



Student Voice and Student Partnership at Swinburne

Swinburne University of Technology

Developed with students, for students

Acknowledgement of Country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.





Contents

INTRODUCTION

PAGE 3

STUDENT VOICE MODEL

PAGE 5

TWO COMPLEMENTARY MODELS

PAGE 4

STUDENT PARTNERSHIP MODEL

PAGE 9

Introduction

Swinburne has an ambitious goal – to deliver a world-class, connected next gen_now student experience for all Swinburne students.

To achieve this goal, we embarked on an exciting journey to co-design a Student Experience Framework that reflects and responds to students' needs and expectations and sets students up for success during their time at Swinburne and following their graduation.

The Student Experience Framework and associated Student Voice and Student Partnership Models articulate the holistic Swinburne student experience, and were developed by Swinburne students, for Swinburne students. The Framework defines what students can expect from their Swinburne experience and what the university promises to deliver.

Over a 5-month period, almost 4,000 Swinburne students engaged with the co-design process through campus activations, online polls, focus groups, roundtables and interviews. This culminated in Swinburne's first Student Citizens' Assembly which ran over two half days and engaged 90 randomly selected students who closely matched the diverse demographic of our students - international and domestic; vocational education, undergraduate, postgraduate, and higher degree research students; Hawthorn, Croydon, Wantirna and Swinburne Online students; and representation across gender, age and Indigenous students to match our rich and diverse community.

The Student Partnership and Student Voice Models spell out how students – no matter who they are or what, where and how they are studying with Swinburne, can be active contributors and co-creators in the student experience.

The Student Voice Model describes how students' feedback and input will be captured, considered and utilised when making decisions that impact the Swinburne student experience. The Student Partnership Model describes how Swinburne staff and students can work together to co-design and co-deliver the student experience.

Both Models contain examples of opportunities and outcomes to have a voice at Swinburne and partner with the University across the four domains of the student experience: curricular, co-curricular, extra-curricular and the enablers of people, platforms, process and places.

The Models acknowledge that students may wish to engage in different ways and different times, depending on the topic and what is required of them, and that this may change during their journey with us. They offer opportunities for our diverse students to participate in genuine partnerships that meaningfully impact and improve the things that matter to them across the student experience.

We sincerely thank all our students and staff who engaged in this process and contributed to the design of the Student Experience Framework and Student Voice and Student Partnership Models. We are excited to implement them together.

Professor Sarah Maddison

Deputy Vice-Chancellor - Education, Experience and Employability



Two complementary models to improve student experience

At Swinburne, students can be active contributors and collaborators in the design and delivery of our student experience.

This is brought to life through two complementary models that support the Student Experience Framework: the Student Voice Model and the Student Partnership Model.

While the Student Experience Framework and the two Models can exist separately, their potential impact on the student experience is magnified exponentially by the way they support and enable each other.



Student Voice

Swinburne is committed to students' voices being included in decision-making processes and importantly, letting us know how our voices are affecting decisions at Swinburne.

The Student Voice Model is designed so that all students – no matter what their level of interest or how much time they can give – can have a say or input in decisions that are made about their student experience.

Students who are elected representatives or take on other leadership roles (like heading up a club) are an important part of Student Voice. Swinburne is committed to supporting student leaders with training and resources to grow, lead and effectively represent their peers.

For students that want to have a say or contribute only once in a while, or on things they really care about, the Student Voice Model includes opportunities for them to be informed and heard.

Student Partnership

Swinburne recognises that students are experts at being students, and we bring valuable ideas and perspectives to the table when it comes to designing and delivering the student experience.

At Swinburne, our voices are elevated through the Student Partnership Model. Student partnership goes beyond consultation to become about genuine collaboration between students and staff. It's a two-way street, with open communication and opportunities to learn from one another, and where each person is respected and valued for what they contribute to the partnership.

The Student Partnership Model exists to guide students and staff in challenging the way things have always been done. Partnerships bring all the experts together to collaborate and create shared responsibility for improving Swinburne and the student experience – inside and outside of the classroom.



Student Voice Model

Swinburne's commitment to how students' feedback and input will be captured, considered and utilised when making decisions that impact the student experience.

At Swinburne, my voice matters

Student voice at Swinburne means that every student, no matter who they are and where or what they study, can have their say on the parts of the student experience that they care about.

Swinburne commits to listening, understanding and communicating back to us how our voices have affected decision-making.



I AM INFORMED

Swinburne is transparent and keeps us informed about what is happening as a result of our input.

I AM HEARD

I can have a voice about things that I care about at Swinburne and in ways that work for me.

Student Voice Principles

I AM AFFECTING DECISIONS

I know that Swinburne values what students like me have to say, and it impacts the decisions made.

I AM REPRESENTED

My elected representatives reflect the diversity of the student population. They speak confidently on behalf of their peers and have our best interests in mind.

