2016 Faculty-ITaLI Partnership Projects

**Student Dashboard Project**

*Faculty of Business, Economics and Law*

*Project team: Phil Bodman, Marcel Lavrencic*

The purpose of this project is to examine the effectiveness of a user friendly dashboard to enable students to acquire a better understanding of their progression in a course or program. The design of the data presented in the dashboard will centre on the design by students, not for students. The study will also attempt to discover what aspects of curriculum or teaching practice have a positive and engaging impact on students completing this program.

**Employability Framework for EAIT Students**

*Faculty of Engineering, Architecture and Information Technology*

*Project team: Peter Sutton, Chris Landorf, Peter O’Shea, Beverly Coulter, Laura Bainbridge, Deanne Gannaway, Dom McGrath*

The project aims to develop a systematic but contextualised approach to enhancing employability, work-readiness and work-reflectiveness for all EAIT students. To achieve this aim, the project team will develop and pilot a framework that encourages students to record and reflect on learning relevant to employability and work-readiness. The framework will be contextualised initially to the needs and interests of students within three schools - the School of Architecture, School of Information Technology and Electrical Engineering, and the School of Chemical Engineering. A core component of the project will be to investigate how students engage with the framework to reflect on their own experiences, and provide recommendations on how the framework may be adapted more broadly across EAIT in future years.

**Flagship Master of Data Science***

*Faculty of Engineering, Architecture and Information Technology*

*Project team: Shazia Sadiq, Tony Roberts, Ian Wood, Michael Bulmer, Yoni Nazarathy, Peter Sutton, Michele Haynes, Marta Indulska, Mark Burdon, Xue Li, Xiaofang Zhou, Mohamed Sharaf, Joseph Grotowski, Paul Strooper, Peter Rutherford*

Advances in information and communications technology have given us the ability to collect, store and analyse data relating to practically every aspect of our lives. Our capacity to do so has grown exponentially, creating fundamentally new opportunities to better understand systems across science, business, government and other organisations. The proposed Master of Data Science will bring together courses from the closely related areas of computing, statistics and mathematics. New specialised courses will be developed to ensure an academically coherent and viable program, which also meets the needs of employers. The program will be constructed to ensure that participants are equipped with the relevant knowledge and skills to navigate the lifecycle of accessing, managing, analysing and interpreting data for applications in industry and government.

**Common Course for Health and Behavioural Sciences**

*Faculty of Health and Behavioural Sciences*

*Project team: Peter Newcombe, Allison Mandrusiak, Jacqueline Bond, Jemima Spathis, Susan Rowland*

What constitutes a 21st century work-ready health and behavioural sciences professional? The consensus from recent national health reports is the need for effective multidisciplinary teams, who have a shared

* Pending CAPP approval
foundational knowledge, as key to dealing with the burgeoning number of chronic and complex illnesses. A HaBS-iTaLi partnership project has therefore been established to develop a ‘common course’ for ~1600 first year HaBS students across 15 pre-qualifying degrees. It will cover core generic health system and practice issues and offer a unique experience through experiential learning activities.

**Inter-Professional Education**

**Faculty of Health and Behavioural Sciences**

*Project team: Bernadette Watson, Emma Bartle, Jemima Spathis, Christine Slade*

As healthcare becomes more complex, teamwork and collaboration between professions is increasingly important. Higher education activities are needed, which embed formal opportunities for pre-registration health professional students who learn with, from and about each other’s professions prior to transition to practice. An inter-professional (IPE) activity across HaBS would provide a necessary experience to best prepare our graduates to be collaborative and adaptive healthcare leaders. This project will develop an IPE activity for HaBS students covering issues such as teamwork, roles and responsibilities, communication, learning/ reflection, the patient (client), ethics and attitudes. Through well-informed and engaging educational strategies the IPE project aims to provide students an opportunity to formally learn with other health students in order to better inform themselves and their own practice; and adopt a collective approach to healthcare management. For more information, please visit http://habs.uq.edu.au/article/2015/10/uq-health-students-put-talents-display.

