

ACCESS AND PARTICIPATION PLAN 2019

Swinburne University of Technology

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 and Diversity Strategy as part of its 2025 Strategic Plan Framework.

Swinburne's Access and Participation Plan 2019 is based on the University's 'Transforming Learning: Higher Education Learning and Teaching Strategy 2017-2020', Swinburne's 2025 Strategic Plan and existing policy documents¹, and is structured under four key pillars:

- 1 Equity outcomes and strategies:** for improving outcomes for people from a low SES background.

Swinburne aims for the outcome of increased participation, retention, success and completion rates of students from low socio-economic backgrounds including those from key equity groups such as Aboriginal and Torres Strait Islander, Culturally and Linguistically Diverse, resident in rural and remote areas, women in non-traditional areas of study, and people living with disability.

To achieve this, Swinburne's strategy is to 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 community partners and both Primary and Secondary Schools to promote aspiration for tertiary study.

- 2 Key activities:** delivering an increase in the access, participation and success of students from a low SES background.

- **Pre-access** – Engage with Indigenous primary and secondary students via Swinburne Education Excellence Deadly (SEED) program, Girls Academy Sponsorship, Marngo Design Futures program; and National Institute of Circus Arts rural and regional outreach program. Engage with primary and secondary schools via the Tertiary Aspirations Programs and Early Leaders program; In2Science program; Open Day.
- **Access** – Maintain the Financial Inclusion Action Plan including equity grants, low/no interest loans, crisis support packages; continue to build on the successful educational pathways between our Vocational and Higher Education divisions; deliver Access Scholarships to low SES students and Try Online scholarships for

¹ Swinburne 2020 Plan; Reconciliation Action Plan 2017-2019, AccessAbility Action Plan 2015-2020; Financial Inclusion Action Plan; 2019 Swinburne HEPPP initiatives.

Indigenous students. Implement the Raising Expectations project for care leavers in partnership with the Centre for Excellence in Child and Family Welfare.

- **Participation** – continue projects and programs including: Academic Development; Health and Wellbeing; Loneliness Project; Employment; General Retention; Food and Accommodation Stress; Migrant Support; Online and on-campus Mentor Programs; 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; Indigenous Study Tour sponsorship; Employment of additional Indigenous Student Advisor; Studiosity online study help for indigenous students. For on-line students, there are a suite of programs including Simulations for pre service teacher education, Network Events for online regional/low SES students, eLa (Learning Adviser) Interventions, Developing Study Habits, Building Resilience, Elective Selection Tool, and LANTITE support which involves live chat study support for literacy and numeracy. Swinburne is an active member of the Athena Swan Science and Gender Equity (SAGE) program.
- **Progress and Attainment** – Deliver programs including: Learning and Academic Skills; Careers and Employability; Emerging Leaders; AccessAbility Careers Hub. Implement the Online Career Barometer and Outcome Explorer program that aims to complete and boost confidence in career outcomes; implement the Developing Study Habits program. Deploy an online Academic Integrity module for all higher education students.

3 Evaluation: how the university plans to evaluate the effectiveness of the equity strategies.

Swinburne will evaluate the effectiveness of the equity strategies by setting targets and measuring performance against these targets. We will track the number of students participating in activities and subsequent enrolment patterns and monitor the retention success and completion rates for select equity category students. Qualitative, statistical, formative and summative evaluations are conducted. We will track numbers in the Graduate Outcomes Survey and complete extensive data analytics to gauge the impact of our projects and programs.

4 Partnerships and collaboration: who the university will partner and collaborate with and how this will improve equity performance.

Swinburne will partner and collaborate with a range of external stakeholders to improve equity performance, including Boroondara Cares Foundation, KIOSC, Country Educating Foundation, Boroondara Rotary clubs, Kew Neighbourhood House, WISE Employment, Australian Network on Disability, Centre for Excellence in Child and Family Welfare, various primary and secondary schools, numerous employers, and Swinburne Pathways and Vocational Education.