



Student Experience Framework

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.





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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 Experience Framework embodies the four domains of the student experience: curricular, co-curricular, extra-curricular and the enablers of people, platforms, process and places. It contains a series of aspirational statements that define a world-class, connected next gen_now student experience across these four domains and throughout the student journey, from commencement of studies all the way through to graduation and beyond.

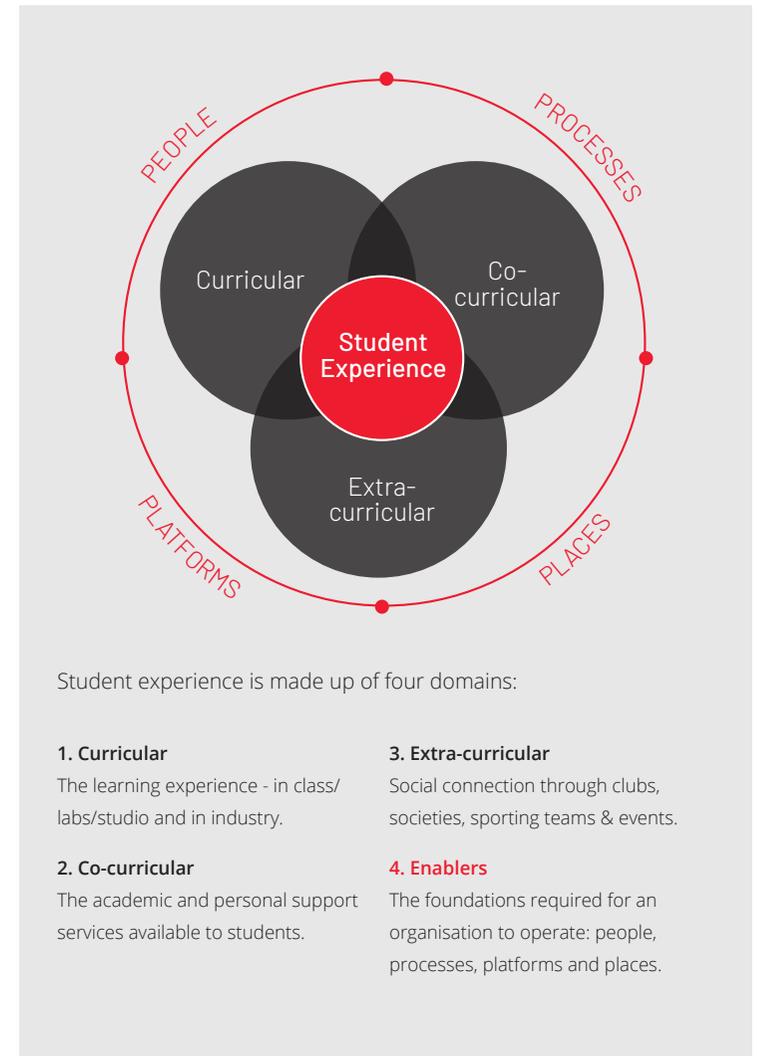
The resulting Framework was validated by a student survey and refined by our student reference group to ensure students can see themselves in the Framework and are excited and proud of the experience it articulates. The Framework was also validated through workshops with Swinburne staff to ensure we can deliver on the promise it articulates.

With five guiding principles – supportive, relevant, engaging, career-oriented, and future-focused – the Student Experience Framework empowers our students to learn, grow and realise their potential to have a real impact on the world.

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



Student experience is made up of four domains:

1. Curricular

The learning experience - in class/ labs/studio and in industry.

2. Co-curricular

The academic and personal support services available to students.

3. Extra-curricular

Social connection through clubs, societies, sporting teams & events.

4. Enablers

The foundations required for an organisation to operate: people, processes, platforms and places.

The Swinburne Student Experience Framework

My next gen_now Swinburne student experience is...

■ SUPPORTIVE

■ ENGAGING

■ RELEVANT

■ CAREER-ORIENTED

■ FUTURE-FOCUSED

Across my student journey



I feel immediately included and welcome, and I'm off to a great start. Swinburne life is simple and intuitive to navigate, and I can access support if I need it.



My studies are engaging and relevant. I'm encouraged and supported to explore interests and new experiences, and I feel connected to the Swinburne community.



