies vary by discipline, and the availability of delivery modes is necessarily dependent upon staff capabilities and implementation support. Flexible learning emerges as an underpinning principle for the development of the UQ Student Strategy, with the specifics of implementation to be carefully managed.

The need for appropriate resourcing

There was broad stakeholder support for the direction of the UQ Student Strategy as outlined in the Green Paper, but this support is subject to appropriate resourcing of its implementation.

Resourcing the UQ Student Strategy was a concern of UQ staff predominantly, but it was consistently and strongly expressed, thereby warranting its inclusion as a top-line message. Appropriate resourcing is seen as critical to the success of any UQ Student Strategy, and this was variously expressed by staff across the consultation activities. Some of the Strategies in the Green Paper are geared towards building staff capacity and resources in order to achieve both efficiencies and improvements in teaching and learning; for example, Learning Analytics and investing in New Staff Capabilities. UQ Staff generally seem to appreciate this intent but also draw attention to the front-end investment required to achieve the vision in the Green Paper and caution against undermining its efficacy through inadequate funding and implementation support.

Moreover, there is an inherent tension in UQ staff comments that advocate for central coordination and oversight of the UQ Student Strategy whilst ensuring faculties and institutes have the flexibility to undertake implementation in ways most appropriate to their disciplines and student cohorts. This is an overarching challenge for the UQ Student Strategy in both development and implementation.
Who says what?

UQ Student Voice

UQ students see most of the proposed activities outlined in the Green Paper as adding value to the UQ student experience.

Overall, the Student Survey results indicate that UQ students are generally satisfied with their experiences at UQ but that as a respondent group, they may value a UQ Student Strategy that focuses on, among other things:

- Learning experiences and support designed to directly enhance their employability and future career prospects
- Course delivery options and on-campus services that enhance their ability to participate in study
- Assessment practices that will lead to improvement in the timeliness of assessment return and more detailed feedback.

The Student Survey was a significant consultation activity to engage UQ students. The survey results reflect a tendency for respondents to react favourably to proposed UQ Student Strategy inclusions if they were not required to differentiate value or trade-off options, and this should be noted in interpreting the consultation outcomes.

### SUMMARY OF STUDENT SURVEY RESULTS

- Transferable skills and knowledge for the future are seen as highly important
- Opportunities for industry-based extension experiences are most valued, and access to these experiences could be better facilitated
- Timetabling can restrict student capacity to participate in learning, work, and other activities
- Mixed mode course delivery is an attractive option to enhance flexibility, and a year-round calendar would be used in a range of ways, including expediting study
- Research opportunities are valued by students and seen as accessible
- The timeliness of assessment return and the level of detail in feedback are areas for potential improvement
- Teachers with active research profiles are held in high regard
- Students’ views on access to information are mixed
- UQ students would like access to mentors
- Student engagement with UQ campuses is largely learning-focused, and transport to UQ campuses remains a priority issue for students
**UQ Staff Voice**

UQ staff consistently communicate the importance of a UQ education that encourages students to apply their knowledge in preparation for future employment.

Some of the related education characteristics most frequently mentioned by UQ staff during the consultation on the Green Paper were:

- WIL to provide important real-world learning experiences
- Interdisciplinary learning to better reflect the cross-disciplinary nature of contemporary workplaces and industries
- Teaching experience opportunities at UQ to skill students in teaching and other related capabilities.

UQ staff acknowledge the value in *Best Practice Pedagogies*, which are seen to include elements of *Blended Learning* and *Flexible Learning*, as well as enhanced *Assessment and Feedback* practices. Multi-functional spaces that optimise the student learning experience are viewed as important by UQ organisational units, and UQ staff provide suggestions for enhancing the attractiveness of UQ campuses for students and community.

UQ staff broadly support the intent of the Green Paper and the subsequent development of the UQ Student Strategy, whilst also identifying potential challenges in implementation and the need for appropriate resourcing. Modifying the UQ staffing profile is seen as integral to the success of the UQ Student Strategy, and this includes building *New Staff Capabilities* to better meet the needs of contemporary students. Overall, UQ staff see value in central coordination of UQ Student Strategy implementation but caution against a one-size-fits-all approach that overlooks the different needs of diverse UQ disciplines and student cohorts. This feedback was evident across all consultation activities, and it is clear that UQ staff would appreciate future opportunities to contribute to the UQ Student Strategy in its subsequent development phases.

