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Australian Government

**Department of Education,
Skills and Employment**

2021-2023 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.

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MISSION

Swinburne is committed to setting ambitious targets and continual improvement. Our key 'Moonshots' for the future are outlined in our [Horizon 2025 strategy](#). 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.

In order to achieve this goal we are taking a number of actions, including restructuring our institution to be in alignment with our strategy. We have created a new Education, Experience and Employability portfolio to coordinate these activities around our learners, and have many committed staff pursuing new opportunities for student placements, "Swinternships", industry projects and other forms of work experience.

'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. Importantly, jobs are understood to include self-employment, with entrepreneurship infused broadly in our curriculum.

'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 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 is a major strategic priority.

We will achieve this through making careful choices regarding our research foci and leading the establishment of a global top ten tech 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.

FREEDOM OF SPEECH AND ACADEMIC FREEDOM

Swinburne is committed to upholding freedom of speech and academic freedom, which are fundamental principles of our institution. As evidence, our Council adopted the Model Code on Freedom of Speech and Academic Freedom on 7 December 2020. This is reflected in section 9 of our [Governance Framework](#), 'Academic Freedom and Freedom of Speech', which also contains a link to the text of the Model Code. The fact we have promoted this development through our [website](#) demonstrates our pride in Swinburne's culture of free discourse.

We are confident we have an environment where our staff and students feel free to speak their minds and follow the path of academic inquiry, and the Department has rated Swinburne's policies as fully aligned to the Model Code. However, Swinburne has separately informed the Department that it will now undertake a review of its policies and regulations during 2021 to ensure consistency across its regulatory framework.

IMPROVING TEACHING AND LEARNING OUTCOMES FOR AUSTRALIAN STUDENTS

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, [our foremost T & L priorities are](#):

1. *Being Industry-focused*: Across all degrees, 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 retention strategies targeting cohorts most likely to discontinue 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 [published online](#) 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. Swinburne makes available [a number of resources to both staff and students](#) to ensure mental health is prioritised and maintained at the university.

RESEARCH OPPORTUNITIES AND PARTNERSHIPS IN THE NATIONAL INTEREST

To further progress our research 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, Medical Technology, Defence and Advanced Manufacturing 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 translation and 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. We will implement our new Impact PhD model where HDR students are actively engaged with industry partners, and will contribute 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.

Swinburne has detailed policies with respect to [intellectual property](#), and we have updated our [people, culture and integrity policy](#) to reflect our commitment to national security. Swinburne has also developed [streamlined processes for prospective industry partners](#), and has catalogued successful [recent examples of research commercialisation](#).

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IMPROVING STUDENT EQUALITY AND OUTCOMES

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](#) and the [AccessAbility Action Plan 2015-2020](#).

We have developed a holistic student lifecycle approach to supporting these students, which comprises of four phases: Pre-Access, Access, Participation and Attainment.

These four phases integrate six key themes intended to increase access, participation, retention, success and completion rates. These themes are:

- a. STEM/Discipline focussed tertiary outreach (Pre-Access)
- b. Aboriginal and Torres Strait Islander student participation (Access, Participation and Attainment)
- c. Access initiatives and scholarships (Access and Participation)
- d. Prevention, early intervention and intensive support (Participation and Attainment)
- e. Student Partnerships (Access and Participation)
- f. 100% Work Integrated Learning (WIL) (Attainment)

The [attached plan](#) maps out Swinburne's activity across these six themes and the associated targets.

Our performance will be measured through an evaluation framework that assesses both the participation of students in programs/services and any influence of participation on student outcomes.

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SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

In the presence of:

by

Dom English

Ryan Kinder

Witness (please print)

First Assistant Secretary

A/g Director

Position

Position or profession of witness (please print)

of the Department of Education, Skills and
Employment as delegate of the Minister for
Education and Youth

Signature

Signature

28/12/2021

Date

SIGNED for and on behalf of
Swinburne University of Technology

In the presence of:

by

Pascale Genevieve Marie-Ange Quester

Vanessa Griggs

Full name (please print)

Witness (please print)

Vice-Chancellor

Executive Assistant

Position

Position or profession of witness (please print)





Signature

Signature

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Appendix

Enabling Equity Student Success: 6 Themes and Phases of the Student Lifecycle						
Theme	1. STEM/Discipline focussed tertiary outreach (Pre-Access)	2. Indigenous student participation (Access, Participation and Attainment)	3. Access initiatives and scholarships (Access and Participation)	4. Prevention, early intervention and intensive support (Participation and Attainment)	5. Students as partners (Access and Participation)	6. 100% Work Integrated Learning (WIL) (Participation and Attainment)
Objectives	<ul style="list-style-type: none"> Position further education in technology fields as a desirable and achievable pathway to a good life Raise awareness about the range of educational opportunities and pathways through the tertiary system 	<ul style="list-style-type: none"> Support the implementation of the student-facing initiatives in the RAP 	<ul style="list-style-type: none"> Proactively remove institutional barriers to participation Provide tailored access support for students with complex needs and circumstances 	<ul style="list-style-type: none"> Proactively remove institutional barriers to participation Set students up for success in their studies and intervene proactively at the first sign of struggle Provide tailored support for students with complex needs and circumstances 	<ul style="list-style-type: none"> Build social connections and a sense of belonging Provide opportunities for leadership development and employment on campus 	<ul style="list-style-type: none"> To enable all Swinburne students in undergraduate degrees to access WIL experiences To identify structural and practical barriers to universal participation in WIL experiences and to implement targeted solutions for equity group students
KPIs	<ul style="list-style-type: none"> Increase applications to tertiary institutions from target groups 	<ul style="list-style-type: none"> Increase Indigenous enrolment at Swinburne Increase success rates and graduate outcomes 	<ul style="list-style-type: none"> Increase access rates Increase retention rates Increase completion rates 	<ul style="list-style-type: none"> Increase retention rates Increase success rates Increase completion rates 	<ul style="list-style-type: none"> Increase first-year retention Increase student satisfaction 	<ul style="list-style-type: none"> Increase participation of equity group students in WIL

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2021 Initiatives	<ul style="list-style-type: none"> • Student Equity Outreach Program (in partnership with KIOSC (Knox Innovation Opportunity and Sustainability Centre)) • STEM Outreach and Engagement programs • Moondani Toombadool Centre (MTC) Aboriginal and Torres Strait Islander Outreach Project 	<ul style="list-style-type: none"> • Services to prospective and current Aboriginal and Torres Strait Islander students • Support to MTC Student Services team 	<ul style="list-style-type: none"> • Student Equity Grants Program • Access Scholarships • Raising Expectations (care leaver students) • Scholarships to Aboriginal and Torres Strait Islander students 	<ul style="list-style-type: none"> • Academic Development Advice • Academic Support Program • eLA (eLearning Advisor) Interventions • Dedicated Student Advisor • Mental Health Nurse 	<ul style="list-style-type: none"> • Orientation Programs • Peer Mentoring Programs • Student Connection • Study Groups Program • Learn 2 Learn (pilot) • Health Promotion and Primary Prevention • Migrant and Refugee Programs 	<ul style="list-style-type: none"> • AccessAbility Careers Hub • WIL (Workplace Integrated Learning) Virtual Simulations • Digital Employability Resources Project
Program evaluation						