



UNIVERSITY OF
CANBERRA

STUDENT SUCCESS FRAMEWORK

The Vision and Principles
for Student Success at UC

DEPUTY VICE CHANCELLOR ACADEMIC STATEMENT

Student success is core business for every university. Here at the University of Canberra we are committed to the success of all our students, wherever they may be in the world and whatever path they have taken to be here. Student success and student experience complement and reinforce each other, and the Student Success Framework is our public commitment to ensuring that we offer our students an exceptional experience and that they achieve the success they desire.

All staff, business areas and portfolios at the University have a part to play in student success, and it should be at the forefront of our minds to think about how we can turn each day into a success for our students. The Student Success Framework has been designed around our Purpose statement and values, and is deeply embedded in our identity and aspirations to Change the World.

I commend the Framework to all staff and students at the University of Canberra and encourage us all to contribute to the success of each individual student.



GEOFF CRISP

Deputy Vice Chancellor Academic

INTRODUCTION

The University of Canberra (UC) strives to be a global leader in educating professionals for the future through innovative teaching and research supervision and diverse modes of experiential learning and exploration. The University's decadal strategy, *Connected*, asserts that the success of the University's academic mission 'will be measured by the success of our students, the quality of our education programs and the impact of our research'. The strategy promises to have 'a more balanced and accessible mix of student engagements' which 'will allow students, from our community and globally, to study with us in a way that best suits their individual situation.' The expected outcome of the new plan is 'Student success at and beyond UC'.

To deliver on these objectives and support student success across each cohort and each phase of the student lifecycle, a whole-of-institution Student Success Framework has been developed. The Framework includes a vision statement for student success at UC as well as interrelated principles to enable and support student success, aligning with the University's purpose statement and values. The Framework is key to creating exceptional student experiences and improving student success¹. The principles listed will guide staff to consciously work toward meeting the key goals of the University's *Students and Education plan 2018–2022* by offering quality support services and high-value activities aligned with student individual needs.

The Student Success Framework is closely aligned and works hand-in hand with the University's *Aboriginal and Torres Strait Islander Strategic Plan*, *Reconciliation Action Plan*, *Student Equity and Access plan* and the *Student Mental Health and Wellbeing Framework* (under development) to ensure a whole-of-University approach to student success across all phases and facets of the student journey

Galambany, UC's Purpose Statement and Values, was developed by UC staff and underpins our identity and aspirations as a community. They provide direction for staff to achieve academic excellence, measured by the quality of the UC education programs, the success of UC students and the impact of UC research. The University values are embedded in all activities and actions and are directed toward achieving the University purpose as expressed expressed by Galambany.



GALAMBANY

Together we work to empower, connect and share knowledge with our people, cultures and places.

VALUES



**EVERYONE'S
INVITED**

Everyone's invited

Celebrate differences and embrace similarities. Value unique contributions and promote accessibility and equity for all.



NARRAGUNNAWALI

Narragunnawali

Embrace Indigenous ways of knowing, being and doing in our work and our culture. Get amongst the conversation. Listen authentically and be a driver of meaningful reconciliation.



**CHANGE
THE WORLD**

Change the world

Don't be afraid to have an impact. Do things differently. Inspire each other to be innovative.



**DARE TO
BE CURIOUS**

Dare to be curious

Find purpose in learning. Step out of your comfort zone. Be brave, stir curiosity and share ideas and discoveries that shape our future.



**WALK
TOGETHER**

Walk together

Connect and collaborate with our community, both near and far. Embody the spirit of Canberra as a meeting place of ideas and creativity. Show what we have to offer.

WHAT IS STUDENT SUCCESS?

While retention and completion of studies are broadly viewed as key components of student success, UC embraces the idea that success should be viewed as a holistic concept, addressing needs before, during, after and outside study. This comprises four phases of the student lifecycle: Pre-access (Outreach), Access, Participation and Attainment, and Transitioning out of current studies.

The University also acknowledges that drivers of participation vary from student to student, depending on the course they are enrolled in and the level of their studies. Supporting individual goals and needs is critical for student success, as is recognising that a student will define their own success.