My time at Swinburne has been enriching and future-focused, and I'm ready for what comes next for me. I have a Swinburne qualification, but I've received more than that – I've made lifelong connections and I'm proud to be a Swinburne alumni.

Brought to life through

MY LEARNING EXPERIENCE

- My learning content is relevant and sets me up for the future
- I gain meaningful industry and/or workplace experience
- I know what's required of me to succeed
- There is both consistency and flexibility in my learning

THE SUPPORTS AVAILABLE TO ME

- Swinburne values both my academic success and my health and wellbeing
- Support is available when I need it
- I know I'm more than just a number to Swinburne
- There are opportunities for me to connect with and support my peers

SOCIAL CONNECTION & INVOLVEMENT

- Swinburne's calendar of social events and activities has something for everyone
- There are lots of ways to get involved at Swinburne
- I benefit from being part of the Swinburne community

And enabled by

PEOPLE

- My teachers deliver a consistently high-quality learning experience
- Staff members know where and/or who at Swinburne to refer me to in order to help resolve my enquiry or issue
- I can get personalised assistance to navigate Swinburne services, processes and systems

PLACES

- Any Swinburne student can access facilities at any Swinburne campus, with some spaces available after hours or on the weekend
- There are informal spaces for me to chill out or socialise
- There are online spaces where I can form social connections

PROCESSES

- I can follow Swinburne's administrative processes independently with help available if I need it
- Swinburne regularly asks me for feedback and reports back to me on what happens with the feedback I provide
- I can let Swinburne know what I'm interested in and how I like to receive updates and communications

