Australian Government

Department of Education

2024 Mission-Based Compact Between the Commonwealth of Australia and Swinburne University of Technology

Purpose

This compact is an agreement between the Commonwealth and the University. Entering into a Compact is one of the quality and accountability requirements, which a higher education provider must meet under the *Higher Education Support Act* 2003 (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires that Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a Mission-Based Compact with the Commonwealth for a period that includes that year.

All strategies should provide qualitative and/or quantitative measures of assessment.

Mission and Strategic Planning

At Swinburne University of Technology, we bring people and technology together for a better world. Our purpose is to create tomorrow's technology and the human capital and talent required for a tech-rich future. Our Horizon 2025 Strategy is comprised of four key Moonshots, they are:

'Every Swinburne student gets a work experience'.
We are committed to producing graduates who are work-ready, and believe in the pedagogy of mastery through practice, which is why we have provided a guarantee that all students will receive a work experience. Swinburne is proud to have achieved this ambitious goal with every undergraduate higher education and vocational course directly engaging students in at least one form of WIL during their studies, encompassing internships, placements, or industry-specific projects.

'Every Swinburne graduate gets a job'.
We want all our graduates to make a smooth transition from study to employment, and provide dedicated employability programs to assist in this process. By guaranteeing our students work experience, we are also increasing their attractiveness to employers, which will be vital to achieving this goal. Capitalising on our strengths in industry connection, entrepreneurship, design thinking and innovation, we will grow our commercialisation programs so that our students are job creators.

'Every Swinburne partner gets a tech solution'.
When our partners come to us with a problem, they will receive a technology solution. Swinburne will concentrate its efforts in flagship areas where the university is a world leader and has potential to be the industry partner of choice including Space and Aerospace Technology, sustainable solutions to create an Innovative Planet and Medical Technology. Underpinned by leading digital technology and advanced manufacturing platforms, Swinburne researchers are collaborating with industry, communities and government through embedded partnerships to co-create technology solutions to transform local and global communities.

'Swinburne is the prototype of global best practice'.
Further building our reputation for thought leadership and excellence in our specialised fields of research, education and innovation is a major strategic priority. We will achieve this through making careful choices regarding our research focus and global best practice university network. Our performance against the above goals will be measured by thorough and regular internal auditing processes. Given these are publicly announced targets, we are incredibly motivated to ensure that we achieve them.

Strategies for Improving Equality of Opportunity in Higher Education

Our strategy for improving student equality and outcomes is centred on students from low SES, Indigenous and regional and remote backgrounds, migrant and care leaver students, and students with disability. Our focus on these groups is reflected in key policy documents, including the Swinburne 2020-2023 Reconciliation Action Plan (RAP) Elevate. The development of our next RAP will be released later in 2024 and will apply our key reconciliation themes of governance and leadership, culture, First Nations staff and students, engagement, teaching and learning and research. A Diversity and Inclusion Strategy and Framework is also in place, and emphasises an intersectional and whole-of-institutional approach to tackling disadvantage and exclusion.

To support an accessible, inclusive and diverse study and work environment where everyone can reach their full potential, Swinburne has six guiding pillars for action, they are: Culture, Student Support and Engagement, Education, Employment and Staff Support, Communication and Administration, and our Facilities. The next iteration of our Accessibility Plan will be released later in 2024.

To support the success and retention of equity students, Swinburne has a range of scholarships, bursaries and grants in place, for example: Access Scholarship for First year Undergraduates (who have relocated from remote or regional areas); Access Scholarship for Students who are Care Leavers from Australian State of Foster Care; Indigenous Relocation Scholarship etc. A component of our HEPPP funding is also allocated to providing Study and Living Grants to equity students to enable them to meet basic living and study costs.

Swinburne is also a partner in Raising Expectations, a collaboration between universities and the State Government towards increased tertiary participation for young people who have experienced out-of-home care. A Refugee and Asylum Seeker Project supports and provides scholarships for students from these backgrounds.

Swinburne provides special consideration under all four categories of the Special Entry Access Scheme (SEAS), and success is monitored and evidenced via regular key performance indicator reporting on applications and conversion rates from target groups, including low-SES, regional and remote, Aboriginal and Torres Strait Islander, and women studying STEM subjects.

Success of equity initiatives is measured through regular comparison, against university and sectoral benchmarks, of unit and course enrolment and completion rates for priority student groups, including low-SES; students with a disability, regional and remote, and Aboriginal and Torres Strait Islander. A HEPPP Evaluation Manager was appointed in 2023 to provide dedicated support to the analysis of equity group outcomes.

Strategies for Improving Teaching and Learning

To achieve the Moonshots outlined in the 'Mission' section, it is vital to provide graduates with the skills, knowledge and mindsets to navigate the world of work. In light of this, <u>our foremost Teaching and Learning priorities are:</u>

1. *Being Industry-focused:* Across all degrees (vocational and higher education), we will scaffold core work-integrated learning opportunities, co-designed with industry and embedded with career development learning. An employability hub will connect graduates with industry, secure employment and create new businesses.

