



### 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 codesign 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.

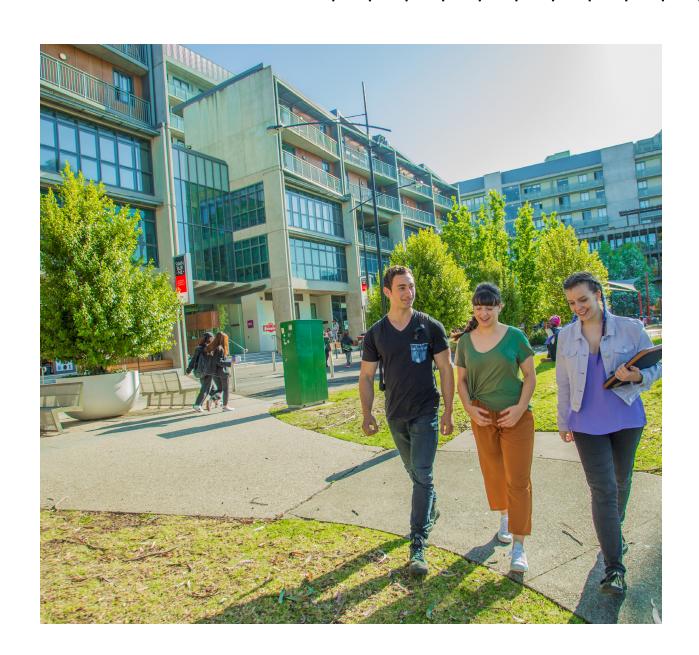
#### Student Partnership

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.

## Student Voice Principles

#### I AM HEARD

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

#### 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

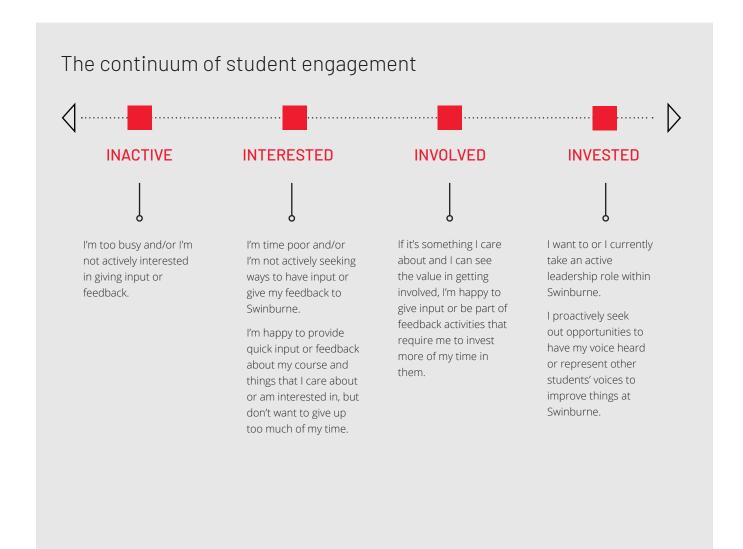
My elected representatives reflect the diversity of the student population. They speak confidently on behalf of their peers and have our best interests in mind.

#### 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.





## Student voice opportunities and outcomes

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

There are lots of ways for Swinburne students to have a voice. Some examples are listed here, but the opportunities are endless.

•	•	•	•	•	•	•
•	•	•	•	•	•	•
•	•	•	•	•	•	•
	•	•	•	•	•	•
•	•	•	•	•	•	•
				•	•	•

INACTIVE INTERESTED INVOLVED INVESTED

#### Opportunities include

- I'm aware of and can easily access opportunities to give my voice
- I can choose to vote in student elections
- I provide feedback on services/ spaces where I see the opportunity (e.g. through QR codes around campus)
- I provide feedback on areas of interest to me, where it won't take too much of my time (e.g. completing short unit or student service surveys)
- I use available platforms to give real-time, short-form feedback when it is convenient to me
- I engage with student representatives and leaders to share my views

- I participate in student forums, roundtables and/or town hall events
- I put forward ideas and vote for my peer's ideas to help Swinburne identify opportunities to take forward
- I am, or aspire to be, an elected student representative, representing my peers to Swinburne decisions makers
- I am, or aspire to be, a leader of a club/ society, or a course/class representative
- I encourage other students to actively share their voice
- As a leader/representative,
   Swinburne supports me in my role through training and access to resources

#### Outcomes

- Across all domains of the student experience, my interests are being represented by my elected peers
- I know what is happening as a result of my peers giving their voices
- Swinburne receives my realtime feedback about services and spaces, allowing for quick changes to be implemented
- Important issues and opportunities to enhance the student experience are brought to Swinburne's attention
- My feedback informs the things Swinburne prioritises to improve the student experience
- Student representatives and leaders are able to represent my needs, assisting Swinburne to improve the student experience

- I help to shape particular elements of the student experience to meet my needs and those of my peers
- I support other students to get the most from their time at Swinburne and have a great student experience
- Student-led initiatives are identified as partnership opportunities

- I influence decisions about the student experience so that it meets the diverse needs and expectations of Swinburne students
- The needs and expectations of all students are considered in important decisions at Swinburne
- A more connected student/ staff relationship enables greater student outcomes





### 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.



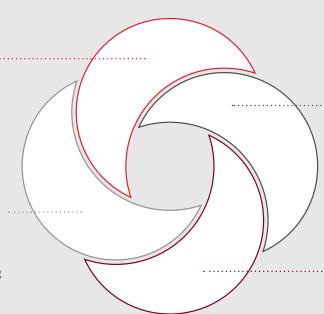
#### Student Partnership at Swinburne is...

#### 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-sizefits-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.

•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•

#### The partnership spectrum

#### SWINBURNE-LED

Staff drive the design and delivery of initiatives, drawing upon students to contribute at relevant points in time and in specific capacities.

#### CO-LED

Students and staff contribute equally to the co-design and co-delivery of initiatives.

Ownership and accountability is shared 50/50 between parties.

#### STUDENT-LED

Students are empowered to identify, design and deliver initiatives, with support from Swinburne staff and resources.



## Partnership opportunities and outcomes

At Swinburne, students and staff have the opportunity to participate in genuine partnerships to meaningfully impact and improve the things that matter to them across the student experience.

#### THE LEARNING EXPERIENCE

#### THE SUPPORTS AVAILABLE

#### SOCIAL CONNECTION & INVOLVEMENT

#### ENABLERS OF STUDENT EXPERIENCE

#### Opportunities include

- Student representatives work closely with teaching staff to identify and implement ideas for course improvements
- There are opportunities to solve Swinburne challenges within subjects and courses
- Students work with teaching staff to source and curate course materials

- Students co-design and co-facilitate programs with staff
- Students work with staff to deliver Swinburne services
- Students are supported by staff to design and deliver peer programs
- Staff and students co-create and co-deliver events related to areas of study or interest
- Staff and students work together to foster social connections between students across campuses
- Students and staff work together to design campus spaces
- Students have opportunities to collaborate with Swinburne to design and/or improve digital tools
- Staff and students codevelop content and/or media that is tailored to students and/or specific groups
- Staff and students partner to redesign student administrative processes

#### Outcomes

- Improved student engagement, satisfaction and outcomes
- Students develop and apply work-ready skills in ways that benefit the Swinburne community
- Increased availability, awareness and access to services and supports
- Increased availability and involvement in clubs, societies and events
- Swinburne's facilities and platforms are fit for purpose and accessible
- Students are better able to self-serve processes and information