**Nursing and Midwifery Program Design**

**Faculty of Health and Behavioural Sciences**

*Project team: Helen McCutcheon, Christine Brown Wilson, Marion Tower, Susannah Brady, Christine Slade*

In anticipation of reaccreditation processes due in 2017, the School of Nursing, Midwifery and Social Work plans to redesign three key programs – Bachelor of Nursing, Bachelor of Midwifery and Dual Bachelor of Midwifery/Nursing – to ensure that curricula are aligned, innovative and incorporate good practice in pedagogy and blended learning.

**Undergraduate Program in Advanced Humanities**

**Faculty of Humanities and Social Sciences**

*Project team: Julie Duck, Sally Butler, Deanne Gannaway*

HaSS Faculty proposes a Partnership Project around the development of a new undergraduate program for introduction in Semester 1 2017 – the Bachelor of Advanced Humanities (Honours). The proposed new program is intended to provide for a target intake of 50-80 OP1-5 students per year and to be a flagship program for the Faculty.

**Flagship Masters of Leadership in Global Development**

**Faculty of Humanities and Social Sciences**

*Project team: Mark Moran, Cordelia Jackson, Laura Simpson Reeves, Anthea Groessler, John Zornig*

Recent trends in international development policy have led to increased private and public sector involvement in development. Reflecting broader global trends, the Australian Government is increasingly promoting the notion of private sector-led development – beyond their philanthropy and ‘corporate social responsibility’ programs – to being active agents of development. It has also mainstreamed the Australian Aid program across government, culminating with the absorption of AusAID into DFAT in 2013. The new Program will be innovative in how it brings together a cohort of public and private sector leaders and

* Pending CAPP approval
managers who may have previously experienced minimal interaction. The challenging curriculum will prepare future leaders in core analytical, management and leadership skills. It will include PhD-level training in quantitative methods, multidisciplinary coursework across the spectrum of current development policy and practice, and an industry-focus through case studies, field projects and networking opportunities.

**Flagship Masters of Environmental Health**

**Faculty of Medicine and Biomedical Sciences**

*Project team: Geoff Marks, Leanne Coombe, Paul Jagals, Peter Rutherford*

A Master of Environmental Health (MEH) is exceptionally multidisciplinary and will require cross-university collaboration for successful offering. Rapid environmental and demographic changes are putting pressure on environments. The need to maintain a healthy physical environment in order to sustain a healthy population is an increasing challenge that is fast becoming critical for governments, industry and civil society. Recent international and regional initiatives indicate a demand for multidisciplinary training to develop a workforce that can effectively respond to the complexity associated with the multifaceted challenges. Few university programs currently offer this, providing UQ with an opportunity to take an academic lead and offer a truly multidisciplinary postgraduate degree that integrates understanding of ‘health and environment’ complexities and their solutions in a single comprehensive program. The program will be compliant with AQF requirements while being modular in design. This means it will be designed to be accessible for internally and externally enrolled students – following block (intensive) as well as semester modes to ensure maximum flexibility.

**Health and Medical Sciences Undergraduate Program**

**Faculty of Medicine and Biomedical Sciences**

*Project team: Geoff Marks, Leanne Coombe, Sam McKenzie*

The aim of the project is to develop a detailed business case that examines the viability of an initial faculty proposal to discontinue and replace both the Bachelor of Health Science (BHlthSc) and the Bachelor of Biomedical Science (BBiomedSc) with a new Bachelor of Health and Medical Sciences (BHlthMedSc). It is intended the degree will provide an integrated, pre-clinical undergraduate program informed by the M+BS Faculty’s clinical translational agenda and research activities, spanning biomedical sciences, clinical sciences and public health. The project includes a comprehensive analysis of student profile data for the BBiomedSc, BHlthSc, BSc and MBBS degrees. Focus groups with prospective and current students and a survey of alumni from these degrees have been conducted, managed by an external consultant from Research by Design.

**Student Learning in a Digital Age**

**Faculty of Science**

*Project team: Kim Bryceson, Barbara Maenhaut, Kelly Matthews, Le Hoa Phan*

Anecdotal evidence from academics says that for some large first-year classes, lecture attendance is approximately 30% of enrolled students and similarly, unique views of the Echo360 lecture recordings is approximately 30% of enrolled students. There is undoubtedly some overlap between these groups, so how are the remaining students learning the course material? We would like to gather evidence on how students are learning, and then use this evidence to inform our teaching methods to improve student learning.