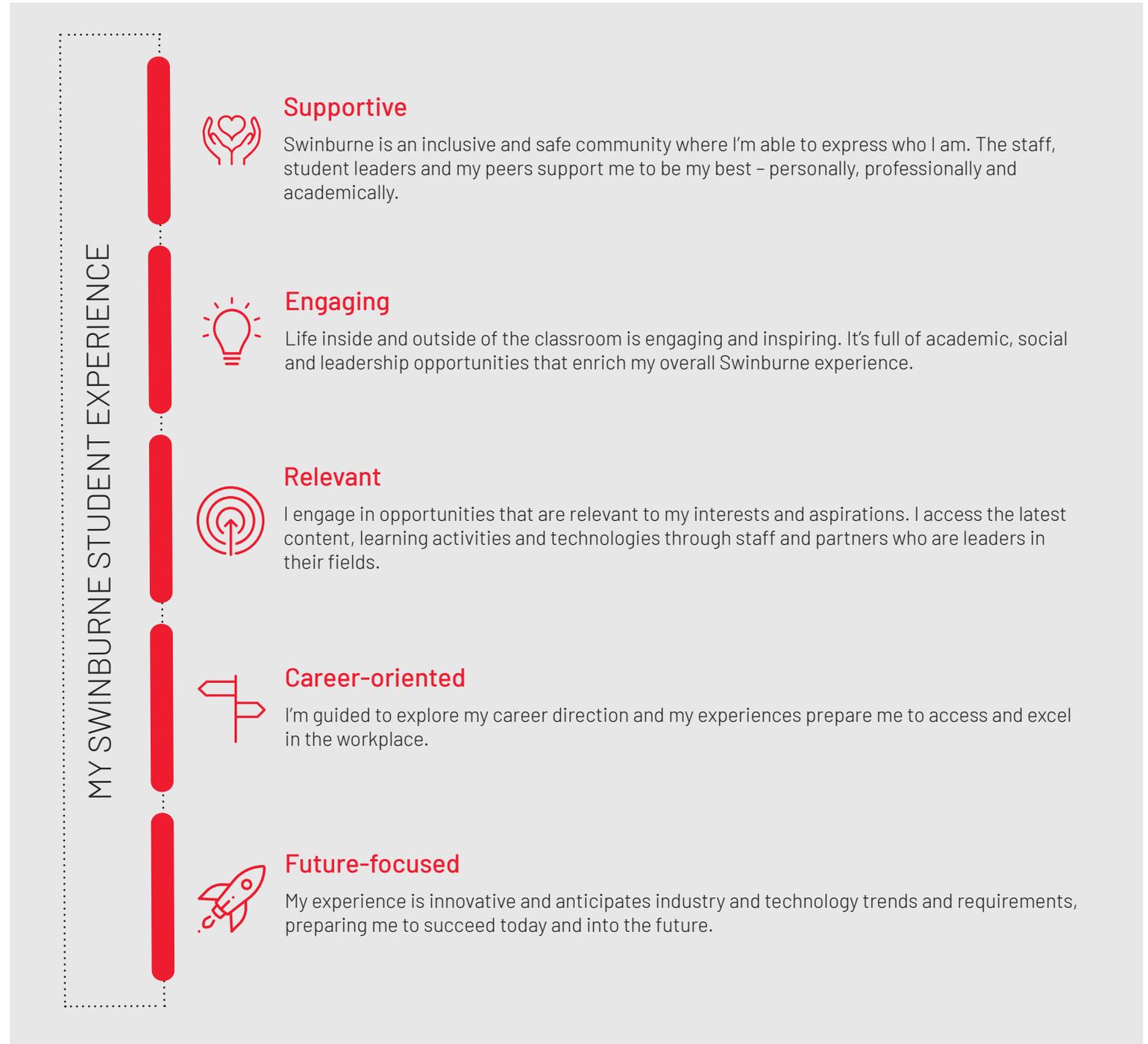
PLATFORMS

- I use world-class platforms to access online learning content
- It's easy for me to find and understand up-to-date information about life at Swinburne, like available services and opportunities
- I'm supported to use and get the most out of Swinburne's platforms

Student experience principles

These principles are the foundation of my connected, next gen_now student experience.

They reflect my experience across all the aspects of being a Swinburne student. At Swinburne, I can learn, grow and realise my potential to have a real impact on the world around me.



My Swinburne student experience

My learning experience

The Swinburne learning experience includes classes, collaboration with fellow students, labs, tutorials, studios and industry learning opportunities.

I'm engaged with what I'm learning and inspired by what my future holds.



MY CURRICULAR EXPERIENCE AND WHAT IT LOOKS LIKE...

- MY LEARNING CONTENT IS RELEVANT AND SETS ME UP FOR THE FUTURE
 - My learning activities are engaging, interactive and promote collaboration with my peers
 - I access the latest technology, content and thought leaders in my study areas and industry
 - I understand how what I'm learning is helping me become work-ready

■ I GAIN MEANINGFUL INDUSTRY AND/OR WORKPLACE EXPERIENCE

- I can work on industry-based class projects
- I have internship and placement opportunities, including at Swinburne
- I am supported before, during and after internships and placements

■ I KNOW WHAT IS REQUIRED OF ME TO SUCCEED

- Course and subject descriptions clearly and accurately explain what I can expect
- Assessments are structured to maximise my learning outcomes
- Assessment expectations are clearly communicated and supported by examples

■ THERE IS BOTH CONSISTENCY AND FLEXIBILITY IN MY LEARNING

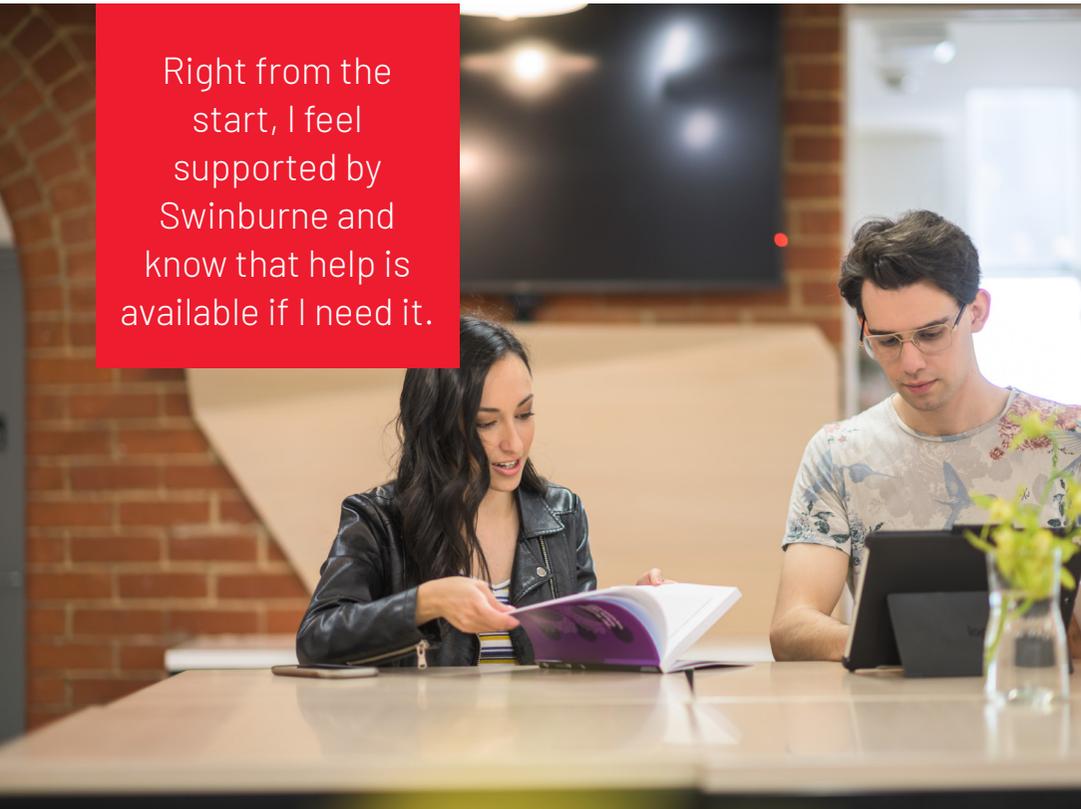
- The quality of my learning experience is consistent
- I can choose how and when I access learning activities, materials and content
- There are options and pathways available to structure my learning in balance with my life so I achieve my goals