To support each student's individual goals and objectives, the University has developed a vision statement and principles that will underpin the development and delivery of all student success programs. The vision statement and principles have been influenced by successful student success and retention frameworks as well as what is recognised to be best practice, particularly in the Australian higher education sector. They have been developed by the UC community – staff and students – to suit the University's unique needs. The principles are interrelated, to create a holistic approach, support each student across each phase of their student journey, and reflect shared responsibility for student success.

STUDENT SUCCESS VISION STATEMENT

The University recognises that success looks different for each student and provides an environment where students are invited to set their own definition of success and regularly reflect and adjust their perceptions and goals as key components of their emerging professional identities. University staff work with students as partners, with a shared responsibility for success.

The University believes in proactive engagement with students right at the start of their journey, i.e. discover personal needs and understanding of each new cohort, assist with providing a sense of belonging by creating a safe environment for the exploration and facilitation of building relationships between staff and students (Thomas, 2012), and creating a community of learners. The University values flexibility not only as a workplace but also as an institution of learning. Allowing for and meeting the individual student's requirements for study and personal definition of success.

Thomas, L. (2012). Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention and Success Programme. The Higher Education Academy. Retrieved (15 November 2021) from: https://www.heacademy.ac.uk/sites/default/files/resources/What_works_final_report.pdf



PRINCIPLES TO SUPPORT STUDENT SUCCESS



COMMUNITY

Students are encouraged to be proactive participants at UC, developing their sense of belonging that will enable them to shape their own journey to success. We encourage students to contribute, working collegially and collaboratively with their peers, and invite them to participate in our UC Community strategy planning and program design. The University is an active participant in the Canberra community and seeks to foster change and make an impact locally and globally.

ATTRIBUTES

- Students as partners
- Inclusive practices e.g. Ally network, Faculty equity and diversity committees, Aboriginal and Torres Strait Islander practices
- Collaborative decision-making processes
- Students learning with staff
- A sense of belonging
- A feeling of connectedness
- Building relationships
- Seeking support
- Research culture
- Transition (into university)
- Collegial culture
- Alumni interactions
- Employability development
- Scaffolded Career Education
- Peer Assisted Learning (PALs)
- UC Student Mentor Program
- Collaborative teaching spaces
- Clubs and societies
- Diversity
- Feedback
- UCX



"I really appreciate the genuine integration of the Indigenous ways of knowing, being and doing within the University's curriculum and activities, and I've found some valuable parallels to Philippine culture. I feel supported by my wonderful supervisors and my fellow students, which contributes to feeling supported in my research. As a John Allwright Fellow, I have also built great friendships with other Australian Awards scholars as we attend regular activities that are organised by the University's International Student Support Service, which is invaluable in helping international students to settle in. The many and varied researcher development activities, coupled with the fun UCX and UC Thrive events add a further sense of belonging, especially for international students.

UC is so diverse but small enough that it's still intimate and one feels a sense of belonging. There's diversity in culture, age, experience, and more. I am truly grateful to be here."

SHANG FUENTES

Research Assistant and PhD Student



CURIOSITY

Students are encouraged to explore opportunities at UC to challenge themselves, and create their own journey to success. Our curriculum allows for flexibility and individual exploration, as well as hands-on experience and skills-building. Students are encouraged to reflect critically, think creatively and undertake systematic investigation into complex bodies of knowledge. The University encourages and supports academic preparedness to motivate a student's study capabilities and support the development of knowledge over the length of their studies. The University encourages and supports the preparedness of our students in the development of skills and competencies to navigate post-graduation pathways, exit university and begin their careers.