**UQ Community Voice**

The UQ community voice predominantly reflects the feedback of a small group of UQ alumni, some of whom may also be industry stakeholders of the University.

During the consultation process, UQ alumni reflected on their transition to post-study employment and they attributed value to Green Paper Strategies seen to enhance employability. This includes *WIL Partnerships*, *Mentors and Networks*, and *Assessment Frameworks* that reflect the requirements and expectations of the real world workforce. Some alumni respondents indicated their willingness to have greater involvement with UQ in order to better facilitate these opportunities for students.

The UQ community also acknowledges the importance of *Staff Recognition* and *Staff-Student Links* for encouraging teaching excellence and building capacity for improvement.

UQ community stakeholders were less likely to prioritise Strategies relating to on-campus services and spaces, and this may reflect the nature of their current engagement with the University.
Top-line feedback on Challenges and Strategies
Topline feedback on Challenges and Strategies

This section reflects the broad nature of stakeholder engagement with each of the Challenges and Strategies in the Green Paper.

The consultation process was diverse and discussions wide-ranging so the results in this report are indicative only. It was not possible to weight the responses, and top-line feedback on the Challenges and Strategies has been discerned from the key findings of each consultation activity.

PRESENTATION OF RESULTS

The Challenges and Strategies in the Green Paper are inherently positive in their intent and, as a result, few generated a negative response from UQ Students, UQ Staff or the UQ Community. Their feedback generally reflects degrees of support across a range of favourable options, as illustrated in this report using the icons below:

- 🟢🟢🟢 Positive support – strong engagement
- 🟢🟢🟢 Positive support – moderate engagement
- 🟢🟡🟡 Positive support – limited engagement
- 🟢🔴🔴 Negligible or mixed support – predominant viewpoint could not be determined
- 🟢🔴🔴 Not supported

UQ stakeholders see an innovative education that prepares students for an ever-changing world as a primary driver for the development of the UQ Student Strategy. This Challenge was frequently prioritised across all stakeholder groups during consultation on the Green Paper.

Embedding workplace skills and supporting knowledge application are high priority outcomes for the UQ Student Strategy, reflected in the feedback of all stakeholder groups across the range of consultation activities.

For UQ Students, interacting with industry and employers is seen as universally important (92% of Student Survey respondents, n=6,188), as are opportunities for work experiences (90%, n=6,192). Opportunities to develop entrepreneurial skills are also valued by many students (61%, n=4,084).

UQ Staff suggest that entrepreneurship skills are important but not sufficiently developed and that interdisciplinary learning offers an opportunity for innovation in UQ’s education practices.
Reimagining UQ's Graduate Attributes is not valued as a priority activity for the UQ Student Strategy, despite it being associated with a high priority Challenge.

However, all stakeholder groups expressed implicit value for the overall qualities, skills and abilities that should be achieved by graduates on completing a UQ education, which are formally expressed in UQ's Graduate Attributes. These include qualities relating to employability and entrepreneurialism.

The value of extension experiences in enhancing the UQ student experience is expressed by UQ Students and Staff, albeit in ways that sometimes vary from the definition as explained in the Green Paper.

This Green Paper Strategy refers to "expanding opportunities for extension experiences, including a suite of online and blended flagship courses and experiences".

Blended flagship courses, as specified in the Green Paper, attracted negligible feedback from stakeholders during the consultation process.

Mixed-mode course delivery (including modes such as recorded lectures, face-to-face delivery, and online content) is broadly attractive to UQ Students, and this is also consistent with the Blended Learning strategy of the Green Paper.

Over one-third of Student Survey respondents (38%, n=2,319) indicated they would take advantage of a course that was wholly online.

Building industry and government partnerships for the purpose of offering WIL experiences across all programs is a priority focus activity for all UQ stakeholder groups.

UQ Students generally feel that a UQ education prepares them for the future but only 58% (n=3,861) agree with the statement or feel they are learning the skills and knowledge they need to help them adapt in a changing employment market.

While 90% of Student Survey respondents value work experiences (n=6,192) and 92% see interacting with industry and employers as important (n=6,188), only half of Student Survey respondents agree that UQ provides good opportunities in these areas.

UQ Community (Alumni) strongly support WIL Partnerships, providing justification based on their personal experiences transitioning into post-study employment. In the Open Online Forum, building partnerships with industry and government was the Strategy most frequently
cited by respondents. Respondents commonly mentioned students’ employability, future job prospects, and career opportunities as the driver of support for WIL Partnerships, with work experience believed to be integral to students’ success.