My Swinburne student experience

The supports available to me

Swinburne supports me both academically and personally during my studies.

Right from the start, I feel supported by Swinburne and know that help is available if I need it.



MY CO-CURRICULAR EXPERIENCE AND WHAT IT LOOKS LIKE...

■ SWINBURNE VALUES BOTH MY ACADEMIC SUCCESS AND MY HEALTH AND WELLBEING

- There are a range of academic support opportunities available
 - I can access quality physical and mental health services
 - Services are culturally-safe, accessible and inclusive
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■ SUPPORT IS AVAILABLE WHEN I NEED IT

- I can access resources and support services when, where and how I need them
 - Services have minimal wait times and/or provide referrals to quality external supports
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■ I KNOW I'M MORE THAN JUST A NUMBER TO SWINBURNE

- Support services proactively reach out to me and meet me where I am
 - Staff are aware of available services and opportunities, and can effectively refer me to appropriate support for my needs
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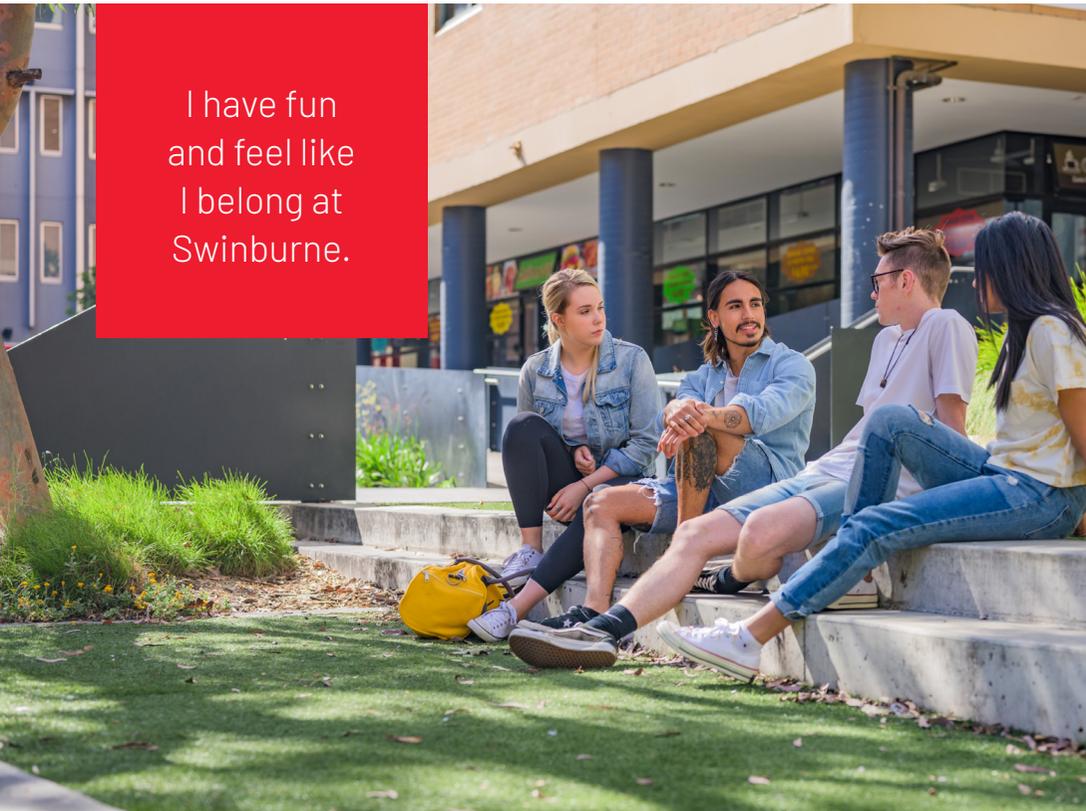
■ THERE ARE OPPORTUNITIES FOR ME TO CONNECT WITH AND SUPPORT MY PEERS