ATTRIBUTES

- Critical thinking
- Creative thinking
- Experimentation
- Innovative practice
- Passion for society & discipline
- Reflective thinking
- Admissions pathway options
- Changing of goals – future career path
- Scaffolded experience
- Student-centred learning
- Digital environment/digitisation
- Pathways for PG qualifications and upskilling
- Work Integrated Learning
- Career Education
- Study choices eg open electives
- Challenging traditions
- Questions and feedback
- Research methods



"I have always enjoyed learning, but travel inspired my curiosity. For a few years after school, I spent a lot of time in Asia and pursued hobbies like scuba diving and yoga. Then I reached a point where I felt like I wanted to expand my knowledge in an academic sense, and I decided to enrol in Global Studies, which has helped me to understand the world and articulate my opinions in a more meaningful way. UC has further fed my curiosity through the level of engagement and enthusiasm of the lecturers and teaching staff, particularly in the Global Studies units. I have also built a wonderful network of connections through the work I have done with Aspire UC and as a student mentor, both these roles which have helped me to grow personally and professionally have further strengthened my sense of belonging at, and connection to, the University."

LILY O'DONNELL

Student Mentor and Aspirations Agent
Bachelor of Arts/Bachelor of Science in Psychology



COMMITMENT

UC is committed to the success of all our students and will provide consistent and appropriate opportunities, support and assistance to create equitable outcomes for all students. In partnership with our community, we will encourage students to develop applicable skills and experience in their chosen fields through innovative and engaging programs, reflecting the evolving needs of employers and industry. UC is committed to engaging with students in the navigation of their journey to success.

UC is committed to treating all students with respect and ensuring a consistent level of safety for all our community members.

ATTRIBUTES

- Safe and respectful environment
- Policies and procedures
- Commitment to self
- Skills development
- Admissions pathways
- Scaffolded academic support
- Wellbeing support
- Inclusion and accessibility support
- Targeted equity support
- Medical and counselling
- Course advice and guidance
- Careers support
- Digital Portfolio
- Work Integrated Learning
- Career Education
- Desire to learn
- Group work
- Embrace diversity



"I'm originally from Vadodara, India and came to UC to study my Master of International Business in December 2021 to expand my career prospects and learning opportunities. I waited two years to come to Australia – I had to be patient because of the pandemic...that patience has paid off enormously!

Fully committed to the UC experience, I've accepted every opportunity presented, which has really shaped my life. These include Work Integrated Learning opportunities with industry, where I met the hiring managers of a Big Four company. I am currently the President of the Canberra Business Society at UC, and the Vice-President of the UC International Students Society. I also volunteer as a Student Mentor and have had multiple roles on campus that I really enjoy – Student Ambassador, Tutor, and Outreach Program Assistant. UC has the support, resources, and people to help me achieve my career and education goals, and I want to give back wherever I can. I feel so at home here – everyone is so welcoming.

My future plans? To build a life in Canberra and start a business to improve access to drinking water in my home country, and around the world.

AKHILESH JOHNSON

UC Student Mentor and Student Ambassador
Master of International Business



CELEBRATION

The University is a unique, collegial and supportive community that recognises lessons learned and successes achieved. UC takes pride in the diversity of its community and recognises the value brought by peoples from all sections of society. By celebrating students' success on their own terms, UC fosters an inclusive and supportive community empowering students to pursue their goals and passions.

ATTRIBUTES

- Orientation
- Graduation
- Employability
- Prizes and awards
- Cultural celebrations e.g. Harmony day, national Sorry day, NAIDOC Week
- Staff training and professional development
- Alumni
- Lifelong learning
- Local First Nations culture
- Acknowledgement and recognition
- Digital badges
- Market days and other student events
- Scholarships
- Student leadership initiatives



"I grew up in Orange, NSW, and moved to Canberra to study. It was a little daunting at first, I was doing subjects that I'd never done in high school, like chemistry and biology, I thought 'I don't know if I'm going to be able to do this' but I'm so glad that I did. I took every opportunity I could to secure placements and work experience, and tested different areas within allied healthcare before finding the right fit. After completing my Bachelor of Health Science, and then my Master of Occupational Therapy, I started working full time as an occupational therapist in regional NSW. I love working in communities and traveling. Sometimes I'm out on someone's farm or sometimes I'm in a school or a preschool, working with all ages and abilities, which keeps things interesting!"

SHARN KELLY

Bachelor of Health Science, Master of Occupational Therapy

THE STUDENT LIFECYCLE

Where the principles and attributes intercept across the phases of the student journey.