2. *Digital first:* We will produce digitally literate graduates able to adapt to changing technologies. Our return to campus strategy is underpinned by blended learning, combining a technology-rich online and on-campus learning experience, and flexible learning options for non-traditional students. This is enhanced by our status as an Adobe Creative Campus.

3. *Teaching excellence:* We will facilitate the development of our teaching staff through an Academic Capability Framework including professional learning and upskilling, Communities of Practice, Rewards and Recognition, and bespoke initiatives such as Adobe Innovation Grants and an Education Academy.

To measure our progress against the above priorities, we will consider student feedback on units and teaching, the Student Experience Survey (SES), the Graduate Outcomes Survey (GOS-L), completion of WIL experiences, blended unit delivery, and staff professional development.

Alongside these priorities we also have proactive student success and retention strategies targeting cohorts most likely to not engage with their studies. Our activities focus on six factors: preparation, engagement and progress (academic), and social engagement, financial hardship and demographic characteristics (non-academic). We measure our performance by reference to pre/post census attrition data, students returning to good standing, and success rates.

Swinburne also seeks to be transparent in its admissions process, with requirements and selection criteria <u>published online</u> for each course. All decisions are evidence-based and subject to approved criteria, which assures quality, transparency and consistency of decision-making. Student performance according to admission pathway is presented annually to Academic Senate.

Strategies for Improving Research, Research Training, and Innovation

To further progress our research, research training and innovations outcomes, Swinburne's strategy is based on the following three priorities:

1. **Reinforcing our focus on areas where we have strength and capability as a university of technology:** Space and Aerospace Technology, Innovative and Sustainable Planet, Health Innovation and Medical Technology, Digital Capabilities Advanced Manufacturing and Defence are our key target areas. Here we can make significant contributions to R&D that assists industry transformation and emerging/ future industry development. Another key focus is research that improves understanding of social and societal impacts of technology, or investigates how communities, cities and citizens interact with technology and the environment. To maximise the impact and benefit of our research to Australia, we will pursue the development of improved pathways for commercialisation.

2. **Training of Higher Degree by Research (HDR) students:** Our goal is for HDR students to undertake quality research programs, with an increased focus on timely completions. Our suite of industry engaged PhD programs ensure HDR students are actively engaged with industry partners, contributing to Australia's future workforce through work-ready graduates who understand the challenges of business and industry.

3. **Responsible engagement, partnership and collaboration:** We are refining our engagement model to work with industry such that there is an enterprise-responsibility for industry engagement. This includes work-integrated learning for undergraduates, PhD internships and high-impact collaborations through programs such as CRCs and ARC Industrial Transformation and Linkage Projects. We also recognise the importance of appropriate due diligence in all interactions to support collaborations and partnerships, both Australian and international, and are re-developing our policies, frameworks and processes in accordance.

To assess our performance against the above priorities, we will consider HERDC Category 2-4 research income, the measure of partner-associated research income, and the number of HDR students that are industry engaged.

Strategies for Research Commercialisation:
Swinburne Innovation Studio is home to a commercialisation ecosystem where commercial ventures are created and scaled up through several initiatives that are all open to Swinburne staff, students and alumni. These include our suite of accelerator programs, our industry engagement programs, intellectual property and commercialisation facilitators, and the Swinburne start-up incubation hub. Our commitment to commercialisation is evident in the numerous start-up and spin-out companies grown at Swinburne, and the value they create for the economy.

Our Design Factory enables us to engage with businesses looking to grow their innovation capability, as well as providing our students with the opportunity to study innovation, and gain experience working directly with industry partners and real-world problems, or user-centric needs to unpack a complex problem or obstacle.

Strategies for Engaging with Industry

At Swinburne, our approach to industry engagement is to establish deep, reciprocal partnerships that creates value for all involved by bringing together technology and people to create a better world.

Swinburne's key priorities for engaging with industry are aligned to the moonshots within Horizon 2024, and therefore embedded within our strategies for improving teaching and learning, research, research training and innovation. This is achieved primarily through engaging with Industry partners to provide every one of our students with a work integrated learning experience, ensuring our graduates are work ready and our courses are preparing students for the next generation of jobs by inviting industry to be represented on, and Chair our Course and Research Advisory Committees and working collaboratively with our industry partners to provide them with a technological solution.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Madonna Morton
_____

Full name (please print)

First Assistant Secretary
_____

Position

of the Department of Education

M M_____

Signature

29/05/2024
_____

Date 7 May 2024

SIGNED for and on behalf of

Swinburne University of Technology

by

Professor Pascale Quester
_____

Full name (please print)

Vice-Chancellor and President

Position

_____

Signature

In the presence of:

Kristen Vidovich
_____

Witness (please print)

Executive Assistant

Position or profession of witness (please print)

K.S.V.
_____

Signature