# 2. Enhancing our high-quality research by improving our capacity to collaborate to achieve greater impact

Whi e right y  rou  of our research e ce ence, o er the coming years we nee  to ensu re that ou r research remains co a orati e and continu es to achie e great im act. To su ccee in ou r focu s areas of ea ing hea thy i es, u i ing etter ioeconomies, achie ing resi ient en ironments and i e ihoo s, esigning techno ogy for tomorrow, and transforming societies, we wi e ou twar y focu se , whi e at the same time working across isci ines interna y.

## 1.6 A        a   ac     ca  a       a  a  a  c         a

### P   A  c    2 (PA2)

PA2 e i ers utcomes that ena e the su staina i ity and re e ance of  portfo io of offerings to ro i e ma imu m  au e for students, staff, em oyers and the roader  ommu nity. A significantu n ertaking across a facu ties, PA2 wi ena e a stream ined framework that faci itates the continu ous e o ution of  offerings to e i er ra ity rograms that ma imise gra uate ou tcomes and em oya i ity.

Fu rthermore, the sim ification of rogram stru cture and associate rocesses, o icies and roce u res aims to im ro e the stu ent e erience, knowing that some stu ents can fin u rrent o icies and u es com e and ifficu t to na igate. This rocess was im emented in accordance with the ongoing Au stra ian ua ifications Framework re iew and wi e e ten e to ostgra ate rograms in 2 21.

PA2 has e e o ed and im emented a management ash oar too for re iewing and ana ysing offerings; and new rogram and cou rse design o icies ena ing a consistentu ni ersity-wide re iew of offerings. Resu tant cu rricu u m changes are esigne to e i er the est ossi e gra uate ou tcomes in res onse to the changing nee s of the fu tu re workforce and to make it easier for stu ents to i entify earning o ortu nities and e cient y an their stu y.

The su ccessfu im ementation of a new cu rricu u m management system, Jac, ro i es a sing e information sou rce a ou t rograms, ans and cou rses. By sharing ata with other systems, Jac wi re ent ou e entry of information, ena e au tomation of se era ownstream rocesses, and im ro e go ernance and management e ciency.

PA2 wi continu e to enhance the stu ent e erience in 2 21, with fu rther work anne to ro i e o ortu nities for u ating the e ectronic cou rse rofi e system, au tomating rogram anning, checking rogression, and rocessing credit.

## N  a   a c    a

In 2 2 , introdu ce se era new rograms in res onse to oca and international emand, incu ing:

Bache or of Biotechno ogy
Bache or of Biotechno ogy (Honou rs)
Bache or of Com u ter Science (Honou rs)
Bache or of Com u ter Science/Bache or of Bu siness Management
Bache or of Com u ter Science/Bache or of Commerce
Bache or of Com u ter Science/Bache or of Laws (Honou rs)
Bache or of Com u ter Science/Master of Cy er Secu rity
Bache or of Com u ter Science/Master of Data Science
Bache or of Design
Bache or of Engineering (Honou rs)/Bache or of Design
Bache or of En ironmenta Science
Bache or of En ironmenta Science (Honou rs)
Gradu ate Certificate in Menta Hea th u rsing
Gradu ate Di oma in Menta Hea th u rsing
Master of r an De e o ment and Design.

Twenty-two rograms ranging from associate egree to higher octorate e e were a so iscontinu ed.

U , the u ni ersity's ro i er of Massi e en n ine Cou rses (M Cs), au nched se era new rograms, incu ing the one-year Professiona Certificate in Fou nations of Modern Mining, which was e e o ed in co a oration with indu stry and u rtin u ni ersity and esigned for mining workers. U 's M Cs attracted a record 17,42 erifie enro ments in 2 2 .

U , first shorter form credentia o icy was endorse in 2 2 with a nu m er of system changes ready for ear y 2 21 enro ment.

### M  a  a  a

De i ering on the o jecti es of the *UQ Mental Health Strategy (2018–2020)* saw the romotion of the we eing of stu ents and staff in a 'who e ofu ni ersity' a roach to su orting their ommu nity. The we -esta ishe framework, with ractica measu res to assist, ensu re was a e to res on to 2 2 'su n recedente cha enges, he ing gu i e resou rces and ear y-inter ention measu res to ma imise ca acity to res on to sycho ogica istress and crises as the year rogresse . E au ation of the strategy a so commence .

## E  b  Ab   a a  T  S a   I a  c  c  c

De i ering on the Reconci iation Action P an saw the ni ersity's Teaching and Learning Committee esta ish a working arty to rogress more wi es rea em e ing of Indigenou s know e ges and ers ecti es into the cu rricu u m.

## 1.7 E   a  a  aca   c ca   a   b

### UQ2U b   a  

U  su orts the e e o ment of high-u a ity on ine and high- au e on-cam u s acti e en e earning e eriences that meet the nee s of stu ents offering greater e i ity, im ro e u tcomes and ersona ise earning, whi e simu taneou s y u ifting the ca a i ity and ca acity of ur academic commu nity. In 2 2 , ue to the C VID-19 andemic's im act, the U rogram team e tende its su ort and e ertise in igita cou rse design and earning techno ogies to the roader academic commu nity whi e maintaining e isting roject engagements. U cou rses cu rrent y reach more than stu ent enro ments throu gh the re esign of more than 7 cou rses, and focu s on e e o ing genu ine artnershi s etween academics, tu tors, stu ents, eLearning esigners, roject managers, eLearning o cers, earning a isers and i rarians.

### S    c  a

Fo owing re iminary in estigations in 2 19, U e e o e an A ternati e Credentia framework for go ernance, a system for e i ery that wi ro i e a seam ess interface for stakeho ers, and a co a oration that aims to increase the g o a recognition of U offerings.

## 2.1 B  a O  UQ a  ac ac   a  a a   a  a  c  a  c  R a c a  c

Fo owing the esta ishment of the Centra Research P atforms in 2 18; and a Project Go ernance and Management Framework in 2 19; go ernance, assu rance, monitoring and o ersight of u infrastru ctu re ortfo io was fu rther effecte in 2 2 . The main achie ement was the resentation of a P ant Growth CRP ro osa , and the continu ed work on rafting indu stry engagement ans.

| *Times Higher Education* Aca   c R  a   S     [1] | | | |
|---|---|---|---|
| | 2018 | 2019 | 2020 |
| Research reputation votes: UQ rank within Go8 | 5 | 6 | 6 |

| Ca   N  a  Ca  a   I  ac  (CNCI)  c [2] | | | | | | |
|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019[3] |
| UQ's rank within Go8 for CNCI score | 2 | 2 | 4 | 6 | 6 | 7 |
| UQ's Go8 rank on the proportion of publications | | | | | | |

**Ma a a c a c a c**
In May 2 F