- The opportunities to engage and connect with my peers help me feel part of the Swinburne community
- I can lead and/or participate in student-led peer support programs
- I can develop as a leader through the peer-led programs offered

My Swinburne student experience

Social connection and involvement

Outside of the classroom, Swinburne is all about social connection and involvement, including fun things like clubs, societies, sporting teams and events.



I have fun
and feel like
I belong at
Swinburne.

MY EXTRA-CURRICULAR EXPERIENCE AND WHAT IT LOOKS LIKE...

- SWINBURNE'S CALENDAR OF SOCIAL EVENTS AND ACTIVITIES HAS SOMETHING FOR EVERYONE
 - All students, regardless of study mode, level of study or campus can attend Swinburne events and activities
 - There are Swinburne-wide social events and activities as well as ones for people with similar interests or things in common
 - Campus facilities and online platforms foster social connection and participation

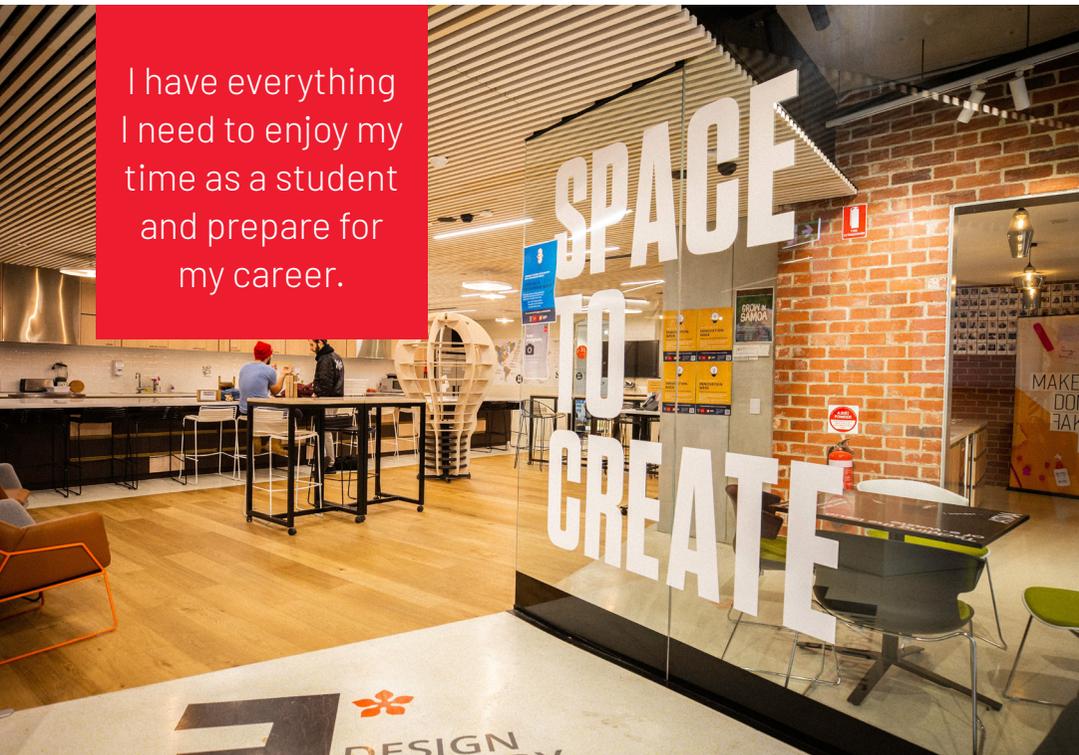
- THERE ARE LOTS OF WAYS TO GET INVOLVED AT SWINBURNE
 - I am welcome to be a part of Swinburne's diverse range of clubs, societies and volunteering opportunities
 - It's easy for me to find out about all the extra-curricular opportunities available and how to get involved in them
 - I get personalised communications about extra-curricular activities that may interest me
 - If I want to, there are opportunities to get to know Swinburne's campuses and their surrounding areas