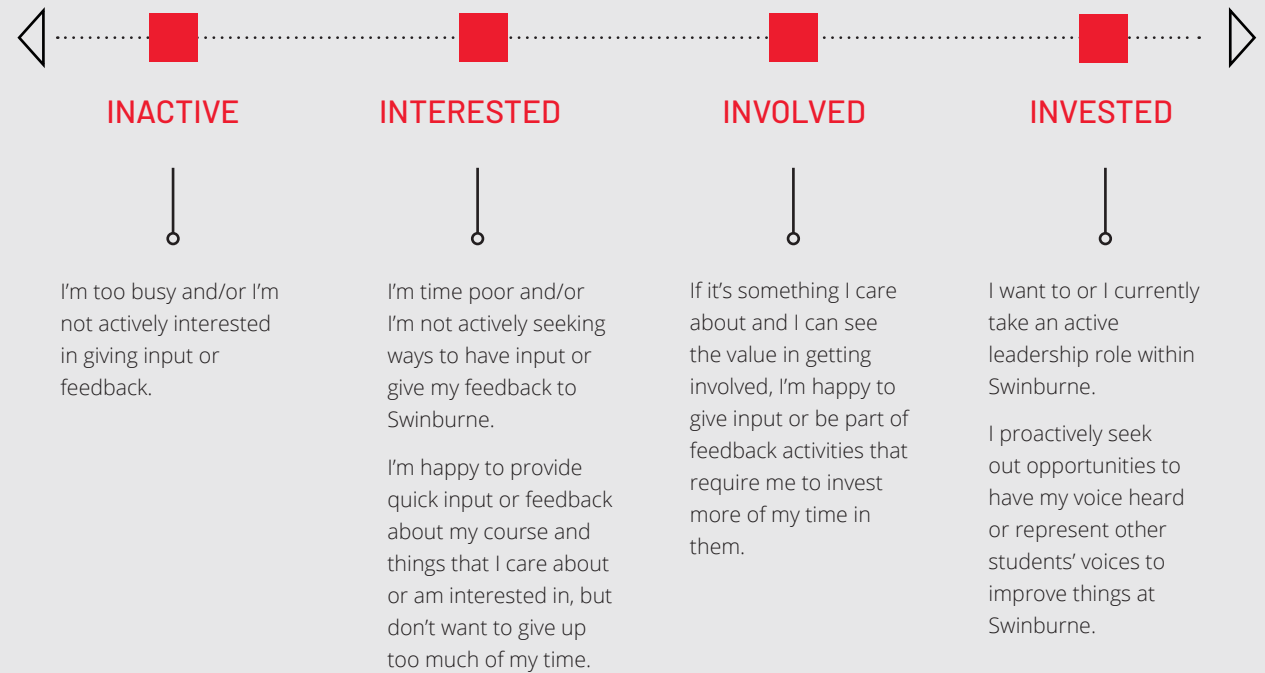
Swinburne students can have a voice about things that matter to us.

The continuum of student engagement illustrates that we'll all engage with student voice opportunities differently during our time at Swinburne, and depending on the topic and what's required of us. It reflects Swinburne's commitment to giving students the opportunity to have a voice on the things we care about and in ways that work for us.

Where you sit on the continuum is fluid and can change, and there's no right or wrong level to be at.

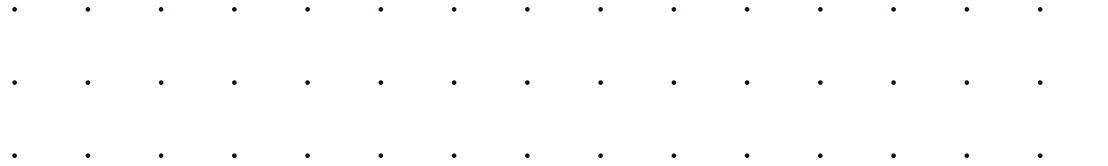
While each level of engagement builds on the methods in the levels before it, Swinburne doesn't expect that all of us will move up through them. But if you want to, the opportunity is there.

The continuum of student engagement



Listening to and considering students' voices in the decisions that impact them benefits everyone at Swinburne.

8



Student Partnership Model

Swinburne's commitment to partnering with students to co-design and co-deliver the student experience.

Four principles underpin student partnership

The Swinburne Student Partnership Model describes how Swinburne staff and students work together to co-design and co-deliver the student experience. The Model is guided by four principles.