- In Unit Submissions, UQ Staff present a shared view that WIL makes students more employable, bridges the gap between theory and practice, and supports student engagement; however, there is some concern that there are insufficient WIL placements available for UQ students specifically and for higher education students more broadly.

**For UQ stakeholders, flexible learning is highly valued but variously understood.**

It is not limited to online learning, a year-round calendar, or recognition of prior learning, and there is significant overlap with the Challenges for UQ in delivering Innovative Education and Best Practice Pedagogies. Flexible Learning as a Challenge, and its related Strategies, were most frequently mentioned by UQ Students and UQ Staff during the consultation process.

UQ Students broadly support the concept of Flexible Learning, which is understood as enhancing their ability to engage with tertiary education in ways that better meet their personal needs.

UQ Staff agree that flexible learning approaches are required, but see the requisite strategies as wide-ranging; this includes approaches not currently addressed in the Green Paper. Overall, the consultation feedback suggests that UQ Staff accept the Challenge of Flexible Learning in principle but do not consider it appropriate to apply a uniform approach to the integration of flexible learning approaches across UQ programs.

**YEAR-ROUND CALENDAR**

- UQ Students broadly agree that timetabling can restrict their capacity to participate in learning, work and other activities, and 52% of Student Survey respondents (n=3,237) sometimes skip classes because of other responsibilities.
- Student Survey feedback suggests that a year-round calendar, if introduced, would be used by students in a range of ways including expediting course completion or, conversely, spreading courses out.
- UQ Staff provided mixed feedback on the Year-Round Calendar Strategy. In Leadership interviews and meetings, the feedback shows that some UQ Staff (Senior Leadership) agree with a move to trimesters, while others suggest abandoning the semester system altogether and delivering course units and modules throughout the year.
- Across all consultation activities, there were comments from UQ Staff that the Year-Round Calendar, though well-intentioned, may be difficult to implement. Some UQ units are strongly
opposed to a year-round calendar, considering the approach inappropriate for their discipline and burdensome for teaching staff.

- When considered relative to other Green Paper Strategies, the Year-Round Calendar is generally viewed as a low priority across stakeholder groups, and this was communicated in Roundtable Event discussions in particular.

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<th>RECOGNITION OF PRIOR LEARNING (RPL)</th>
<th>STUDENT VOICE</th>
<th>STAFF VOICE</th>
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- UQ Students are broadly interested in upfront tests for credit (61% of Student Survey respondents, n=3,580) and their interest is not influenced by whether they think they have relevant pre-existing skills that could be recognised.

- RPL was not a frequently mentioned strategy by UQ Staff during the Green Paper consultation process. UQ Staff (Senior Leadership), however, commented that strategies to increase program completion are important to UQ students, and the primary strategy in the Green Paper that aims to influence program acceleration is RPL.

- Program acceleration is also sometimes cited by UQ Students as a driver in relation to other Green Paper Strategies such as the Year-Round Calendar.

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UQ stakeholder groups indicated limited engagement with the Challenge of positioning UQ students as change agents to improve the UQ student experience as presented in the Green Paper. This is despite the related Strategy – Staff-Student Links – finding broad support.

This apparent contradiction may suggest that the original Challenge did not accurately capture the primary drivers for improving collaboration between UQ staff and students. The Green Paper consultation outcomes suggest that Staff-Student Links are better conceptualised as relating to two key Challenges:

1. **Innovative Education** (enhancing student employability by gaining UQ work experience)

2. **Staffing Profile** (contributing to increased staff capacity for teaching innovation).

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- Nearly two-thirds of Student Survey respondents (62%, n=3,753) indicated an interest in assisting staff to improve the quality of teaching at UQ.
• UQ Staff provided feedback that student involvement in teaching as tutors enhances UQ staffing capabilities by freeing up staff time and introducing new perspectives on learning, thereby contributing to the UQ student experience.

UQ Students and Community were most likely to prioritise the challenge of delivering a research-intensive education.

In considering the importance of Research-Intensive Education in the development of the UQ Student Strategy, respondents frequently mentioned ideas that overlap with the Green Paper Strategies of:

• **WIL Partnerships** (research as a type of work experience, and engagement in research experiences that involve engagement with industry)

• **New Staff Capabilities** (ensuring UQ teaching personnel have demonstrated credibility in research and the ability to communicate their research experience to students).

• Over two-thirds of Student Survey respondents (69%, n=4,762) consider that having access to research projects is an important part of their overall UQ experience and degree training.

