

## ACCESS AND PARTICIPATION PLAN 2015-2017

### Swinburne University of Technology

Swinburne's Access and Participation Plan 2015-2017 has been developed within the context of Swinburne's 2020 Plan to become Australia's leading university of science, technology and innovation. To achieve this, we will:

- Embrace a University-wide commitment to growth through excellence
- Engage Students through quality, personalised education
- Produce outstanding research that is relevant and internationally-recognised; and
- Become the partner of choice for the industries and communities we serve.

Five key priority areas of relevance have been identified:

1. Engaged Learning
2. Innovative teaching
3. Reaching more students
4. Outstanding graduate outcomes
5. Foster strategic alliances

In the plan below, these priorities are expanded with relevant strategies and actions designed to increase access, participation and success for people in the six key equity groups: low SES, NESB, ATSI, people from rural and remote areas, people living with disability and women in non-traditional areas of study.

Evaluation will be conducted on both internal and external initiatives taking into account whether an initiative is individual, programmatic or systemic. The nature of the intervention will be considered in relation to its strategic relevance and intention, and from this outcomes will be measured.

## Priority 1: Engaged Learning

Objective	Action or strategy	Desired outcome
<p>Swinburne will provide opportunities for students to participate in engaged learning by creating industry, research, community and international experiences. We will take advantage of new educational technologies to ensure that students are well supported in their learning.</p>	<p>Improve student engagement, experience, retention and academic success through a range of initiatives in engaged learning and learner support.</p>	<ul style="list-style-type: none"> <li>• 100% of HED courses offering an engaged learning experience.</li> <li>• &gt;500 participants in Industry Based Learning or Industry Placements.</li> <li>• &gt;880k Student Contact Hours of Vocational Education delivery in the workplace.</li> <li>• Commencing Undergraduate retention &gt;78%.</li> <li>• HED student satisfaction &gt;85%.</li> <li>• VE student satisfaction &gt;88%.</li> </ul>
<p>Swinburne students will experience enrichment through opportunities to improve their learning, development and advancement.</p>	<p>Develop and implement enrichment programs that contribute to the personal development of students, such as leadership development, peer mentor and study abroad, and that enhance critical, holistic and innovative thinking.</p> <p>Review and consolidate university-wide programs that assist students and the university to identify and manage issues affecting students' ability to study.</p> <p>Review and consolidate university-wide development and support programs, such as academic language, learning skills, digital literacy and study skills, to improve students' academic capacity.</p>	<p>At least two opportunities available within and across teaching units for enrichment programs for peer-to-peer leadership and personal skills development.</p> <p>Early intervention strategy developed to support students at risk and development of appropriate services.</p> <p>Implementation of revised Language and Academic Support Service (LASS) services to students.</p>

## Priority 2: Innovative Teaching

Objective	Action or strategy	Desired outcome
<p>Swinburne will support innovative teaching and personalised learning to meet the changing needs of our students. Our teaching will be founded on evidence-based curriculum design and teaching pedagogies that apply the latest innovations in good teaching practice and transformative approaches that incorporate new technologies.</p>	<p>Provide innovative teaching and assessment, investing in and utilising digital technologies appropriately and effectively.</p> <p>Strengthen curriculum breadth, accessibility, and flexibility to respond to changing industry and community needs in core disciplines and to increase student reach and demand.</p>	<ul style="list-style-type: none"> <li>• &gt;650 teaching staff participating in professional development related to curriculum innovation, assessment and/or the use of digital technologies.</li> <li>• &gt;6 active learning and teaching grants.</li> <li>• &gt;2600 EFTSL of HED student load in the Health, Natural &amp; Physical Sciences and broad fields of Education.</li> <li>• &gt;4,500 EFTSL of SOL student load.</li> <li>• &gt;3,000 EFTSL of OUA student load.</li> <li>• 25% of total onshore student load online.</li> </ul>

### Priority 3: Reaching more students

Objective	Action or strategy	Desired outcome
<p>Swinburne will continue to lead in the development of online and blended learning. We will be inclusive, accessible and supportive, ensuring that every student has opportunities for success through access to high-quality academic development programs and support services.</p>	<p>Replace Disability Action Plan with a new Accessibility Action Plan and develop appropriate targets in line with University strategy.</p> <p>Widen access to courses through online/blended study options to facilitate inclusion of low SES and regional students.</p> <p>Implement the Reconciliation Action Plan including commitment to relevant ATSI related learning and teaching goals.</p>	<p>Successful implemented of AAP by 2016 and increase in retention/completion of students with a disability.</p> <p>50% increase in commencing students from diverse backgrounds including low SES, Aboriginal and Torres Strait Islander students.</p> <p>Aboriginal and Torres Strait Islander student enrolments in vocational education at Swinburne increased through online and blended study options (and new course offerings in 2016): &gt;240 enrolments in 2016</p> <p>Aboriginal and Torres Strait Islander student enrolments in higher education increased through online and blended study options (and new course offerings in 2016):&gt;150 enrolments in 2016.</p>