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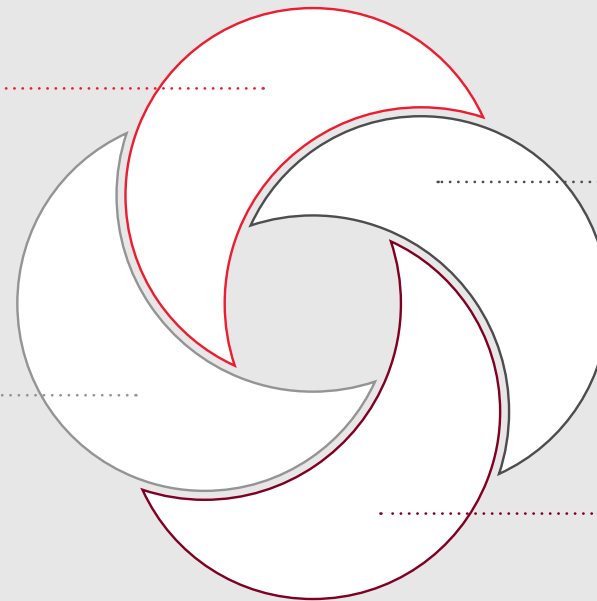
Student Partnership at Swinburne is...

INCLUSIVE

We encourage, value and respect the diverse backgrounds, expertise and perspectives that students and staff bring to partnerships.

ACTION-ORIENTED

Students and staff have licence to try new things, to learn and to iterate so we can make a measurable and lasting difference on things that matter.



TWO-WAY

Students and staff approach partnerships with an open mind. We share knowledge, learn from each other and develop new skills through the process.

AUTHENTIC

Students and staff are committed to enabling and facilitating genuine, transparent and effective partnerships. We all play a role in realising partnership opportunities.

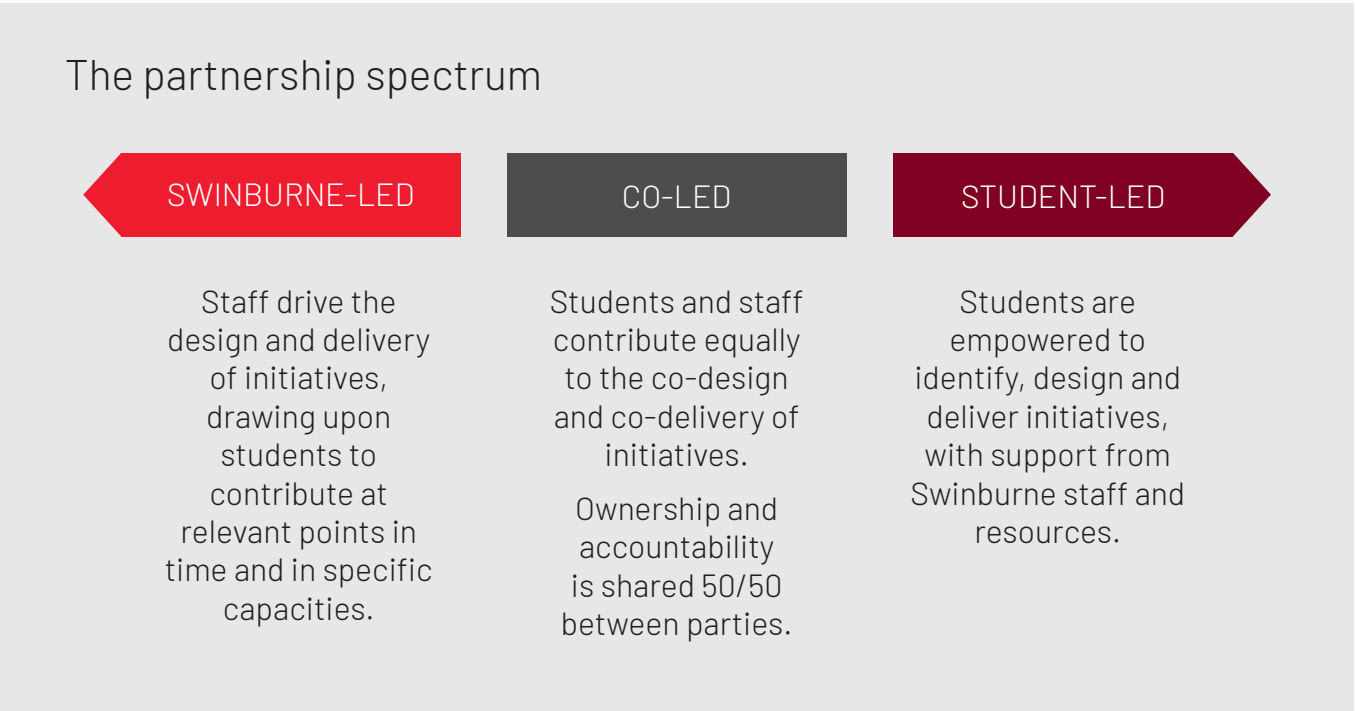
Partnership is not a one-size-fits-all approach

Swinburne is committed to facilitating student and staff partnerships to solve problems and improve the student experience.

We accept that different partnership structures apply to different problems. We strive to maximise opportunities for co-led and student-led initiatives, while recognising some challenges are better suited to a Swinburne-led approach.

We also understand that partnerships are not static. The party leading the initiative may change over time as needs shift, solutions scale and capability is built.

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At Swinburne,
students and staff
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12