	PRE-ACCESS	ACCESS	PARTICIPATION	ATTAINMENT AND TRANSITION OUT
Community	<ul style="list-style-type: none"> • Students as partners • Collegial culture 	<ul style="list-style-type: none"> • Inclusive practices • Transition • Jobs on campus • Research culture • PALs • Diversity • Student Mentor Program 	<ul style="list-style-type: none"> • Collaborative decision making • Students learning with staff • Feeling of connectedness • Building relationships • Seeking support • Employability development • Collaborative teaching spaces • Clubs & societies • Feedback • UCX engagement activities 	<ul style="list-style-type: none"> • A sense of belonging • Alumni interactions • Scaffolded career education
Curiosity	<ul style="list-style-type: none"> • Admissions pathway options • Future career path 	<ul style="list-style-type: none"> • Digitisation • Postgraduate studies • Passion for society and discipline 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Experimentation • Innovative practice • Reflective thinking • Scaffolded experiences • Student-centred learning • WIL • Career Education • Study choices • Research methods 	<ul style="list-style-type: none"> • Future career path • Upskilling • Challenging traditions

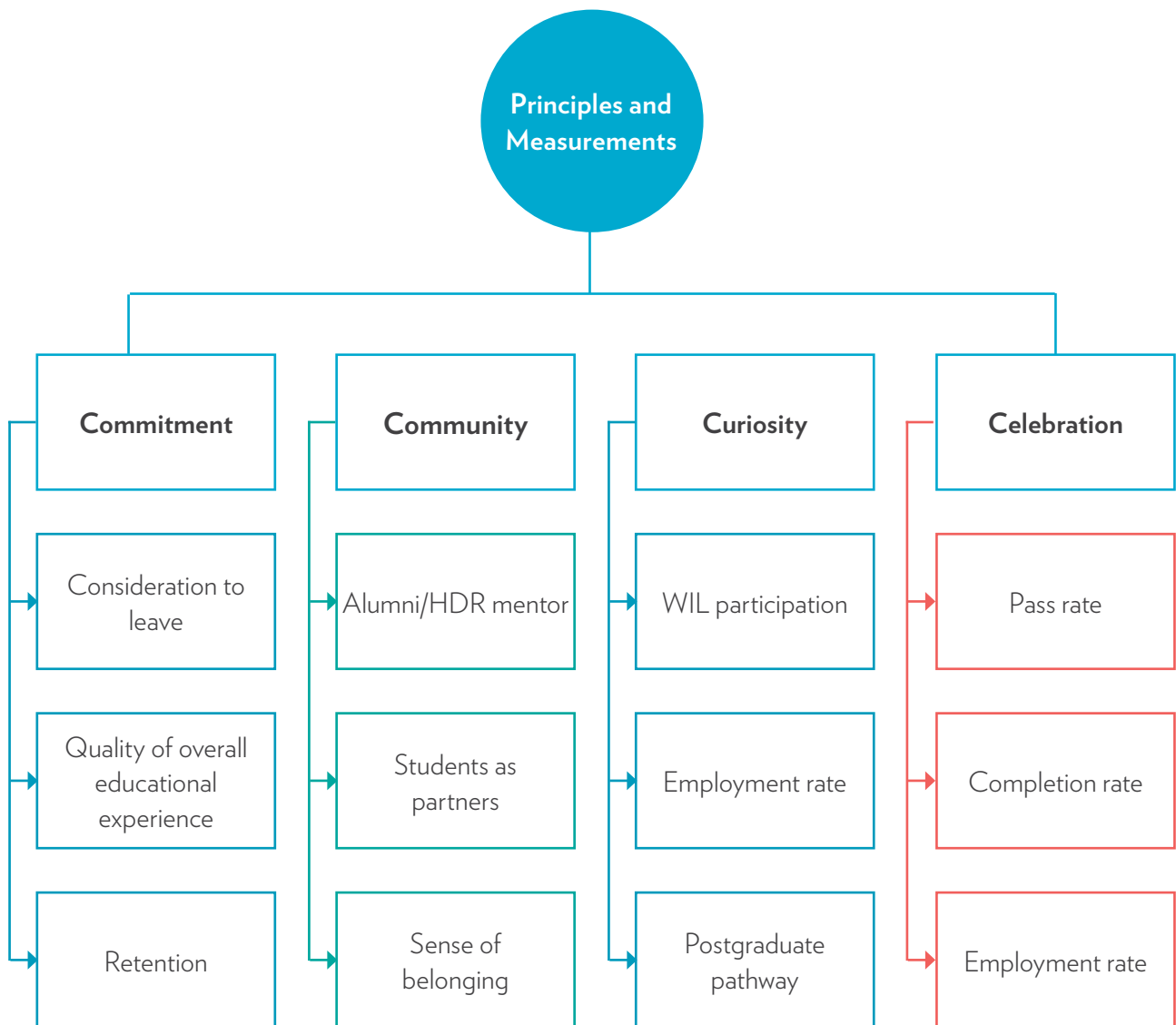
-
- Commitment**
- Skills development
 - Commitment to self
 - Desire to learn
 - Admissions pathways
 - Career education
 - Safe and respectful environment
 - Policies & procedures
 - Skills development
 - WIL
 - Group work
 - Embrace diversity
 - Scaffolded academic support
 - Wellbeing support
 - Inclusion and accessibility support
 - Targeted equity support
 - Medical and counselling
 - Course advice and guidance
 - Careers support
 - Digital portfolio