- I BENEFIT FROM BEING PART OF THE SWINBURNE COMMUNITY
 - My Student ID gives me access to perks at Swinburne and with other businesses
 - Swinburne formally recognises many extra-curricular contributions

My Swinburne student experience

What enables my student experience

Enablers are the foundations required for Swinburne to operate and impact students across their whole student journey, inside and out of the classroom. They can be categorised into four groups: people, places, processes and platforms.



MY EXPERIENCE IS ENABLED BY...

■ PEOPLE | SWINBURNE'S TEACHING AND PROFESSIONAL STAFF

- My teachers deliver a consistently high-quality learning experience
- Staff members know where and/or who at Swinburne to refer me to in order to help resolve my enquiry or issue
- I can get personalised assistance to navigate Swinburne services, processes and systems

■ PLACES | PHYSICAL AND VIRTUAL FACILITIES

- Any Swinburne student can access facilities at any Swinburne campus, with some spaces available after hours or on the weekend
- There are informal spaces for me to chill out or socialise
- There are online spaces where I can form social connections

■ PROCESSES | WAYS OF WORKING AND HOW THINGS ARE DONE

- I can follow Swinburne's administrative processes independently, with help available if I need it
- Swinburne regularly asks me for feedback and reports back to me on what happens with the feedback I provide
- I can let Swinburne know what I'm interested in and how I like to receive updates and communications

■ PLATFORMS | TECHNOLOGIES THAT STAFF AND STUDENTS USE

- I use world-class platforms to access online learning content
- It's easy for me to find and understand up-to-date information about life at Swinburne, like available services and opportunities
- I'm supported to use and get the most out of Swinburne's platforms

Related models and frameworks

The Student Experience Framework is supported and enabled by the Student Voice and Student Partnership Models.

Monitoring, measuring and reporting back

Words and good intentions are not enough when it comes to student experience.

Swinburne is committed to being held accountable for delivering on the promises made in the Student Experience Framework and Student Voice and Partnership Models, and is transparent in reporting back on how they are tracking.

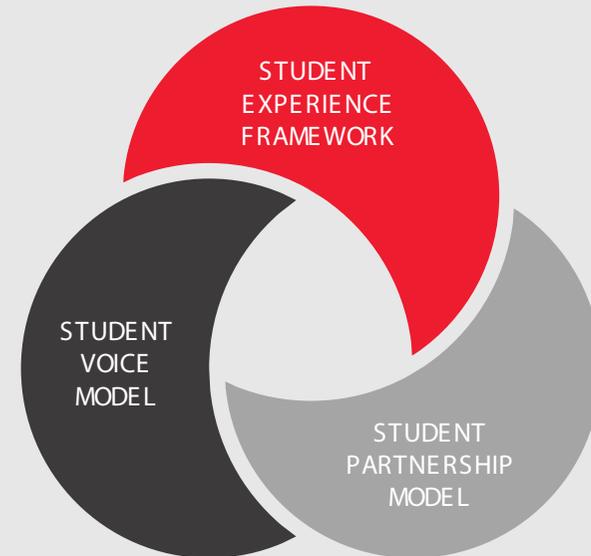
Swinburne's process for transparency



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STUDENT EXPERIENCE FRAMEWORK

The Student Experience Framework articulates what all Swinburne students can expect from a connected, next gen_now student experience.



STUDENT VOICE MODEL

The Student Voice Model describes how students' feedback and input will be captured, considered and utilised when making decisions that impact the student experience.

STUDENT PARTNERSHIP MODEL

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

