ACCESS AND PARTICIPATION PLAN 2020

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 as part of its 2025 Strategic Plan Framework.

Swinburne's Access and Participation Plan 2020 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[1], and is structured under four key pillars:

1 **Equity outcomes and strategies**: 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 and re-located from rural and remote areas, women in non-traditional areas of study, people living with disability, and care leavers.

   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 Girls Academy, and National Institute of Circus Arts rural and regional Outbound project. Engage with primary and secondary schools in Metropolitan Melbourne, rural and regional Victoria and Australia via the Tertiary Aspirations and Experience Programs; In2Science mentoring program; and Open Day.

   - **Access** – Continue to build on the successful educational pathways between our Vocational and Higher Education divisions, and the Raising Expectations project for care leavers in partnership with the Centre for Excellence in Child and Family Welfare. Provide scholarships for low SES background secondary students through Boroondara Cares Foundation.

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

- **Participation** – Pilot and continue programs and projects targeting the various factors that impact on the participation of low SES and students from other equity groups.

  Financial

  - Maintain equity grants and crisis support packages. Deliver Access Scholarships to low SES students and those from other key equity groups; and scholarships for rural and regional students' tertiary students through Country Education Foundation.

  Peer and Academic Support

  - Peer support comprising of Orientation and mentoring initiatives targeting commencing students; migrant aspirations, and study groups.
  - Academic Support which includes: Strategies for Success, targeting commencing students at the start of each Semester; Back on Track, an intensive semester long program; One-on-one consultations with Academic support staff and peers throughout the year and Academic Development Advisers).
  - For online students, there are a suite of programs including Student Communities, which will provide an improved, secure online social/informal platform to connect, and help each other, eLa (Learning Adviser) Interventions.

  Health and Wellbeing
  - Peer Tree Loneliness Project (smartphone intervention targeting loneliness in low SES students); Mental Health Nurse, and Health Promotion addressing a variety of themes that affect students health and wellbeing.

- Implement Elevated Reconciliation Action Plan (RAP) targets; Indigenous Study Tour sponsorship; Employment of additional Indigenous Student Advisor; Studiosity online study help for indigenous students (both school leavers and mature age learners); and enhance Indigenous Engagement by developing strategic, financial and personnel support.

- In addition, 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; AccessAbility Careers Hub and Digital Employability Resources. In addition, for online and on campus students the expansion of the Simulations program, the

pilot program provided optional immersive and simulated classroom experience to SOL and SUT Teacher Education course students, to more units across a range of disciplines

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

Swinburne will implement an evaluative framework for each of its HEPPP funded initiatives to improve program effectiveness. This will involve setting up and implementing data collection processes and instruments, analysing data and reporting on findings to assess program effectiveness and inform program improvements.

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 but not limited to Ardoch, Boroondara Cares Foundation, KIOSC, Country Education Foundation, Boroondara Rotary clubs, WISE Employment, Australian Network on Disability, Centre for Excellence in Child and Family Welfare, Smith Family, various primary and secondary schools, numerous employers, Indigenous communities and schools including Girls Academy.