-
- Celebration**
- Orientation
 - Local First Nations culture
 - Scholarships
 - Prizes and awards
 - Cultural celebrations
 - Staff training
 - Acknowledgment and recognition
 - Digital badges
 - Student events
 - Student leadership initiatives
 - Graduation
 - Alumni
 - Employability
 - Lifelong learning
-

OUTCOMES AND MEASUREMENTS

Through the development of this framework, the University is expecting measurable, tangible and positive results, and outcomes to be achieved in supporting student success.

The central objective is to enable student success through initiating the listed principles and the enacting of the associated attributes. Through data driven measurables we will determine the success of the framework, sourced through existing and new surveys and the interrogation of student results.



Data measures for achievement/success of our benefits include:

- Unit pass rate
- Quality of overall educational experience
- Overall employment rate
- Retention rate
- Sense of belonging

DEVELOPMENT OF THE STUDENT SUCCESS FRAMEWORK

The Student Success Framework has been developed in consultation with staff from across the University and with input from student representatives. In October 2021, The Deputy Vice Chancellor Academic, tasked Student Life staff with researching and developing a framework to improve the retention and success of all students. A university reference group was established and consulted on the development of this document. The group has included members from Student Life, Study Skills, Student Connect, Learning and Teaching, UC Careers, the Ngunnawal Centre, Global Student Recruitment, UCX, Alumni, Associate Deans Education, Faculty Education Managers, and the Graduate Research Office. The reference group reviewed current student performance and literature across the sector developing a sense of what further initiatives might be required at UC. This benchmarking was aligned with student feedback and a scan of current student support programs and initiatives. Reference group workshops allowed for a set of principles to be developed while considering the priorities for engagement across the phases of a student journey. A draft Student Success Framework was tabled at the *Academic Quality & Standards Committee* in June 2022.

Coursework and research students were invited to attend a consultation workshop, either in-person or online, explaining the concept and intentions of the framework. Students were invited to seek clarity and consider any gaps in the framework where improvement could be made. While workshop attendee numbers were low, the students' definition of success aligned exactly with the definition proposed within the framework. Students responded positively and engaged in implementation conversations with great interest. The attendees agreed that student success means:

- Academic results (good, great, or enough).
- A happier life.
- Empowered to join in (to life and/or career).
- High achievement master/honours etc..
- The student is equipped/prepared to take the next step on their journey (whatever it happens to be)
- Job ready/employed.
- Being able to meet academic timelines as a PhD student.
- Graduate in due time.
- Network effectively during and after studentship.
- Contributing and receiving knowledge.
- Progress academically and psychologically.
- Readiness. Leadership. Habits.

