

## Swinburne University of Technology ACCESS AND PARTICIPATION PLAN 2018

Swinburne's 2025 Strategic Plan vision is for Swinburne to be "A world class university creating social and economic impact, through science, technology and innovation".

Swinburne is committed to the inclusion of people from low socio-economic backgrounds in education and is in the process of developing a new university wide Equity strategy as part of its 2025 Strategic Plan Framework.

Swinburne's Access and Participation Plan 2018 is based on the University's 'Transforming Learning: Higher Education Learning and Teaching Strategy 2017-2020', Swinburne's 2025 Strategic Plan and existing policy documents<sup>1</sup>, and is structured under four key pillars:

- 1 **Equity outcomes and strategies:** Swinburne aims to improve the outcomes for people from a low SES background.

### 1.1 Equity outcomes:

Increase the participation, retention, success and completion rates of people from low socio economic backgrounds including those from key equity groups including Aboriginal and Torres Strait Islander, Culturally and Linguistically Diverse, resident in rural and remote areas, and people living with disability.

Pre-access – increase engagement in Higher Education as a viable post-secondary Option.

Access – increase the number of students from low SES backgrounds who enrol at Swinburne University.

Participation – enhance engagement of low SES students in university life and support services.

Progress and Attainment – promote the range of services available to assist and support low SES students whilst studying.

### 1.2 Strategies

Swinburne will deliver an outstanding personalised student learning and engagement experience by transforming learning through student-centred approaches; transforming learning environments and transforming support for students. Swinburne will collaborate with Secondary Schools to promote aspiration for tertiary study.

- 2 **Engaging Activities:** Swinburne will deliver a number of engaging activities aimed at increasing the access, participation and success of people from a low SES background.

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<sup>1</sup> Swinburne 2020 Plan; Reconciliation Action Plan 2017-2019, AccessAbility Action Plan 2015-2020; Financial Inclusion Action Plan; 2018 Swinburne HEPPP initiatives.

Pre-access – Engage with Indigenous primary students via Swinburne Education Excellence Deadly (SEED) program; Engage with secondary schools via the Tertiary Aspirations Programs and Early Leaders program; In2Science program; National Institute of Circus Arts rural and regional outreach program; Marngo Design Futures Program; ‘Someone Like Me’ video project; Open Day.

Access – Implement the Admissions Transparency program and the Financial Inclusion Action Plan including equity grants, low/no interest loans, crisis support packages; continue to build on the successful internal partnerships with our Pathways and Vocational Education division; Access Scholarships to low SES students; Try Online scholarships for Indigenous students.

Participation – continue programs including: Academic Development; Health and Wellbeing; Employment; General Retention; Financial, Food and Accommodation Stress; Migrant Support; Online Mentoring; Swinburne Academic Literacy Needs Analysis (SALNA); My LEAD online self-assessment initiative; Online Live Chat; Cafeteria Style Tailored Assessment; Wellbeing Clinic and Online Health Promotion. Implement Elevated Reconciliation Action Plan (RAP) targets.

Progress and Attainment – Deliver programs including: Language and Academic Skills; Careers and Employment; Emerging Leaders. Implement: AccessAbility Careers Hub and Employment projects; Online Career Barometer.

**3 Continual Improvement:** Swinburne will evaluate the effectiveness of the equity strategies by setting targets and measuring performance against these targets.

Pre-access – tracking numbers of students participating in activities and subsequent enrolment patterns in further education by partner schools – long term strategy.

Access – tracking numbers of low SES students, retention, success and completion rates.

Participation – significant data analytics are embedded in most projects and outcomes will be tracked. Qualitative, statistical, formative and summative evaluations are conducted.

Progress and Attainment – Graduate Destination Survey, qualitative data, employment rates and feedback from students engaged in Employment programs.

**4 Partnerships and collaboration:** Swinburne will partner and collaborate with a range of external stakeholders to improve equity performance.

Pre-access – Secondary schools within metropolitan and regional Victoria and interstate; community organisations and groups who have existing relationships with people from a low SES background and other equity cohorts.

Access – Swinburne Pathways and Vocational Education.

Participation – Internal stakeholders including: Language and Academic Skills; Careers and Employment; Professional Placement; Wellbeing; Swinburne Student Life; Academic Development Advisers.

Progress and Attainment – Through our extensive placement network, large employers and corporations, small to medium enterprises; Australian Network on Disability; Disability Employment Services.