• Approximately two-thirds (65%, n=4,239) of all respondents and 72% (n=3,272) of those who think research opportunities are important, agree that they can access them at UQ.

• By contrast, the overall view of UQ Community (Alumni) is that there are not sufficient collaborative research experiences at UQ and this is a priority area for improvement.

• UQ Staff did not prioritise the Research Experiences Strategy in the context of the consultation activities, but this does not mean that it was not mentioned at all.

Best practice pedagogies are often seen by UQ stakeholders as varying by discipline and student cohort, and a university-wide commitment to this challenge is seen as inherently connected to rewarding teaching excellence with attention to the value of diversity in UQ’s teaching practices.

UQ stakeholders value high impact approaches characterised by active learning opportunities and flexibility in delivery mode (i.e. online components as a complement to face-to-face contact), as described in the Green Paper.
Overall, however, UQ stakeholders warn against a one-size-fits-all approach to best practice in teaching and learning across the University.

- The majority of UQ Students who responded to the Student Survey would appreciate courses designed as a mix of online lectures and interactive classes on campus (70%, n=4,278).
- UQ Students also support multiple online modules that form a course, taken at their own pace (57%, n=3,457), intensive courses (56%, n=3,402), night classes (32%, n=1,961), and weekend classes (24%, n=1,441).
- UQ Staff view blended learning as an essential characteristic of modern universities, noting that the value and nature of blended learning varies across disciplines and that broader implementation of this strategy requires an investment in New Staff Capabilities.

- UQ stakeholders consistently view Signature Learning as a lower order priority for UQ, relative to other Strategies in the Green Paper.
- In particular, some UQ organisational units express concern that a signature learning approach will curb bespoke teaching practices and innovation in education.

Through the Green Paper consultation process, Assessment and Feedback emerged as a potential area of improvement for UQ.

In Unit Submissions, UQ Staff emphasised assessment as integral to student learning and engagement, noting that UQ has significant scope to improve its current assessment practices. Similarly, UQ Students identified opportunities for improvement in the timeliness and quality of assessment feedback.

- UQ Students have mixed views on the clarity of assessment criteria and the approachability of teaching staff. Two-thirds feel that teachers are clear on the criteria they use for
assessment (66%, n=4,019), and 57% believe they are able to talk with teaching staff about feedback received (n=3,513).

- UQ Students see areas of potential improvement in relation to the timeliness of assessment return and the level of detail in feedback. Just under half (47%) agree that they receive enough detail in their feedback, while only 38% agree assessments are returned quickly enough.

- UQ Staff see opportunities to improve assessment through the use of enabling technologies but note that this strategy will require significant investment in both infrastructure and staff capability.

- Program-level assessment frameworks as suggested by the Green Paper are viewed with mixed feelings by UQ Staff, who see that their value varies across disciplines.

- There was limited engagement with this Strategy from the student cohort across the broader consultation activities; however, 72% (n=4,376) of respondents to the Student Survey indicated they would like regular online information on how their learning is tracking with course objectives.

- Learning Analytics was not a primary focus of feedback from the UQ Community.

- UQ Staff engaged with this strategy but suggest that progressing the development of UQ’s learning analytics capacity is a lower order priority, relative to other opportunities.

Enhancing UQ’s staffing profile is of upmost importance to UQ Staff; this challenge was frequently mentioned across all consultation activities in which staff were involved.

UQ Students provided indirect feedback on the importance of addressing UQ’s staffing profile through comments on the qualities most valued in their teachers, and UQ Community (Alumni) see recognition of teaching excellence as a priority focus area for the University.

- UQ Staff (Senior Leadership) consider teaching excellence should be better rewarded and recognised at UQ, with some respondents identifying the inherent challenge of measuring quality in teaching across diverse disciplines.
- UQ Community (Alumni) view Staff Recognition as a priority focus area in development of the UQ Student Strategy because it will support UQ to attract and retain high quality teaching staff who can enhance the UQ student experience through their practice.

- UQ Staff (Senior Leadership) see building, balancing and better utilising staff capabilities as a key opportunity for UQ in enhancing the student experience.

- In Unit Submissions, UQ Staff also suggest new roles and functions that may support innovation in teaching practices, such as educational designers, digital specialists, and additional administrative and technical support for teaching-focused staff.

- In the Green Paper, staff professional development is positioned as a means to achieve “a transformative, team-based, whole-of-program approach to enhancement”. In this context, professional development did not feature significantly in the feedback of UQ stakeholders.