<p>An inclusive, accessible and supportive institution, providing opportunities for students to develop their level of knowledge and the skills they require for success.</p>	<p>Review and consolidate university-wide programs that assist students and the university to identify and manage issues affecting students' ability to study.</p> <p>Review and consolidate university-wide development and support programs, such as academic language, learning skills, digital literacy and study skills, to improve students' academic capacity.</p> <p>Consolidate learning development initiatives, enrichment opportunities and study support opportunities into a highly visible and accessible centre to increase student awareness of and participation therein.</p> <p>Strengthen the "first year experience" through access to specific units and via curricula within units that assist development of fundamental knowledge and skills for success.</p> <p>Introduce transition programs to enable more access to the full range of courses at Swinburne.</p>	<p>Early intervention strategy developed to support students at risk and development of appropriate services.</p> <p>Implementation of revised Language and Academic Skills services to students.</p> <p>Centre is established and more students accessing development and enrichment opportunities.</p> <p>Development of units that assist new students to improve their learning skills.</p> <p>Transition programs for science implemented and mathematics broadened.</p>
<p>Boost participation and success for students from diverse backgrounds, in both Vocational Education and Higher Education.</p>	<p>Initiatives to boost participation and achievement for students from regional areas, low SES backgrounds and/or other equity groups, or planned introduction during 2014-16 include:</p> <ul style="list-style-type: none"> <li>• Implement the Pride@Swinburne LGBTIQ Strategic Action Plan</li> <li>• The continuation of the Guaranteed Entry Scheme (GES) which included the establishment of new pathways between TAFE and higher education.</li> <li>• Some broadening of Swinburne's educational provision to include delivery of new higher education diplomas and associate degrees as pathways to undergraduate study.</li> <li>• Establishment of closer links and pathways arrangements with secondary and senior secondary schools that draw predominantly from low SES, NESB and ATSI communities in Melbourne's south-eastern and eastern fringe.</li> <li>• Active participation in regional Tertiary Information Service and Career Groups events with other Universities located in Victoria.</li> </ul>	<p>&gt; 90% of students who feel safe on campus.</p> <p>Increased proportion of domestic undergraduates who are from low SES backgrounds:</p> <ul style="list-style-type: none"> <li>- Domestic Undergraduate (UG) &gt;15% in 2015 and &gt;20% in 2020.</li> <li>- Domestic Vocational Education (VE) &gt;13.5% in 2015 and 14.5% in 2020.</li> </ul>

	<ul style="list-style-type: none"><li>• Forging closer links, pathways and on-site delivery arrangements with selected TAFE providers and community organisations that draw from predominantly low SES catchments in rural Victoria.</li><li>• Bursaries for low SES students in selected Victorian secondary schools.</li><li>• Regional road shows and parent information evenings with other Universities located in Victoria.</li><li>• Expansion of the Experience Swinburne grant scheme to increase the attendance of regional students at our annual Open Day.</li><li>• Grants and scholarships to assist low SES undergraduates, rural and regional, indigenous, and students from refugee backgrounds with living and study costs and educational support.</li></ul>	
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#### Priority 4: Outstanding Graduate Outcomes

Objective	Action or strategy	Desired outcome
<p>Swinburne graduates will be forward thinkers able to adapt to global challenges and technological advances. They will reflect Swinburne's values: innovation, integrity, accountability, diversity, teamwork and sustainability.</p>	<p>Continue to graduate students with outstanding knowledge and skills, aligned with the University's core values, and improve graduate employment and further study outcomes.</p> <p>Provision of career, employment planning and development to better inform students of study choices and enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• &gt;6.4% HED graduates returning to study at Swinburne.</li> <li>• &gt;68% graduate employment (HED) and &gt;84% (VE).</li> <li>• &gt;18% graduates proceeding to further study (HED) and &gt;40% (VE).</li> <li>• &gt;86% graduate satisfaction (HED) and &gt;85% (VE).</li> </ul> <p>Review the careers and employment services to achieve improved student outcomes.</p>