- The primary mention was by UQ Staff (Senior Leadership) who suggested UQ might enable a team-based approach to teaching where teaching staff are supported by other staff, such as teaching assistants and specialist tutors.

- Nonetheless, professional development for UQ staff – including for the purpose of building new staff capabilities and responding to the flexible learning needs of UQ students – was a recurring theme across the consultation activities.

- In Unit Submissions, UQ Staff expressed the view that there is not currently enough training at UQ that supports staff to improve and update their teaching practices.

- Staff professional development may be viewed as of inherent importance in enhancing the UQ student experience, but it is not a priority to deliver professional development activities geared towards achieving a team-based approach to enhancement.

Overall, Supporting Students emerged as a high priority area for UQ stakeholders for the subsequent development of the UQ Student Strategy on the basis of the consultation outcomes.

Supporting students through a connected UQ community may be viewed as actively developing networks that encourage students, graduates and alumni “to keep coming back” (Roundtable Event discussion, 17 November 2015). To achieve this, some stakeholders suggest that a
connected community needs to be built early, identifying the start of the student journey as the optimum time to establish connectedness.

The consultation feedback suggests students need to be better supported in their transition to higher education, with ongoing relationships facilitated through active learning in classes, qualified and inspiring UQ staff, and the direct involvement of UQ alumni.

In discussing this challenge, stakeholders often referred to issues more directly addressed under *Flexible Learning* and *Sticky Campuses* in particular.

### INTEGRATED SERVICES

- UQ Students are most likely to value support services that are designed to improve their job prospects. Student Survey respondents indicated that they want advice on best courses to meet their career goals (90%, n=6,046), how to communicate skills with employers (89%, n=6,033), working out the job/career they want (86%, n=5,820) and how to apply for jobs (83%, n=5,567).

- Awareness of UQ’s support service varies. In particular, where non-academic support services are available, there is potential scope to increase awareness and uptake. More than 40% of student respondents are unaware that wellbeing programs, housing support and financial/budgeting advice are available.

- 63% of Student Survey respondents (n=3,763) find it easy to access the information they need to get through university and 61% (n=3,637) find it easy to access good advice about completing their degree, but over half consider they receive contradictory information (54%, n=3,199).

- The strategy of *Integrated Services* as set out in the Green Paper is a lower order priority for UQ Community (Alumni), some of whom see there are sufficient student hubs available to support student engagement.

### MENTORING & NETWORKS

- Two-thirds of UQ Students see value in having a UQ mentor who is a member of UQ staff (67%, n=4,559) or UQ alumni (67%, n=4,549), while around half would like a student mentor according to the Student Survey results. The appetite is greater still among international students with 74% (n=1,176) wanting access to a UQ staff mentor, 78% (n=1,241) a UQ alumni mentor, and two-thirds (69%, n=1,089) a student mentor.

- UQ Community (Alumni) provided positive feedback on their experiences of mentor programs at university, and involving UQ alumni as mentors was identified as a strategy to improve alumni engagement at the University.
The concept of *Sticky Campuses* is broadly supported by UQ stakeholders, but not always prioritised.

Where *Sticky Campuses* are cultivated as part of the UQ Student Strategy, stakeholders suggest making them attractive to both current students and alumni and considering smart practice national and international examples.

**MULTI-FUNCTIONAL SPACES**

- Student engagement with UQ campuses is primarily learning-focused and students seek spaces and services that will directly contribute to improving and sustaining their on-campus study capacity.
- Nearly three-quarters of Student Survey respondents (72%, n=4,322) are interested in increased individual study spaces, and over half would increase the time spent on campus if there was an increase in high quality group study spaces (55%, n=3,265).
- UQ Staff and UQ Community provided broad feedback on opportunities to improve UQ’s campuses and facilities with the goal of attracting students to spend time there and to contribute to their sense of belonging.

**VIBRANT ECOSYSTEMS**

- The *Vibrant Ecosystems* strategy as currently framed attracted little attention from UQ stakeholders during the consultation process, although comments were made in relation to student support services that might be considered relevant to vibrant ecosystems more broadly.

**TRANSPORT OPTIONS**

- Nearly two-thirds of UQ Students (63%, n=3,711) would spend more time on campus if commuting was cheaper and easier.
- *Transport Options* is a lower order priority for UQ Staff and Community, relative to other Green Paper Strategies.
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